

**University of Nebraska-Lincoln
Counseling Psychology Program
Graduate Student Handbook**

Department of Educational Psychology
114 Teachers College Hall
Lincoln, NE 68588-0345

Revised 08/2024

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Counseling Psychology Program University of Nebraska-Lincoln

GENERAL INFORMATION

Introduction

Welcome to the University of Nebraska-Lincoln Counseling Psychology program! The University of Nebraska-Lincoln (UNL) is located in the city of Lincoln and has two campuses. The City Campus is the main campus and is home to the Colleges of Architecture, Arts and Sciences, Business Administration, Engineering and Technology, Fine and Performing Arts, Journalism and Mass Communication, Education and Human Sciences, and the University-wide Graduate College. The East Campus of UNL accommodates the Institute of Agriculture and Natural Resources, the Law College, and the College of Dentistry. Other campuses in the University of Nebraska system include the University of Nebraska at Omaha (UNO), the University of Nebraska Medical Center (UNMC) in Omaha, and the University of Nebraska at Kearney (UNK).

The Counseling Psychology program within the Department of Educational Psychology of the College of Education and Human Sciences (CEHS) is housed in Teachers College Hall on the City Campus, and offers master degrees (M.A.) in community counseling, as well as a doctor of philosophy (Ph.D.) degree. Admissions to all programs are handled through the Admissions Coordinator, located within the Department in 114 Teachers College Hall. The Admissions Coordinator is Jules Meyers and can be reached by phone at (402) 472-2223 or by email at jmeyers19@unl.edu. The program address is:

Counseling Psychology Program
Department of Educational Psychology
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Lincoln, NE 68588-0345
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The masters program in counseling is oriented toward the practice of counseling in community settings. The community counseling specialization provides a combination of clinical and research training, preparing students for work in a variety of counseling settings, as well as for continuation on to doctoral studies should one pursue this furthering of education and training.

The doctoral program in counseling psychology is based in the scientist-practitioner training model. The goal is to train psychologists with specialized expertise in counseling theory, research, and practice. The program provides a balanced emphasis in (a) the scientific study of counseling research and (b) on the practice of counseling and psychotherapy in diverse settings with diverse populations. Graduates of our doctoral program enter both academic settings and professional practice arenas. The doctoral program has been fully accredited by the American Psychological Association since 1959 — as such, it is among the five oldest accredited programs

in the country! The program most recently received full re-accreditation in 2024, with the next accreditation review scheduled for 2033. For information about the accreditation of our program, individuals can contact the Committee on Accreditation of the American Psychological Association by phone at (202) 336-5979, online at www.apa.org/ed/accreditation or via email to apaaccred@apa.org.

Graduate Studies

The Office of Graduate Studies is the central administration office that directly oversees all graduate programs in the university. Graduate Studies plays two primary roles: (a) student advising services and (b) the establishment of standards and procedures related to fulfilling thesis and dissertation requirements. The website for Graduate Studies is <https://www.unl.edu/gradstudies/home>. Degree requirements for both the masters and doctoral degrees are clearly described on the Graduate Studies website (<https://www.unl.edu/gradstudies/academics/degrees>).

Thesis and dissertation guidelines are detailed available in the *Guidebook for Preparing Thesis or Dissertation* (<https://www.unl.edu/gradstudies/current/degrees/guidelines>). Becoming familiar with Graduate Studies and its services provides a framework within which students can systematically progress toward their degree requirements at UNL. The Graduate Studies policies can be found at <https://catalog.unl.edu/graduate-professional/graduate/>.

Registration Procedures

The *Schedule of Classes* is published online every semester by the Office of the University Registrar. MyRED is the University of Nebraska-Lincoln's online registration system, and this is where you can see the courses offered each term. This system allows you to register for classes, drop and add courses, see a listing of your current classes, and change grading options. MyRED is accessed at <https://myred.nebraska.edu>. Thorough instructions on the use of the MyRED can be found through the UNL Registrar website: https://www.unl.edu/about_myred/node/1.

The Office of the University Registrar is open during fall and spring semesters Monday through Friday, 8:00 a.m. to 5:00 p.m. (CST). The UNL *Graduate Bulletin* is a helpful reference for planning your schedule, as it contains detailed information about the University, as well as course descriptions.

Quick Reference Guide to the Major University Facilities/Offices

For a quick reference guide, the following is a list of the addresses and phone numbers of selected major University offices. Many of these will be discussed in more detail in subsequent sections of the *Graduate Student Handbook*. In the U.S. and Canada, all offices below can be reached by calling UNL's toll-free number [(800) 742-8800] and asking for the specific department. Most UNL offices are open between 8:00 a.m. and 5:00 p.m. (CST), Monday through Friday. All written correspondence should be addressed to the appropriate person and department, University of Nebraska-Lincoln, Lincoln, NE 68588.

Educational Psychology Department: Department of Educational Psychology, 114 Teachers College Hall, University of Nebraska-Lincoln, Lincoln, NE, 68588-0345; (402) 472-2223

Graduate Studies: 1100 Seaton Hall, P.O. Box 880619
Admissions: (402) 472-2878
General Information: (402) 472-2875

Office of the Registrar: 107 Canfield Administration Building, P.O. Box 880416; (402) 472-3635

Summer Sessions: 208 Canfield Administration Building; (402) 472-3567

Scholarships & Financial Aid: 17 Canfield Administration Building, P.O. Box 880411; (402) 472-2030

Housing Information—Both on and off campus: UH, P.O. Box 880622, Lincoln, NE 68588-0622; (402) 472-3561

International Affairs: 420 University Terrace, P.O. Box 880682; (402) 472-5358

Jackie Gaughan Multicultural Center: 1505 S Street, Lincoln, NE 68508; (402) 472-7211

Gender & Sexuality Center: 340 Nebraska Union; (402) 472-1652

Services for Student with Disabilities: 132 Canfield Administration Building, P.O. Box 880401; (402) 472-3787 or (402) 472-3785

University Children's Center: 2225 W St, Lincoln, NE 68503; (402) 472-2009

University Health Center: 550 N 19th St, Lincoln, NE 68588; (402) 472-5000

University Counseling and Psychological Services Center: 550 N 19th St, Lincoln, NE 68588; (402) 472-5000

Student Legal Services: 335 Nebraska Union; (402) 472-3350

Residency Procedures

Any nonresident student who wishes to establish residency for the purpose of paying in-state tuition must meet the requirements included in the residency policy voted on and approved by the University of Nebraska Board of Regents on April 30th, 1994. Establishing residency requires 12 months residency in the state and demonstrating that you did not move to Nebraska for the sole purpose of attending an institution of higher education. Keep in mind that graduate assistantships come with tuition remission for up to 12 credit hours per semester, regardless of residency status. Additionally, some assistantships also provide up to 12 hours of tuition remission during the summer sessions. Residency application forms and additional information is

available in the Office of Admissions, 106 Canfield Administration Building. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday and 10:00 a.m. to 12:00 noon on Saturday; weekday summer hours are 7:30 a.m. to 4:30 p.m.

Membership in Professional Organizations

Becoming a member of a professional association related to Counseling Psychology is highly encouraged and valuable for your training. Membership entitles you to attend local and national conferences, which serve as forums for exchanging the most current information in our fields, as well as providing an opportunity for networking with colleagues. Membership also includes subscription to newsletters and journals published by the respective association/organization. These publications can help you stay current related to issues in counseling, and provide information about continuing education opportunities (e.g., workshops, seminars, conferences) and supplemental educational resources (e.g., texts, videos, tapes). Both conferences and journals act as channels through which to enhance your professional development. It is important to note that engagement in professional organizations, scholarly publications, and academic presentations are often a major criterion in the selection of masters and doctoral students for admission and obtaining a postgraduate academic position. You are encouraged to take advantage of all opportunities for publishing and/or presenting scholarly work. Being a member of a professional organization increases exposure to the content and style of current publications and thus facilitates your own publication efforts.

All masters and doctoral students are expected to become student affiliate members of the American Psychological Association (APA) and Division 17 (Society of Counseling Psychology). Graduate Student Affiliate Membership in APA includes a subscription to the *APA Monitor* (monthly magazine) and a subscription to the *American Psychologist*. Membership in the Student Affiliates of Seventeen (SAS) of Division 17 includes a subscription to the SAS Newsletter and the Division 17 Newsletter, and *The Counseling Psychologist*. As a member of either of these organizations, one can subscribe to the *Journal of Counseling Psychology* and other journals available through APA. Instructions for applying to join both professional organizations can be found: <http://www.apa.org/apags/join/> and <https://www.div17.org/membership>. Students are also encouraged to join Student Affiliates of Seventeen (SAS), which is the national membership organization for students associated with the Society of Counseling Psychology, Division 17 of the American Psychological Association (<https://www.div17.org/student-affiliates-of-seventeen--sas->).

In addition to APA, you are encouraged to join other national and state associations relevant to your professional interests, such as the American Association of Applied and Preventive Psychology, the American Psychological Society, the Nebraska Psychological Association, and the Nebraska Counseling Association.

COUNSELING PSYCHOLOGY PROGRAM

Master of Arts Program

Master's students are expected to attend the program fulltime. The master's of arts program has an area of specialization in community counseling. See Appendix C for the Master of Arts Program Description and suggested sequence of courses. The program takes an average of 2 full calendar years to complete, depending on the number of courses students elect to take per semester.

Assignment of Program Advisor

Individual student program advisors are assigned after acceptance into the program on the basis of shared interests and advisor load. However, during your course of study, you may alter your initial research focus and/or decide that another faculty person would be more appropriate for guiding your program. If you wish to change advisors for these or other reasons, identify another advisor who agrees to work with you, notify your original advisor, and record the change of advisor with the Program Director and with Jules Meyers (jmeyers19@unl.edu). One of the duties of the Counseling Psychology Program Director is to facilitate the process of changing advisee/advisor assignments as needed.

Required Paperwork

First, you will complete the *Memorandum of Courses Required for Candidacy for the Master's Degree* before you receive grades in more than one-half of the degree program. The *Memorandum* lists the courses required for your degree and asks whether you are intending to complete a MA thesis. The *Memorandum* must be signed by your advisor and the chair of the Educational Psychology Graduate Committee (Scott Napolitano; snapolitano2@unl.edu) prior to submitting to the Office of Graduate Studies. Next, you will complete the registration form for comprehensive examinations. Third, the *Application for Degree* form must be submitted to the Office of Records at the outset of the semester in which you plan to graduate. The fourth required form is the *Final Examination Report for Master's Degree*. It must be completed (including all signatures) and submitted to the Office of Graduate Studies at least four weeks before the end of the semester in which you plan to graduate. All of these forms and deadlines are available online through the Office of Graduate Studies at <https://www.unl.edu/gradstudies/current/degrees/masters>.

Master's students in counseling are considered Educational Psychology majors and all paperwork should be prepared accordingly. You should retain all course syllabi, course registration forms, a copy of the *Graduate Studies Bulletin* for the year you were admitted, final practicum and field placement logs, and a record of graduate assistantships, volunteer work, and any other pertinent information or record of your educational experiences at UNL. This information and documentation is necessary in the event that specific content of your course of study and overall training in the program must be validated at some future date for licensure purposes, employment applications, admission into a doctoral program, waiving of classes, and so forth. These materials are absolutely critical and should be retained indefinitely.

Practicum Experience and Field Placement

Students in the masters program complete both practicum and field placement experiences. The first practicum experience occurs in the spring semester of the first year. Supervision takes place for one hour each week and is typically provided by an advanced doctoral student in the context of a doctoral level supervision class. Group supervision and client contact normally occur on Wednesday evenings in our Clinic in 997A Beginning Practicum in Counseling. In the summer after the first year, students complete EDPS 997G Advanced Practicum in the clinic, which also has both individual and group supervision along with seeing clients in the clinic. The Field Placement in Counseling course (EDPS 997B) is taken subsequent to EDPS 997A and EDPS 997G. There are a wide variety of options for placement, including community mental health agencies and inpatient and outpatient treatment facilities. The field placement requirement includes 300 hours of clinical service, 100 of which are direct service, or 20 hours weekly for two full semesters. In total, you will complete 600 hours of which 200 are direct service in Field Placement. However, to be eligible for licensure in Nebraska as a PLMHP, you will be required to document 300 direct service hours; for the LIMHP, you will be required to document 280 direct service hours and 700 total hours. It is imperative that students are tracking all hours in Time2Track so that the program can verify them for licensure applications.

Each spring, the Counseling Psychology program organizes a meeting for students and supervisors/directors of field placement sites to meet and discuss field placement opportunities. Students will apply to sites at their discretion and in collaboration with their advisors. An important consideration in choosing an off-site placement is that it should be consistent with your internship and post-graduate goals. Sites will interview students at their discretion as well. Once interviews are completed, students and sites will submit a ranking of their preferences to the counseling psychology faculty, who will then use these ranking to “match” students to sites.

Comprehensive Examination Option

All masters students who are choosing to forgo the thesis option for completing the degree are required to take written comprehensive examinations toward the end of their program. These exams are administered three times a year and cover counseling, as well as two of the three foundation areas in Educational Psychology: Development, Cognition and Learning, and Measurement and Statistics. Exam preparation should be kept in mind as you plan your program of study. You should initiate a discussion of scheduling and preparation for your comprehensive examinations with your advisor. Class notes and texts are materials that can be used to prepare for comps. Information about comprehensive exams and the registration form to sit for the exam can be found at <https://cehs.unl.edu/edpsych/masters-comprehensive-exam/>.

Thesis Option

The community counseling masters degree is offered with a thesis option. Students planning to pursue a doctoral degree are encouraged to participate in one or more research projects during their masters program (non-thesis research option), or to complete a research thesis (thesis option). Requirements pertaining to completion of the thesis are detailed in the *Graduate Studies* website (<https://www.unl.edu/gradstudies/academics/degrees>). Students electing the thesis option must be prepared to make a significant time commitment. Once your Memorandum of Courses has been filed, switching from thesis to non-thesis option requires justification and may be denied.

Doctoral Program

Doctoral students are expected to attend the program full-time. The doctoral program is a five year program for students who have a master's degree prior to enrolling in the program and a six year program for students entering with a bachelor's degree. Post master's students are very strongly encouraged to complete their course requirements during the first three years in the program, complete their dissertation and apply for internships during the fourth year, and spend their fifth year on internship. Students accepted without their master's degree must complete all coursework required to obtain this degree in addition to their doctoral classes and complete coursework in their first four years, complete their dissertation and apply for internships during their fifth year, and spend their sixth year on internship

Assignment of Program Advisor

Students are assigned to a program advisor at admission on the basis of shared research interests, and doctoral students are expected to be active participants in their advisor's research groups whereas masters students are invited to participate. Doctoral students are encouraged to continually assess their own interests in order to identify whether their research and professional interests might be more appropriately guided by another faculty member. If you want to change advisors, discuss the matter with your current advisor, obtain permission from your prospective new advisor, and record the change with the Program Director, Graduate Committee Chair (Scott Napolitano; snapolitano2@unl.edu), and with). It is the responsibility of the Counseling Psychology Program Director to facilitate changes in advisee/advisor relationships as needed. Advisor changes should be made prior to the formation of your Doctoral Supervisory Committee; however, changes subsequent to that time are not prohibited.

Doctoral Supervisory Committee

The Doctoral Supervisory Committee is the group who directly supervises your progress through program milestones and has the ultimate authority over your program of study, comprehensive examinations, internship, and dissertation. Doctoral Supervisory Committees generally follow program requirements for course work, although are not required to do so. The formation of your Doctoral Supervisory Committee normally takes place during your second academic year (or third year if entering without a masters degree), and is composed of four faculty members. Your advisor is the Committee Chairperson (or the Co-Chairperson in the event that your advisor is not a Graduate Faculty Fellow). One member of the committee MUST be a faculty member from outside of the Department of Educational Psychology, whereas the other two members may be from within or outside the Department.

The selection of your committee should be accomplished with several considerations in mind:

- Select individuals about whom you have some information; consult with your advisor and others about potential committee members.
- Select individuals who can contribute to your growth and development by virtue of their areas of expertise.
- Select a committee of individuals who can work together, who respect each other, and who will provide a balanced team to guide you in your program. Compatibility of research interests and statistical expertise are important elements for a committee; a certain amount of diversity will provide breadth to the perspectives of the committee.

--Provide prospective committee members with information about your background, career goals and general areas of interest. Find out about their expectations of you as a student and of their role as a committee member.

After you have formed your committee, be respectful of committee members' time by providing advance notice of meetings or dissertation-related deadlines. In addition, always provide drafts of your Program of Studies and dissertation proposal well in advance of each respective meeting. You will meet with your entire committee three times. The first meeting, the Program of Studies Meeting, is to discuss and approve your program of studies/memorandum of courses for your doctoral degree. In the meeting, you typically discuss 1) your timeline to graduation and program of studies, 2) early ideas about your dissertation topic, and 3) your career goals. This helps the committee to assist you in crafting a program of studies that will support you meeting your professional goals. A general guideline is that this meeting will occur near the end of your second year of study, or third year if entering without a masters. The second meeting is your Dissertation Proposal Meeting to discuss and approve your dissertation proposal. You may submit your dissertation proposal only after successfully passing your doctoral comprehensive examinations. The third meeting is for your final oral examination, that is, your Dissertation Defense Meeting.

All forms for these meetings can be found at

<https://www.unl.edu/gradstudies/academics/degrees/doctoral>.

Program of Study

You are required to file an official Program of Studies that outlines your planned coursework for your doctoral degree in Counseling Psychology. Your Program of Studies must be formulated first with your advisor, and then formally presented to your entire Supervisory Committee for review and approval. Your Program of Studies document should be completed during your second year of study at UNL, or third year if entering without a masters, and before you have fewer than 45 course credits left to take. The doctoral program course requirements and current faculty document is exhibited in Appendix A.

After your program of studies meeting you will submit two documents that you will complete in consultation with your advisor: the *Appointment of Supervisory Committee Form*, listing the members of your committee, and the *Program of Studies*. The *Program of Studies* is a two-page document that lists the classes that you may be transferring from other institutions, the classes that you have already taken at UNL, and a list of classes in progress as well as those which need to be taken to complete your required course work and dissertation research to complete the doctoral degree. These forms can be accessed at

<https://www.unl.edu/gradstudies/academics/degrees/doctoral>.

Your *Program of Studies* is signed by your Supervisory Committee Chair (i.e., your doctoral advisor) and must be approved subsequently by the Chair of the Educational Psychology Graduate Committee and the Dean of Graduate Studies. The *Appointment of Supervisory Committee Form* is signed by the EDPS Graduate Committee Chair and the Dean of Graduate Studies. See Appendix A for a checklist of required courses, sample forms, and instructions for their completion. It is extremely important to investigate the current licensure requirements in the state(s) in which you intend to practice. Some states have licensure requirements that include one

or two courses beyond those required by our program, and state requirements change over time. Keep in mind that it is your responsibility to develop an educational program that will best suit your overall career goals.

Doctoral students have eight years from the end of the semester in which their program of studies is approved by the Graduate Studies Office. All coursework, including any required research/language tools, must be completed, comprehensive exams taken and the dissertation written, defended and deposited within that time frame.

Doctoral Comprehensive Examination

Doctoral students are expected to complete a comprehensive examination near the end of their program when most of their coursework has been completed. The guidelines for the comprehensive exams are included in Appendix A, Doctoral Area of Specialization: Counseling Psychology. Passing the comprehensive examination moves the student to degree candidacy. The student then is eligible to propose their dissertation. Subsequent to passing the comprehensive examination and satisfying the language/research tool and residency requirements, you are required to file with the Office of Graduate Studies your *Application for Candidacy* which can be found at <https://www.unl.edu/gradstudies/academics/degrees/doctoral>. Once students are designated candidates for the doctoral degree, they can register for dissertation credits.

Practicum Experience & Field Placement

The doctoral program includes one semester in Beginning Practicum (EDPS 997A), two semesters in Advanced Practicum (EDPS 997G), four semesters in Field Placement (EDPS 997B), and one semester in Supervision and Consultation (EDPS 997M). All of this coursework is expected to be completed in the academic year and summer practicum and field placements experiences are in addition to the required courses above.

Post-bacc students begin their required clinical courses with Beginning Practicum in the Spring of their first year, followed by Advanced Practicum and separate field placements over two years (years 3 and 4 in the program). Post-clinical masters students begin their required clinical courses with Advanced Practicum in their first year, followed by one field placement. Post-clinical masters students typically complete an additional field placement in the third year in order to accrue the necessary hours to be competitive when applying for internship. All students may complete additional non-required field placements while enrolled and prior to internship applications in the interest of gaining diverse clinical experiences and strengthening their internship application.

Practica. The Beginning Practicum and two semesters of Advanced Practicum in Counseling experience includes students seeing clients in our in-house Counseling and School Psychology Clinic. Students will receive individual and group supervision and live and videotape observation of their clinical work in the Clinic. Students will see clients during Clinic-approved days and times each week in-person and/or via telehealth. Group supervision will occur during the scheduled class time. Class time will also prioritize didactic and experiential learning targeting the development of microskills and advanced intervention skills.

Field Placement. Field Placement involves a supervised counseling placement in a community, university, or school setting, with supervision provided by an on-site licensed psychologist or other licensed mental health professional. You must receive a minimum of one hour per week of individual supervision. The off-site field placement experience requires a commitment of approximately 20 hours per week (8 to 10 hours of direct client contact), for two academic semesters and a minimum of 600 total hours. In general, field placement may begin no earlier than August 1st of the academic year in which it is planned. However, if a field placement partner allows students to complete additional elective terms in Summer, students must onboard and begin their work with the site during the first week of the 8-week summer term and enroll in Field Placement during summer.

Field Placement Match Process. The program will use a match process to place students at field placement sites for their clinical training. Each spring, the Counseling Psychology program will organize a meeting for students and supervisors/directors of field placement sites to meet and discuss field placement opportunities. Students will apply to sites at their discretion and in collaboration with their advisors. An important consideration in choosing an off-site placement is that it should be consistent with your internship and post-graduate goals. Sites will interview students at their discretion as well. Once interviews are completed, students and sites will submit a ranking of their preferences to the counseling psychology faculty, who will then use these rankings to “match” students to sites. In this way, we can inform all sites and students of the placements on the same day and, ideally, ensure appropriate supervision and training is available for the number of students who will be matched at each site, along with ensuring that students have the appropriate training required for the sites (e.g., have completed assessment courses for sites that are focused on psychological assessment).

Supervision Training. During the third year, post-master’s doctoral students are required to take EDPS 997E Counselor Supervision and Consultation in Fall and EDPS 997M Practicum in Supervision and Consultation in Spring. Post-bacc students take EDPS 997E and EDPS 997M in their fourth year. This course covers supervision and consultation theory and research, the provision of supervision to master’s level practicum students, and an experiential consultation project. EDPS 997E and EDPS 997M must be taken in consecutive semesters (Fall/Spring).

Special Elective Field Placements. From time to time, students may engage in a elective field placement that is not with an already program-sanctioned partner. In this case, students should request permission from the core faculty to engage in the field placement training. Training must align with APA standards of accreditation including appropriate supervision. Please contact the Field Placement Coordinator to begin the process of approval. If approved, you must enroll in the Field Placement course.

Doctoral Internship

The Doctoral Internship is a paid, 2,000 hour supervised counseling experience at an American Psychological Association (APA) approved internship site. Students must pass comprehensive exams AND successfully propose their dissertation research PRIOR to applying for internship. Students must complete 450 direct contact client hours through practicum and field placement experiences while in the doctoral program to be eligible to apply for internship. All students need to obtain approval from program faculty to apply for a pre-doctoral internship at the beginning of

the fall semester during which they are planning to apply. Students will be asked to email the training director at the beginning of the semester during which they want to apply for internship placements and program faculty will determine readiness for each student at the first program meeting in the fall semester. Successful completion of your internship is based upon your site supervisor's evaluation and documentation of completion. Please see Section G Intervention: Clinical Hours for a list of required coursework that needs to be completed prior to applying for and concurrently with internship. The Association of Psychology Postdoctoral and Internship Centers (APPIC) provides the *APPIC Directory: Internship and Postdoctoral Programs in Professional Psychology* as a service to students, their advisors, and professional psychology training directors. The directory describes all of the APA approved doctoral and postdoctoral internship programs in the United States, Canada, and Puerto Rico. It is intended as a guide in helping to identify programs likely to meet specific training needs of the individual student. All entries in the directory are updated annually. The directory is available through the APPIC website located at <http://www.appic.org>. APPIC is the organization through which you will apply for internship.

Dissertation and Final Oral Examination (Dissertation Defense)

All doctoral students are required to complete a dissertation prior to graduation including enrollment in 12 credit hours of Dissertation Research. Dissertation credits are graded as "Incomplete" each term until defended, at which time grades are changed to "Pass." The writing style for the dissertation will follow the guidelines provided by the Office of Graduate Studies, *Preparing Thesis or Dissertation* (<https://www.unl.edu/gradstudies/current/degrees/guidelines>), and the *Publication Manual of the American Psychological Association* (7th ed.).

A dissertation proposal meeting with your doctoral supervisory committee is scheduled subsequent to your successful completion of the comprehensive examination. Your dissertation proposal must be passed and approved by your supervisory committee prior to your application for doctoral internship. A dissertation proposal includes three chapters, an introduction, a literature review, and a proposal of the research methodology. A final dissertation includes five chapters, an introduction, a literature review, research methods, results, and discussion. It is strongly recommended that you defend your dissertation prior to leaving for internship. The program prefers that dissertation defense occurs in-person. However, if you are defending during your internship year and it is not possible to travel back to UNL for your defense, virtual defenses are permitted.

Upon the approval of the chair of your committee, coordinate a dissertation defense date and time with your entire supervisory committee, and reserve a room for your defense.

You must first provide copies to the Reading Committee at least four weeks in advance of your dissertation defense date to get their approval to schedule the oral defense no later than two weeks prior to the defense date. **At this time, 1) an *Application for Final Oral Examination* needs to be sent to Graduate Studies, which is signed by the chair of your committee, readers, and the Department Graduate Committee chair.** The form is found at the following website: <https://graduate.unl.edu/current/Doctoral-FinalOral.pdf>. The oral defense should be scheduled for 90 minutes. Students will prepare a 30-minute presentation of their dissertation research after which the committee will ask questions and provide feedback on the oral presentation and dissertation manuscript.

At the same time you submit the application for oral exam, please deliver a copy of your preliminary dissertation and an abstract to Graduate Studies. More information can be found at the following website: <https://graduate.unl.edu/academics/program-steps/doctoral-degree-steps-to-completion>. When you deliver your preliminary dissertation/abstract and *Application for Final Oral Examination* to the Office of Graduate Studies, you will be given a *Checklist for Graduation* packet. After successfully defending your dissertation, you will submit a final copy of your dissertation incorporating any requested edits from your Supervisory Committee. Additionally, the required fees for binding and copyright (optional) of your dissertation must be paid at the Bursar's Office. All of the forms included in the *Checklist for Graduation* packet must be completed and returned along with the copies of your dissertation. Instruction, fees, and deadlines for filing these and other important forms prior to your anticipated graduation date can be found in the *Guidebook for Preparing Thesis or Dissertation*.

You will also complete the Dissertation and Thesis Defense Notification for the College at the following link: <https://cehs.unl.edu/cehs/dissertation-defense-notification/>.

Samples of the forms that must be completed during your doctoral program can be found on the UNL Office of Graduate Studies website (<https://www.unl.edu/gradstudies/academics/degrees/doctoral>). Your *Application for Advanced Degree*, along with a required fee, is due in the Records Office, 107 Canfield Administration Building approximately three months prior to graduation. If this is not filed, a diploma will not be ordered for you and your graduation date will be postponed.

Full-Time Student Status During Internship and Dissertation

Students typically need to be registered in 9 credits in a semester to be considered full-time students. However, when completing their dissertation and internships, students can apply for full-time status when registering for fewer than 9 credit hours per semester. The application for full-time status can be found at the following link: <https://ris-vm2.unl.edu/gradstudies/fulltime/>

Information on Accreditation

The UNL Counseling Psychology doctoral program has been continuously accredited by the American Psychological Association since the 1950s. The most recent accreditation took place in 2024. If you have any questions about the accreditation process or the status of our program, please contact the APA Committee on Accreditation at: Education Directorate, Program Consultation & Accreditation, 750 First Street NE, Washington, DC 20002. Phone: (202) 336-5979; Fax: (202) 336-5978

Counseling Psychology Training Values

The Counseling Psychology Program at the University of Nebraska—Lincoln is grounded in the values of cultural humility, anti-racism, and liberation. We are guided by the values of our discipline including a focus on strengths, person-environment interaction, and promoting holistic wellness. We employ a communitarian philosophy, acknowledging the importance of community building and community relationships in shaping the experiences of our students, faculty, and staff. Therefore, we strive to cultivate a program culture that decolonizes training and in which

power is shared, transparency is offered when possible, and accountability is upheld by all members of our program. All who work, study, research, and teach in the Counseling Psychology community should be committed to these values as an integral part of the program's focus, goals, and mission.

Our educational activities and everyday interactions are enriched by our affirmation of one another's humanity. As members of the Counseling Psychology community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. The program expects that students and faculty will be respectful and supportive of all people, including, but not limited to, clients, staff, peers, students, and faculty who are different from themselves in age, gender, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, ability status, language, and socioeconomic status. It is expected that students, faculty, and staff will work to create a climate of safety and trust for all concerned.

Because of the necessity to maintain this atmosphere, prejudice and bias will not go unchallenged within this community. We will educate each other on the existence and effects of racism, (cis)sexism, ageism, homophobia, transphobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation, or violence against persons or property, we will not tolerate such behavior, nor will we accept ignorance, joking, or substance abuse as an excuse, reason, or rationale for it. Our remediation policies can be found in the program handbook.

As a profession, Counseling Psychology not only disavows oppressive attitudes, beliefs, and behaviors, but actively work to advocate for positive social change. We promote social justice, diversity, equity, inclusion, and shared liberation, and work against oppression. Indeed, because Counseling Psychologists often work with individuals who have been marginalized, we seek to train students who will advocate for and positively embrace all demographic diversity. Respect for diversity in all forms is a central value of our program, and thus one that is expected of all students, faculty, and staff. In other words, respect for values different from one's own and the valuing of diversity in general is expected of all students who are accepted into the program and faculty and staff who are hired or retained in the program.

The program faculty recognizes that no individuals (whether they be faculty, students or staff) are free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the program is seen as a commitment to the social value of respect for diversity and to the process of self-examination so that such prejudices may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Both the American Psychological Association Ethical Principles and Accreditation Guidelines specifically state that psychologists have an ethical mandate to be culturally competent, which means that they develop the ability to work with diverse clients of all types. In addition, the APA Ethical Principles state that psychologists (including students in training) must both examine and try to eliminate the effects of biases from their work. We understand that students will not enter the program free from bias. Nevertheless, successful completion of the program requires a genuine desire to examine one's attitudes and values and to learn to work effectively with "cultural, individual,

and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, ability status, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E). Simply put, willingness to examine the effects of one’s attitudes and values on one’s professional work is an essential and required.

Clients receiving counseling engage in significant self-disclosure and personal introspection. Counseling psychology students must become very familiar and comfortable working with the process of individual self-disclosure and introspection. Therefore, it is an essential training component of the Counseling Psychology program to provide assignments and classroom experiences that encourage our students (i.e., counselors-in-training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. Specifically, while in the program, students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings, and personal history. Students will be expected to examine and make efforts to resolve any of the above for potential negative impact on their ability to perform the functions of a psychologist. Given the impact of one’s personhood on professional skills and identity as a psychologist, most classes include self-reflection and introspection as part of the learning process. In these classes, students may be encouraged to discuss such reflection and introspection with peers for the benefit of learning; nevertheless, no student will be forced to disclose issues in a classroom setting that they prefer to keep private.

In summary, we require that our students and faculty be willing to engage in self-disclosure and personal introspection, and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values. The Counseling Psychology faculty is committed to and expects an atmosphere of respect and confidentiality among our students, to support students’ self-reflection, learning, and growth.

(This statement has been adapted from the following other Universities and/or Counseling Psychology Program Statements: University of Missouri – Columbia, Auburn University, Miami University of Ohio, and the University of North Dakota, and was approved by the Counseling Psychology Faculty and students.

Social Media Statement

Counseling Psychology students who use social networking sites should be mindful of how their communication may be perceived by clients, colleagues, students, faculty, and other mental health professionals. As such, counseling psychology students should make every effort to minimize visual or printed material that could be deemed inappropriate for a health service psychologist. To this end, students should consider setting all security settings to “private” and should avoid posting information, language, or photos that could jeopardize their professional image. Obviously, this is a subjective matter (e.g., who determines what is appropriate?) but we raise this issue to increase self-awareness and critical thinking around one’s social media

presence. Additionally, any information that might lead to the identification of a client, violating client confidentiality, is a breach of the ethical and legal standards that govern the practice of psychologists. Engaging in this action could result in disciplinary actions including dismissal from the program.

**This statement has been adapted from the following other Universities and/or Counseling Psychology Program Statements: University of Akron on 8/2023.*

Disclosure of Education/Training Outcomes

Program Costs (as of Fall 2023)

Tuition: \$365.00/credit resident; \$1,006.00/credit non-resident; tuition and additional fees can be accessed online at <https://studentaccounts.unl.edu/graduate-tuition>.

Incoming doctoral students who are residents of the U.S. qualify for the Edgren Fellowship, which provides tuition remission for unfunded, non-resident graduate students. For more information about the Edgren Fellowship and other fellowships for graduate students, visit <https://www.unl.edu/gradstudies/funding/fellowships>.

Since 2002 up to the present academic year, the vast majority, if not all, doctoral students in Counseling Psychology who desired a graduate assistantship have obtained one, either in the Department or elsewhere on campus. Assistantships typically include tuition remission, a monthly stipend ranging between \$800 and \$1200, and health insurance.

Student Admissions, Outcomes and Other Data

The most up to date information on student admissions, outcomes (including licensure and internship match rates) and other data can be found on the counseling psychology website: <https://cehs.unl.edu/edpsych/counseling-psychology/>.

Grievance Procedures

Grievance Procedures within the Counseling Psychology Program

Grievances concerning academic grades and/or other issues related to coursework evaluation must be reviewed by Graduate Studies. In other words, if you feel you have been unfairly evaluated in one or more of your classes, and/or feel that have a legitimate complaint related to coursework completion, pass/fail versus a graded evaluation, and so forth, the Graduate College is the body that processes your appeal. Students are strongly encouraged to approach the instructor of the class in question and attempt to resolve the problem prior to making a formal appeal to the Graduate Studies College.

Individual student grievances unrelated to academic grades should first be addressed at the lowest level within the organizational structure of the Department of Educational Psychology. In other words, you should approach your advisor and work to discover an appropriate solution to the issue that is creating dissatisfaction and/or discontent. If a satisfactory resolution to the

problem does not occur at this level, you should then consult with the Counseling Psychology Program Director.

You may continue to pursue your grievance at each of the following levels, consecutively, until the issue is resolved: Department Chair, Arbitration Committee appointed by the Chair of the Department of Educational Psychology, Dean of the College of Education and Human Sciences, and, finally, the University Appeals Board. The most comprehensive resource guide for explaining student rights and responsibilities, the student code of conduct, and the University Judicial and Appeals Board procedures is located in the *Graduate Studies Bulletin* under *Student Rights and Responsibilities*.

Remediation Procedures and Termination from the Program

Under usual circumstances, progress of students through master's and doctoral programs is monitored and modified as the student's educational needs dictate. If at any time a student is identified as having educational or professionally-related difficulties, the preferred action would be for the master's student and their advisor, or the doctoral student and their supervisory committee to consider the student's program in light of the situation. Termination would be a possible final step that in many cases would come after first attempting to remediate the problem. Prior to termination, a Remediation Plan would be developed between the student and advisor that would include requirements that the student must complete to address the difficulty. Educational difficulties may include receiving a grade of B- or below or No Pass in any required classes. Professionally-related difficulties may involve problematic ethical behavior or personal impairment that negatively and significantly influences professional and educational achievement. When attempts at rectifying problematic issues prove unsuccessful, it may be necessary to initiate a process for consideration of probation or dismissal of the student from the program. Examples might include failure of the comprehensive exams or coursework, failure to rectify a B- or below/No Pass grade, breeches of ethical conduct, or absence from the program without permission. Students of the counseling psychology program are expected to conduct themselves in accordance with APA's *Ethical Principles of Psychologists and Code of Conduct* (2017). Procedures have been developed to ensure that the rights of the student and the integrity of the program are protected in this process. The procedure is detailed within the "Policy on the Retention and Remediation of Students." For master's students or doctoral students prior to the formation of their committee, probation or dismissal from the program is addressed in consultation with the Counseling Psychology Program Director, counseling psychology program faculty, and Chair of the Department of Educational Psychology. For doctoral students with supervisory committees, probation and dismissal decisions are made by the supervisory committee in consultation with counseling psychology program faculty. If a situation develops in which a student is recommended for probation or dismissal, the policy for *Probation and Dismissal Procedures for PSYE Graduate Students* of the Department of Educational Psychology (revised on 2010) will be followed. This is available in the Graduate Student Handbook on the Department of Educational Psychology webpage. For your reference, the policy is as follows:

Probation and Dismissal Procedures of Students (PhD, EdS, MA) Educational Psychology Graduate Student Handbook

Probation and Dismissal Procedures for PSYE Doctoral Students Graduate students at the University of Nebraska-Lincoln are expected to maintain a high level of achievement in their studies. Accordingly, students who do not maintain satisfactory progress may be placed on probation, terminated from a degree program, or denied permission to continue graduate studies in the University. Upon termination from a graduate degree program and/or dismissal from the Graduate College, students may apply for admission to another degree program or admission as a non-degree seeking student only with the approval of the Dean for Graduate Studies. No student on probation may receive a graduate degree.

Progress of students through Educational Psychology Doctoral programs will be monitored and modified as the student's educational needs dictate. When students have educational or professional difficulties that interrupt their progress through the program, they will work with their advisor and supervisory committee to create and implement a plan to address the difficulties. When these attempts to rectify the situation are unsuccessful, procedures may be initiated to place the student on probation or recommend to the Dean of Graduate Studies that the student be dismissed from the Educational Psychology Doctoral program. These procedures have been developed to ensure that the rights of the student and the integrity of the program are protected.

Step 1: When a problem exists that impedes a student's progress in the program, the student and advisor meet to determine if a solution is possible and, if so, prepare a plan to correct the problem.

Step 2: If the problem continues, a meeting is held with the student's advisor, program director (or program director's supervisor), and the student to determine if the problem should continue to be dealt with in the same way or if it should be addressed by the student's Supervisory Committee, if formed. The student is informed of this meeting in advance and can provide additional information for consideration at this meeting. If a Supervisory Committee has not been formed, a recommendation is forwarded directly to the appropriate Program Committee.

Step 3: If the decision is made to bring the problem to the student's Supervisory Committee, a meeting of that committee will be held. The student is informed of this meeting in advance and can provide additional information to the Supervisory Committee, either in person or in writing. At the conclusion of the meeting, the Supervisory Committee decides, by majority vote, whether to recommend maintaining the student as an active student, placing the student on probation, or dismissing the student from the program. A recommendation to dismiss involves notifying the program director who will schedule a meeting to discuss the recommended action.

Step 4: A recommendation from a Supervisory Committee to dismiss a student automatically involves scheduling a meeting of the appropriate program committee. The student is informed of this meeting in advance and can provide additional information to the program committee, either in person or in writing. At the conclusion of this meeting, the Program Committee decides, by majority vote, whether to recommend maintaining the student as an active student, placing the student on probation, or dismissing the student from the program. A recommendation to dismiss involves notifying the chair of the EDPS Graduate Committee and the EDPS department chair.

The chair of the graduate committee then notifies the student in writing, via certified mail, of the recommendation by the Program Committee. The student is given the opportunity to appeal this decision to the chair of the EDPS Graduate Committee, in writing, within 10 days after receipt of the letter. If the decision of the program committee is to reject the recommendation of the Supervisory Committee, then the program director explains the reasons for this decision, in writing, to the advisor and members of the student's Supervisory Committee.

Step 5: If the student appeals the recommendation for termination the EDPS Graduate Committee considers the appeal and decides, by majority vote, to accept or reject the recommendation of the program committee. Any Graduate Committee member who participated in a Program Committee's recommendation for dismissal should recuse themselves from the appeal process. If possible, the replacement for the recused faculty member(s) should come from the same program area. If the decision is to deny the student's appeal, then the Graduate Committee chair formally notifies the Dean of Graduate Studies of the recommended termination of the student. If the decision of the EDPS Graduate Committee is to reject the recommendation of the program committee, then the Graduate Committee chair explains the reasons for this decision, in writing, to the advisor, the department chair, the program area head, and student.

Probation Procedure

Whenever a student is placed on probation, the advisor and/or other designated persons meet with the student and clearly describe the following information in person and in writing:

- a. A behavioral description of the problem
- b. Possible courses of remediation
- c. Clear criteria for ending the probationary status
- d. A timeline for meeting these criteria
- e. A summary of options available to the student.

At the end of the probationary period, the advisor, program director and Supervisory Committee (if appointed) meet to review the student's progress toward meeting the criteria for ending the probationary status. The student is informed of the meeting in advance and can provide additional information, either in writing or in person. Based upon all materials provided by the student, a decision, is made to:

- a. Return the student to full graduate status
- b. Continue the probation (with the existing or a revised plan) or
- c. Recommend termination of the student's program.

The advisor and/or designated persons will inform the student in writing of this decision within 10 days, both verbally and in writing. The student can respond orally and/or in writing to this recommendation within 10 days of being notified. The chair of the supervisory committee and/or 24 other designated persons will provide written notice of this decision to the Graduate Committee chair and the department chair.

Dismissal Procedure

Whenever a student is recommended for termination, the advisor and/or designated persons meet with the student and provide both orally and in writing the following information:

- a. Description of specific student behaviors that resulted in the recommendation for dismissal of the student from the Educational Psychology doctoral or educational specialist program
- b. A summary of options available to the student.

The dismissal recommendation is forwarded to the graduate committee chair, the department chair, and the Dean of Graduate Studies.

FINANCIAL ASSISTANCE

Loans and Need-Based Application Process

Students seeking loans for university expenses should inquire at the Office of Scholarships and Financial Aid, 16 Administration Building, (402) 472-2030. The Office of Scholarships and Financial Aid does not participate in the granting of fellowships or assistantships but does maintain current information on other forms of financial support available to students.

To apply for federal loan programs or the college work-study program, submit a Free Application for Federal Student Aid (FAFSA) form after January 1. FAFSA forms need to be resubmitted every year after January 1 to ensure that the information reported remains current. Additional information on financial aid can be found in the *University of Nebraska-Lincoln Financial Aid Guide* available from the Scholarship & Financial Aid Office.

Fellowships

University of Nebraska

Several fellowships are available on a competitive basis to graduate students of the University of Nebraska. To be eligible a student must be admitted to a program with a specific degree objective. A student holding a fellowship must be a full-time student during the period of the appointment. Most fellowships include a stipend and tuition remission. A completed *Application for Graduate Fellowships* form is required to be considered for fellowships. Based on the ranking by the Graduate Fellowship Committee and the information on the application, awards will be made to the top-ranked students. Application forms can be obtained from the Admissions Coordinator within the department or from the Office of Graduate Studies. International students must have completed one year of study at a U.S. institution of higher education to be eligible for any fellowship. A personal letter of intent submitted with the completed fellowship application and three letters of recommendation must be received in the Office of Graduate Studies, 301 Administration Building, P.O. Box 880434, Lincoln, NE 68588-0434, by February 15. Students must re-apply for fellowships every year.

American Psychological Association Minority Fellowship Program

Each year the American Psychological Association Minority Fellowship Program (APAMFP) provides fellowship awards in three areas of training: clinical, research, and aging. Racial and ethnic minority students admitted to a doctoral program and/or those currently enrolled can apply for one of the three fellowships. Although funding varies from year to year, the stipend awarded is about \$824 per month for the academic year. Applications can also be accessed online at <http://www.apa.org/mfp/pprograms.html>. For those applying, the preliminary application must be received by the APAMFP by the 15th of January. There is a service payback agreement

appended to the award of this fellowship. Complete details concerning the application process and the obligations involved in accepting a traineeship can be obtained from the APAMFP, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6127; <http://www.apa.org/pi/mfp/about/index.aspx>.

American Psychological Association Dissertation Research Awards

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The Science Directorate oversees the competition for two \$5,000 grants, five \$3,000 grants and twenty-five \$1,000 grants that are awarded to students whose dissertation research is of the highest caliber and reflects excellence in scientific psychology. Applicants must be student affiliates or associate members of the APA. Students who are not affiliates must apply for affiliation when submitting materials for the dissertation award. The individual's supervisory committee prior to application must approve dissertation proposals. The yearly deadline is in mid-September. For further information, contact the APA Science Directorate, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6000; <http://www.apa.org/about/awards/scidir-dissertre.aspx>.

Teaching & Research Assistantships

Participating in teaching and research is an important part of the professional development of graduate students in the Department of Educational Psychology. A limited number of graduate assistantships are available through the department and the Oscar and Luella Buros Center for Testing. These are awarded on a competitive basis to qualified students. Students wishing to apply for department assistantships must complete the online application available at the Department of Educational Psychology website <http://cehs.unl.edu/EDPSych/graduate/finaid.shtml>.

Counseling Psychology students have been successful in obtaining assistantships outside the department as well; for example, through the Offices of Residence Life or Student Involvement. Students must be proactive in their search for assistantships. Typically, most of the doctoral students seeking assistantships are able to obtain one. However, assistantships for master's level students are less frequently available within the department. Most assistantships include tuition remission during the semester of the appointment. When the appointment is for the entire academic year, it may include tuition remission for the summer. The assistantships typically require 13 to 20 hours of service per week. Some graduate assistantships are available during the summer sessions as well. Students interested in being considered for assistantships should check with the Admissions Coordinator for the appropriate application forms and filing times, consult with faculty members for information about potential assistantships, and pursue options outside of the department.

Research Grants

The Office of Sponsored Programs is located in the Prem S. Paul Research Center at Whittier School on 2200 Vine Street, Lincoln NE 68583-0861. This office serves both in a consultative and intermediary role for processing student and faculty grant applications. Consultative services include helping students and faculty search for grant funded research support and facilitating the application process. In its intermediary role Sponsored Programs functions as UNL's official

liaison representative with all of the various funding agencies. Grant proposal submission and review must be routed through the Office of Sponsored Programs before submission to a sponsor. You are required to use the *Request for Proposal Approval and Submission* form. This form can be picked up at either the Graduate Coordinator's Office or at the Office of Sponsored Programs. All contracts and agreements must be made between the funding agency and the UNL Board of Regents. Therefore, a completed and approved grant becomes a legal contract on the University level, not simply a college, department, or individual research grant. Sponsored Programs has established an online home page that is updated weekly. On this page, a Funding Announcements flyer is posted each week that lists newly announced grant opportunities in numerous research areas including, but not limited to, academic, environment/climate, health, and family support. Also, links are provided to other webs sites including federal agencies where additional funding opportunities are posted. Their online site is:
<http://research.unl.edu/sponsoredprograms/>.

CAMPUS RESOURCES

Campus Information

One of the most helpful and all-encompassing resources available to a UNL graduate student is the UNL *Graduate Studies Bulletin*. The *Graduate Bulletin* is available online and can be found in the Graduate Studies College section of the UNL homepage. Another important information source describing UNL programs, facilities, and student services is the UNL Graduate School website found at <http://www.unl.edu/gradstudies/>. The *Student Directory*—the University’s student telephone book—is free and can be picked up at the Registration and Records Office. In addition to student telephone numbers, it provides an abundance of information about the University, the community, and services available in Lincoln.

Campus Libraries

The University’s library system and services are extensive, including over 2.6 million volumes and 22,000 active periodicals and serials. In addition to needed library resources, UNL’s libraries provide spacious study areas and individual study cubicles. Besides traditional services, UNL’s libraries provide computerized searches of many databases (e.g., PsycInfo, Ethnic NewsWatch), and advanced reference and bibliographic assistance from subject librarians (e.g., psychology, gender studies). A computerized card catalog enables faculty and students to search for library materials from their home or office as well as in the libraries.

Love Memorial Library, the largest facility on campus and located on the City Campus, holds 1,830,000 volumes with an emphasis on humanities, social sciences, business, and education. Regular hours are Monday-Thursday 8:00 a.m. to 12:00 midnight, Friday 8:00 a.m. to 8:00 p.m., Saturday 9:00 a.m. to 5:00 p.m., and Sunday 12:00 noon to 12:00 midnight. For more information call the Reference/Information Desk at Love Library, (402) 472-2848. The library system also includes specialized facilities on UNL’s City and East campuses. On City Campus, these include the architecture, chemistry, engineering, geology, biological sciences, mathematics, music, and physics libraries. The Law Library is located on the University’s East Campus. C. Y. Thompson Library, also on the East Campus, is another major library with a collection emphasizing materials related to agriculture, home economics, dentistry, and family science.

Facilities and Services

UNL Information Technology Support Office

The University provides computing resources supported by Information Technology Support, room 118 in the 501 Building, (402) 472-9050. Computers are available for use in computer labs and email terminals all around the campus including a room in each residence hall. Macintoshes and PC’s are available, equipped with a variety of software along with scanning and nominal cost laser printing. To use these computer resources, students must have an Active Directory Account. This can be obtained by going to activedir.unl.edu/ and filling out the online Account Activation form. With an account a student has access to the internet, email, statistical programs (SAS, SPSS, Lisrel, etc.—see NEAR Center below), and various other technical support services.

The Information Technology Support Help Desk [(402) 472-3970] is staffed Sunday 7:30 a.m. to 1 a.m. and Monday through Saturday 7:30 a.m. to 11:30 p.m. The Help Desk provides assistance for questions concerning computing at UNL. Assistance does not include writing or rewriting programs. For more information on computing services, visit www.unl.edu/is.

Nebraska Evaluation and Research (NEAR) Center

The Nebraska Evaluation and Research (NEAR) Center, located in room 284 of Teacher's College Hall is a statistical consulting facility for students and faculty members of the Education and Human Sciences College. The NEAR Center was created to enhance statistical and research practice. Consultants at the center are available at no charge to give feedback and information concerning any phase of a research project, including instrument development, choice of statistical analysis, sampling procedures and size, and orientation to printouts. To maximize the benefit of the NEAR Center services, clients should prepare research questions in advance of their appointments, provide independent and dependent variable definitions, and have knowledge of the instruments/measures they plan to use in their research. The NEAR Center consultants do not teach statistics, design studies, or proofread manuscripts. Consultation services are free and provided by appointment only, and you can use the NEAR Center as often as you like for as many projects as you like. However, each client is limited to one consultation hour (50 minutes) per week. To book an appointment online: <https://cehs.unl.edu/edpsych/near-center/>.

Pixel Lab

The Pixel Lab is located in 123 Henzlik Hall [(402) 472-2258], and serves the entire university community by providing instructional mediated support. Their services are in the areas of photography, graphic design, printing, video, and equipment check-out. Also, a variety of different production materials (computer disks, construction paper, poster board, CD-R's, DVD-R's, etc.) are available for purchase at the Pixel Lab. All work done by the Pixel Lab must be University affiliated; no personal work orders will be accepted. The Pixel Lab is open from 8 a.m. to 5 p.m., Monday through Friday. Design and printing of posters for display at professional conferences is one valuable service to our students provided through the Pixel Lab.

National Center for Faculty Development and Diversity (NCFDD)

UNL is a member of the National Center for Faculty Development and Diversity (NCFDD; <https://www.facultydiversity.org>). As a member institution, all faculty, postdocs, and graduate students receive free membership and access to all training materials and webinars designed to aid professional development in higher education. Students should sign up on the website using their huskers.unl.edu email address. If you have any questions about this benefit, please contact Dr. Neeta Kantamneni (nkantamneni2@unl.edu).

Oscar & Luella Buros Center for Testing

The Oscar & Luella Buros Center for Testing, located in 21 Teachers College Hall [(402) 472-6203], is an integral component of the Department of Educational Psychology. The Center is dedicated to the improvement of measurement practice through the publication of descriptive information and candid, critical, scholarly reviews of tests and test-related products published in the English-speaking countries of the world. Oscar K. Buros published the first *Mental Measurements Yearbook* in 1938, a tradition now maintained by the Buros Institute of Mental

Measurements that he founded in 1939. In 1994, the late Luella Buros, Oscar's widow, funded the Oscar and Luella Buros Center for Testing, allowing for an expansion of the activities and services of the original Buros Institute. The Center is now organized into two institutes: the original Buros Institute of Mental Measurements and a new Institute for Assessment Consultation and Outreach. These two Institutes have broadened the scope of the Buros Institute to fulfill Oscar Buros' original dream of improving assessment practices.

Buros Institute of Mental Measurements

The Buros Institute has published more than 20 volumes widely used by individuals working in education, psychology, and industry. Reviewing commercially available tests and publishing the *Mental Measurements Yearbook* (MMY) is one of the primary missions of the Institute. The MMY is the most well known source of test reviews in the English language. The Institute also publishes *Tests in Print* (TIP), a reference that provides a complete listing of all English language commercially available tests known to be in print at the time of publication. Another Institute publication is the *Buros Desk Reference Series* (BDR), a collection of test reviews for specialty content areas. The first two publications in this series focused on tests frequently used for psychological assessment in schools and for substance abuse counseling, respectively. The Oscar K. Buros Library of Mental Measurement, located in Room 21, Teachers College Hall, provides a resource for locating tests and measurement instruments for use in educational and psychological research. The library contains copies of almost all of the instruments reviewed in the MMY series, a complete catalog of Institute publications, and a large collection of journals, abstracts, and published information dedicated to the field of measurement. Also contained in this library is an electronic database and search engine where users can purchase reviews of commercially available tests over the internet.

Institute for Assessment Consultation and Outreach

The Institute for Assessment offers a variety of services to every user or potential user of a commercially available or customized test. Representative services offered by the Institute include providing oversight for the development of performance assessment in school systems, conducting standard-setting studies for both school system and certification agencies, and assisting in the development of certification and licensure examinations. In short, the mission of the Institute for Assessment Consultation and Outreach is to provide a variety of consultation services related to testing and assessment.

Luella Buros Art Collection

The late Luella Gubrud Buros was an artist of national repute. Her artwork has been displayed at various art museums throughout the United States and several pieces are still on display. Luella's paintings received several awards, including the National Association of Women Artists' Medal of Honor at their 61st annual exhibition in New York City, in 1953, for her oil painting "Coastal Landscape." Upon her death in 1995, Luella bequeathed fourteen paintings to the Oscar & Luella Buros Center for Testing and they are exhibited throughout the Center.

Health Services

The Student Health Program at UNL was developed to serve students in two broad areas: the University Health Center and the Student's Health Insurance Plan. Information regarding the

Student Accident and Sickness Insurance Plan can be obtained at the Health Center. These programs have been designed to be mutually complementary so as to ensure the availability of quality health care at the least possible cost.

The University Health Center is located at 1550 N 19th St, Lincoln, NE 68588; (402) 472-5000. The primary objectives of the Center are the prevention of illness and injury through active promotion of healthy lifestyles, and the treatment of illness and injury occurring to students enrolled at UNL. A modern clinic and hospital are equipped to handle most illnesses, but not major surgery. Specialists are on hand in the fields of eye, ear, nose, throat, orthopedics, dermatology, urology, gynecology, surgery, internal medicine, dentistry, radiology, allergy, neurology, psychology, physical therapy, and psychiatry. Minimal charges are made for treatment in specialty areas. Appointments can be scheduled in person or by calling (402) 472-5000.

Counseling services are available through the Counseling and Psychological Services (CAPS) housed in the University Health Center. Students receiving services at CAPS as a client in counseling are advised that they are NOT eligible for training experiences at CAPS thereafter. This rule was initiated to avoid multiple relationship issues and problems for students receiving practicum and internship training at CAPS under the supervision of CAPS staff psychologists. As an alternative to CAPS for counseling, students are directed to a Resource List of community providers offering counseling and psychotherapy at reduced rates to counseling psychology students. CAPS professional staff offers counseling in the areas of personal concern, anxiety and depression, life planning, relationships, eating disorders, communication skills, stress management, and others. Special workshops and support groups are offered throughout the year in these and other areas. As with appointments of a medical nature, scheduling can be made in person or by calling (402) 472-7450. CAPS also offers Grand Rounds presentations on timely and relevant professional issues and topics in psychology. Counseling Psychology graduate students are encouraged to attend these presentations.

Graduate On-Campus Housing

Graduate and non-traditional students have the option of living year round in Selleck Hall on the City Campus or Fedde Hall on East Campus. Apartment style housing is also available in Husker Courtyards and Husker Village. All University residence hall complexes are furnished and offer an information desk, computer room, television lounges, laundry facilities, study rooms, a student kitchen, and full-service dining with various meal options. Residence halls also provide areas for recreation and a student assistant on every floor. Most rooms are doubles, but several single rooms are available. Students can choose among halls reserved for men, for women, or for coeducational life. If you are interested, apply for housing in the residence halls as soon as possible after receiving notification of your acceptance into the program

Campus Recreation and Fitness Programs

UNL Campus Recreation is located at 841 N 14th St on the City Campus, and provides space for students to participate in basketball, jogging, soccer, softball, volleyball, tennis, handball, racquetball, swimming, weight lifting, and a personalized fitness club. Family programming,

special recreation events, wellness programming, and the sale of Nebraska hunting, fishing, and park permits are additional activities carried out by the Campus Rec Center. Campus Recreation also organizes such activities as rock climbing trips to Wyoming, ice climbing in Colorado, backpacking trips to the Grand Canyon, and several other outdoor trips of differing “natures.” Additionally, Campus Recreation maintains the largest supply of outdoor equipment for rent in Lincoln, at minimal cost to students. For further information, call INFO-REC [(402) 472-3467] and/or stop by the Recreation Center and pick up a free *Campus Recreation Guidebook*. Their website is <https://crec.unl.edu/>.

Career Services

Career Services provides a wide range of assistance to students, alumni, faculty, and employees who wish to access information and services for career decision making or job search assistance. Services include resume referral and advising services for students seeking part-time and summer employment, federal work study, or internship/co-op positions. Also, available are a career resource library, career assessments, career counseling, resume development assistance, career information, job hunting services, campus interviews, resume referrals, and testing services. <https://careers.unl.edu/>.

Gender & Sexuality Center

The UNL Gender & Sexuality Center is a division of Student Life. The GSC works to provide intersectional programming, education, resources, and services to meet the needs of UNL students to be academically successful, develop their identities, and engage with the community. Their vision is to have a campus that recognizes intersectional understandings of gender and sexuality, by engaging with campus and local community on issues related to gender, gender equity, sexuality and social justice. The GSC can be found on the 3rd Floor of the Nebraska Union.

Services for Students with Disabilities (SSD)

The University of Nebraska-Lincoln is committed to ensuring equal access to curricular and co-curricular opportunities for students with disabilities. Providing a range of services, SSD implements reasonable accommodations for students with disabilities and offers students the opportunity to contribute and participate in the diverse campus experience at UNL. <https://www.unl.edu/ssd/>.

Center for Advocacy, Response & Education (CARE)

The Center for Advocacy, Resoponse, & Education is a confidential and supportive resource for victims/survivors of interpersonal violence and other crimes. CARE provides advocacy and support for students, faculty and staff who have experienced sexual assault, domestic/dating violence, stalking, harassment, and other crimes, their advocates help individuals navigate campus and community resources. <https://care.unl.edu>.

EXTRACURRICULAR ORGANIZATIONS

Diversity and Ethnic Minority Affairs Committee (DEMAC)

DEMAC is an advocacy and support group for students from diverse backgrounds within the Department of Educational Psychology. The committee was formed over 30 years ago and is a respected voice within the department and the College of Education and Human Sciences. Membership is voluntary and open to students, faculty, and staff from the five graduate programs in Educational Psychology. Students interested in multiculturalism and advocacy are encouraged to join, regardless of their cultural background. The primary mission of DEMAC is to assist the department in carrying out its commitment to increasing the diversity in our graduate programs and on the faculty. DEMAC focuses on recruitment, retention, advocacy, and support, with bi-monthly meetings for information sharing, mini-presentations on cultural issues, problem solving, and simple fun. DEMAC members frequently engage in social, political, and educational activities together.

Student Organizations

There are more than 300 recognized student organizations on the University of Nebraska-Lincoln campus. The term “recognized” means the organization has a faculty or staff adviser, a constitution approved by the Association of Students of the University of Nebraska (ASUN—our student government, located at 136 Nebraska Union, [(402) 472-8921], and privileges such as facility reservations and insurance coverage provided by the University. Some of the organizations that may be of interest to you include: The Mexican American Student Association (MASA); the Afrikan Peoples Union (APU); Women in Communication, Inc.; the International Student Organization; Amnesty International-Campus Group; and Nebraskans for Peace. A complete listing of student organizations is found in the *Guide to Student Organizations* published by the Office for Student Involvement, 200 Nebraska Union; (402) 472-2454. The Office of Student Involvement also serves as the “central” office for all areas of student involvement, including ethnic minority programs, campus programs that include both entertainment and seminars/workshops, volunteerism and community service, and student organizations and leadership programs. Additionally, the Women’s Center and the Jackie Gaughan Multicultural Center operate under the auspices of the Office of Student Involvement.

Counseling Psychology Student Organization (CPSO)

CPSO is the student organization of the Counseling Psychology program. The purpose of the organization is to provide a student voice and advocate for Counseling Psychology students within the program and department. Each year, officers are elected, as well as representatives who attend Counseling Psychology faculty meetings. In addition, CPSO sponsors social functions and speakers. CPSO is also affiliated with the national APA student organization, APAGS.

APPENDIX A - Doctoral Program Description

The University of Nebraska's Counseling Psychology Program is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association since 1959. The program is offered through the Department of Educational Psychology in the College of Education and Human Sciences. Counseling Psychology is a professional specialty area within the science and profession of psychology. The specialty emerged shortly after World War II encompassing concepts and procedures from the vocational guidance, mental hygiene, and mental measurement movements. In the present day, students who complete the Counseling Psychology program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. Counseling Psychologists are employed in a variety of settings including academia, university counseling centers, medical centers, hospitals, mental health agencies, and private practice. Counseling Psychology as a discipline encompasses a focus on normal as well as abnormal behavior. Remedial, preventive, and developmental intervention levels of psychological practice are of interest.

The UNL Counseling Psychology program emphasizes the scientist-practitioner model of training. Coursework in core areas of psychological and behavioral science provides students with foundational concepts necessary for the effective practice of psychology and the ability to conduct psychological research. Required core courses also provide a background in the discipline of psychology and meet a variety of accreditation and credentialing standards. Students are introduced to psychological inquiry through integrated course sequences in statistics, measurement, and research methods that are preparatory to completion of a doctoral dissertation. Students are also strongly encouraged to participate in research groups from which they receive mentoring in the collaborative settings that research groups offer. These research groups allow students the opportunity to be actively involved with research other than their dissertation.

The program emphasizes the systematic development of professional psychology competencies (<http://www.apa.org/ed/graduate/competency.aspx>) as organized by the 2006 APA Task Force on the Assessment of Competence in Professional Psychology. Didactic and experiential coursework in psychological assessment and interventions are required, including work with individuals, small groups, and in some instances organizations. Assessment and intervention strategies begin with theory and progress to practical experiences in the department clinic supervised by program faculty and then to field placements in a variety of settings. Several types of counseling practical and field placement experiences are offered. Opportunities to work with typically underserved client populations are possible. An integrated full-time pre-doctoral internship in professional psychology culminates the student's development of concepts and skills necessary for the effective practice of psychology. Opportunity to gain knowledge, skills, and experience in cultural and individual diversity is provided throughout the program.

The UNL Counseling Psychology program has a long history of leadership in multiculturalism and diversity. This emphasis allows for the development of significant contributions to diversity research and the practice of multicultural counseling. Students and faculty are also committed to a social justice agenda that includes training experiences, research, and outreach programs

designed to promote growth and development, and to address issues of power, privilege, discrimination, and oppression. The Counseling Psychology program strives to offer education and training of methods to combat unfair treatment and inequities.

Both post-bachelors and post-master's applicants are accepted to the doctoral program. Admission applications require a completed a Graduate School application, three letters of recommendation, transcripts of academic work, and a personal statement. The Graduate Record Examination score is currently waived. Potential applicants may contact the departmental administrative assistant at 114 Teachers College Hall, Department of Educational Psychology, University of Nebraska-Lincoln, PO Box 880385, Lincoln, NE 68588-0345; (402) 472-2210.

Applicants can also apply online: <https://cehs.unl.edu/edpsych/how-apply/>. Students who are accepted in the doctoral program can obtain a masters degree along the way. They need to apply to the masters program and will automatically be accepted. We encourage students to apply to the MA program during their first year of doctoral work so that they can meet all of the degree requirements and steps for the MA program. It is not required that doctoral students receive a MA but many choose to because of the benefits associated with having one (e.g., provisional licensure at the masters level, additional clinical training opportunities).

Counseling Psychology students are evaluated in a variety of ways. In addition to the grading of formal coursework, program faculty review student performance at regular intervals and provide each student with individual feedback. The student's clinical professional development is evaluated through participation in small-group supervision, live observation, seminars, case conferences, and frequent one-to-one supervisory sessions where audio and digital recordings of counseling sessions are reviewed. Overall assessment is conducted with The Competency Benchmarks for Professional Psychology in mind.

Students organize a doctoral supervisory committee composed of four faculty members, one of whom must be from a Department other than Educational Psychology. The committee members and chair of the committee work with the student in (a) approving the student's course of study, (b) developing comprehensive exam guidelines and grading comps, (c) developing a proposal for the dissertation research project, and (d) conducting the final oral defense of the dissertation project. Upon graduation, students accept a wide variety of entry-level positions in higher education (academic departments or university counseling centers), hospitals and medical settings, community mental health centers and agencies, managed care organizations, departments of corrections, private agencies, and business and organizational settings. In addition to acquiring assessment and counseling therapy skills with individuals and groups, students develop competencies in research, program development and evaluation, supervision, consultation, and in applying their knowledge and skill in a variety of settings with diverse clientele.

Comprehensive Examination

Doctoral comprehensive examinations will be conducted at two different times during each academic year. Exam questions will be handed out on the Friday before Fall and Spring Breaks occur. Comprehensive examination questions will be sent to students by 5 p.m. on the Friday and

completed examinations are due by Monday of the last week of classes. Thus, students have the second half of the semester to complete the exam. An oral portion of the exams will be scheduled during finals week of the same semester. The oral portion of the exam will asking students to provide the faculty with a formal case presentation describing their work with a client, theoretical orientation, and treatment. The presentation should discuss assessment, ethical decision-making, and multicultural and vocational considerations in relation to the case presented. A rubric will be provided to guide your writing.

Questions will be written in the areas of (a) science, (b) practice, and (c) social justice/diversity. An introductory response composed of a Counseling Psychology narrative (5 pages) is also part of the exam. Responses to each question should be between 10 and 14 double spaced pages, not inclusive of references. All answers must conform to APA format and style guidelines. The following outline provides more detail concerning the intended content of each question and response. The practice area also requires an oral examination in which the Counseling Psychology core faculty will attend the meeting. Each response will be graded as “high pass,” “low pass,” “pass,” or “fail.” Core program faculty will participate in grading each response. Other supervisory committee members may choose to participate in the grading process.

1. Counseling Psychology Narrative (5 pages)
2. Science: Sample question: Please critique the following empirical research study.
3. Practice: Written case study
 - Overview of theoretical orientation; in-depth case presentation
 - Oral: Verbal case presentation
 - Assessment information
 - Comparison with other theoretical approaches
 - Ethical decision-making demonstrated through the case example
- Science: Article critique
 - Research methodology
 - Multicultural and cultural considerations
 - Statistical analysis
 - Practical implications
4. Multiculturalism, diversity, and social justice; Sample question: How have feminist and multicultural theories influenced the field of psychology in implicit and explicit ways?

Obtaining MA Degree During Ph.D. Program

Students can apply to receive an M.A. in Educational Psychology while enrolled in their Ph.D. programs. In order to do so, currently admitted and enrolled Ph.D. student need to apply to the terminal MA program in UNL’s ADMIT system. It is recommended that students apply for the MA program during their first semester of their doctoral training so that they can complete the MA requirements and paperwork in the timeline set forth by Graduate Studies. The application portal asks for reference letters; however, students can list current UNL faculty in the counseling psychology program as references and letters are not required to be submitted. All Ph.D. students who want a M.A. degree need to send the Department Grad Committee Chair an email stating their desire to apply for the M.A. program at the same time they submit the application to

ADMIT. The Grad Committee Chair will then need to send an email to Graduate Studies indicating departmental approval of the application.

Waiving a Course/the Equivalency Process

Students may apply to waive any requirements if they have taken a graduate course at another institution judged to be equivalent to the required course with the exception of EDPS 868 Multicultural Counseling and EDPS 964 Ethics and Ethical Decision Making in Counseling and Education. Equivalency is judged by the instructor of the course the student is petitioning to waive and/or the program director. If the instructor/program director judges a course as equivalent to what is offered at UNL, the instructor should send an email to the student's advisor and the program director. These waivers of course requirements will be documented on the student's program of studies form.

Diversity Sequence

In line with our program's emphasis on and commitment to diversity-related knowledge and liberatory practices within the field of Counseling Psychology, we require three multicultural courses in our training program. These courses include EDPS 868 Multicultural Counseling, EDPS 968 Gender and Counseling Psychology, and EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology.

Required Coursework for the Doctoral Degree

Discipline-Specific Knowledge

A. Psychological Foundations (48 credits required)

History and Systems of Psychology (3 credits required)

PSYC 910 Proseminar in History and Philosophy of Psychology, 3 cr.

OR

EDPS 991 History and Systems in Psychology, 3 cr.

Biological Aspects of Behavior (3 credits required)

PSYC 904 Proseminar in Physiological Psychology, 3 cr.

OR

EDPS 922 Mind, Brain, and Education, 3 cr.

OR

EDPS 991 Developmental Cognitive Neuroscience, 3 cr.

Affective Aspects of Behavior (18 credits required)

EDPS 985 Couple and Family Counseling, 3 cr.

EDPS 997G Advanced Practicum in Counseling, 3 cr.

EDPS 953 Psychological Assessment II, 3 cr.

EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.

EDPS 968 Gender and Counseling Psychology, 3 cr.

EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology, 3 cr.

Cognitive Aspects of Behavior (3 credits required)

EDPS 960 Advanced Cognitive Psychology in Education, 3cr.

OR

EDPS 961 Cognitive Development, 3 cr.

OR

EDPS 966 Psychology of Learning, 3 cr.

Social Aspects of Behavior (3 credits required)

EDPS 962 Research Literature in Personality and Social Development, 3 cr.

Lifespan Development (3 credits required)

EDPS 988 Lifespan Development, 3 cr.

Research Methods (3 credits required)

EDPS 800 Foundations of Educational Research

Statistical Analyses (minimum of 9 credits required)

EDPS 900K Qualitative Approaches, 3 cr. (required)

AND

EDPS 942 Intermediate Statistics: Correlational Methods, 3 cr.

AND

EDPS 941 Intermediate Statistics: Experimental Methods, 3 cr.

Elective(s):

EDPS 935 Seminar in Qualitative Research, 3 cr.

EDPS 936 Mixed Methods Research, 3 cr.

EDPS 972 Multivariate Statistics, 3 cr.

EDPS 971 Structural Equation Modeling, 3 cr.

Psychometrics (6 credits required)

EDPS 953 Psychological Assessment II, 3 cr.

EDPS 950 Intellectual Assessment, 3 cr.

Profession-Wide Knowledge

A. Historical and Contemporary Research Foundations in Counseling Psychology (18 credits required)

EDPS 976 Advanced Counseling Psychology I: Theory and Practice, 3 cr.

EDPS 995 Doctoral Seminar, 3 cr. (see below for more information)

EDPS 999 Doctoral Dissertation, 12 cr.

B. Ethical and Legal Standards (3 credits required)

EDPS 984 Ethics and Ethical Decision Making in Counseling and Education, 3 cr.

C. Individual and Cultural Diversity (9 credits required)

EDPS 868 Multicultural Counseling, 3 cr.

EDPS 968 Gender and Counseling Psychology, 3 cr.

EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology, 3 cr.

D. Assessment (9 credits required)

EDPS 953 Psychological Assessment II, 3 cr.

EDPS 950 Intellectual Assessment, 3 cr.

AND

CYAF 952 Psychopathology and Dysfunctional Interactions, 3 cr.

E. Intervention (15 credits required)

EDPS 866 Counseling Pre-Practicum, 3 cr.

EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.

EDPS 975 Occupations and Vocational Psychology, 3 cr.

EDPS 985 Couples and Family Counseling, 3 cr.

OR

CYAF 951 Theoretical Foundations of Marriage and Family Therapy

EDPS 965A Group Counseling, 3 cr.

F. Supervision and Consultation (6 credits required)

EDPS 997E Counselor Supervision and Consultation, 3 cr.

EDPS 997M Practicum in Counselor Supervision and Consultation, 3 cr.

G. Intervention: Clinical Hours (33 credits required)

When you apply for internship, you will be required to document practicum hours on the APPIC Application for Psychology Internship (APPI) using Time2Track. As defined by APPIC, practica hours include only those hours for which you have received formal academic training and credit (practicum) or are program-sanctioned training experiences (e.g., clinical assistantships for which you may register for EDPS 997B Field Placement in Counseling). On the APPIC application, practicum hours are broken down in to “Intervention and Assessment Hours” (actual clock hours in which you provide direct service, including counseling and assessment), “Support Activities” (e.g., didactic training, case note writing, clinical observations), and “Supervision Activities” (you are the supervisee). If you are observing a test administration or a professional providing therapy, those are counted as support hours. Only hours where you provide the therapy or administer tests are counted as direct service, intervention or assessments. All practicum/field placement hours must be supervised by licensed psychologists or licensed mental health providers (e.g., LMHP, LCSW).

You are required to keep track of your hours via Time2Track. Each semester that practica hours are accrued (e.g., formal practicum class, program sanctioned placement with FP registration), an hours log generated from Time2Track (signed by your supervisor and program representative) must be placed in your file.

You are required to have a total of 1,000 practica hours prior to starting internship, with at least 450 hours being Intervention and Assessment hours. It is important that you continually assess your accrual of hours in Time2Track to make sure that you are accruing enough hours prior to internship. You should have a minimum of 30 practicum/field placement credits [EDPS 866 (3 credits), 997A (3 credits), 997B (12 credits), EDPS 997G (6 credits, EDPS 997E (3 credits), & EDPS 997M (3 credits)] for the doctoral degree prior to applying for internship and 33 credits total by graduation (EDPS 959 Internship, 3 credits). See below for a list of the courses and credit hours. These do not include summer credits.

Internships are either full-time for one full year or half-time for two full years. All internships must be APA-accredited, unless an unaccredited site is approved by the Counseling Psychology program and meets all APPIC standards. It is required to register for one credit of EDPS 959 during the last summer of your internship training year (along with fall and spring semesters) and all final completion paperwork for your internship need to be submitted in accordance with Graduate Studies deadlines for graduation.

EDPS 866 Counseling Pre-Practicum, 3 cr.

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 3 cr. for 4 semesters
(total 12 credits; Fall & Spring, Summers are elective)

EDPS 997G Advanced Practicum in Counseling, 3 cr. for 2 semesters
(total 6 credits; Fall & Spring, Summers are elective)

EDPS 997E Counselor Supervision and Consultation, 3 cr.

EDPS 997M Practicum in Counselor Supervision and Consultation, 3 cr.
Summers are sometimes available and elective)

EDPS 959 Internship, 1 cr. Fall, Spring, and Summer semesters of internship year
(total 3 credits)

Elective:

EDPS 997B, Field Placement in Counseling, 1-3 cr.

H. Electives (optional)

Students can choose to take electives related to their professional interests. It is highly recommended that students work collaboratively with their advisors and supervisory chairs when deciding on electives to enroll in.

TOTAL CREDIT HOURS FOR DOCTORAL DEGREE: 111

Proposed semester for Comprehensive Exam: _____

Proposed semester for Dissertation Proposal: _____

Proposed semester for Dissertation Defense: _____

Proposed semester to start Internship: _____

Research Requirement other than Dissertation

Each doctoral student is required to enroll in a doctoral seminar (EDPS 995) for three credit hours. In order to pass this requirement, all doctoral students must satisfy the requirement of making a major contribution as a first-author on a study accepted for presentation at an annual conference of a regional or national organization in education or psychology such as AERA, APA, or GLPA or co-author a publication in a refereed blind review journal. The presentation or publication must be data-based, and must be submitted to a conference or journal outlet that employs refereed blind review. The student must have made a major contribution to the study (as defined by the *APA Publication Manual*). The student is responsible for obtaining approval of this requirement from their committee chair. Students can participate in research groups led by their committee chair that conduct research leading to national presentations or publications. Students should enroll in EDPS 995 for the semester in which the research is being conducted. Students will get an “In progress” grade until the presentation is completed or a manuscript is accepted for publication. When the requirement for EDPS 995 are satisfied, the committee chair will submit a “Pass” grade for EDPS 995. Students are encouraged to meet this requirement as early as possible in their doctoral program.

Advanced Integrative Knowledge

Students will complete an Integrative Social Justice Project in EDPS 976 Advanced Counseling Psychology I: Theory and Practice. This project will have students integrate two or more psychological foundation areas in a social justice project that they can implement within the community. The final paper for EDPS 976 Advanced Counseling Psychology I: Theory and Practice will be a proposal of this integrative social justice project. Students are encouraged to implement the projects throughout their doctoral training, however this is not a requirement. More information on this project will be provided in EDPS 976.

Counseling Psychology Core Faculty

Dena Abbott, Ph.D., Assistant Professor, Licensed Psychologist, and Field placement Coordinator

Educational Training: Ph.D., 2017, Texas Woman’s University; M.A., 2012, Texas Wesleyan University; B.A., Austin College, Psychology

Internship site: University of Utah University Counseling Center (APA-accredited)

Primary Areas of Interest: Atheism as a Concealable Stigmatized Identity; Exploring Strengths and Challenges of Diverse Nonreligious People Using Qualitative Methodology; Advancing Sex-Positive Human Sexuality Training in Counseling Psychology; Sexual Self Esteem Among Womxn

Teaching: Practicum in Counselor Supervision & Consultation; Advanced Practicum in Counseling, Advanced Counseling Psychology I: Theory and Practice, Sex Positivity, Diverse Sexualities, and Professional Psychology

Mun Yuk Chin, Ph.D., HSP, Assistant Professor, Licensed Psychologist, and Comprehensive Exams Coordinator

Educational Training: Ph.D., 2020, University of Wisconsin-Madison; M.A., 2014, Northwestern University; B.A., 2009, University of Virginia.

Internship site: University of Utah Counseling Center (APA-accredited)

Primary Areas of Interest: Issues of social class and economic marginalization in mental health and education; People's subjective experiences of identity expression and concealment (class, sexual identity, gender); Culturally responsive approaches to clinical supervision and training

Teaching: Ethics and Ethical Decision-Making; Group Counseling; Field Placement in Counseling Psychology, Personality Assessment

Katie Edwards, Ph.D., Associate Professor

Educational Training: Ph.D., 2011 Ohio University; M.S., 2007, Ohio University, B. S. 2005, University of Georgia

Internship Site: Vanderbilt University – Department of Veterans Affairs Consortium

Primary Areas of Interest: Causes and consequences of interpersonal violence; Primarily intimate partner violence (IPV); Sexual assault (SA) among adolescents and emerging adults

Teaching: Advanced Counseling Psychology II: Research in Counseling; Prevention and Intervention in Counseling Psychology

Heather Hruskoci, Ph.D., Assistant Professor of Practice, Director of the Counseling and School Psychology Clinic

Educational Training: Ph.D., 2017, University of Nebraska-Lincoln; M.A., 2013, University of Nebraska-Lincoln; B.S., 2011, Drexel University

Internship site: Family Service and Guidance Center in Topeka, Kansas (APA-accredited)

Primary Areas of Interest: Delivery of assessment and therapy services for children, families, and adults for a broad range of social, emotional, behavioral, and mental health concerns; Support of professional and clinical development of graduate students in the Counseling Psychology and School Psychology programs through clinical instruction and supervision

Teaching: Field Placement in Counseling Psychology, Clinical Practice in School Psychology

Neeta Kantamneni, Ph.D., Alan T. Seagren Associate Professor in Education, Program Director, and Director of Clinical Training

Educational Training: Ph.D., 2009, University of Wisconsin-Milwaukee; M.S., 2004, University of Wisconsin-Madison; B.S., University of Iowa, 2001, Psychology

Internship site: University of Illinois-Chicago Counseling Center (APA-accredited)

Primary Areas of Interest: Contextual Factors in Vocational Psychology; Contextual factors in Multicultural Psychology; South Asian Vocational Development; Environmental Barriers in Women's STEM Career Choices; Cultural Differences in Vocational Interest Profiles; Career Development of Asian Americans

Teaching: Gender and Counseling Psychology; Multicultural Counseling; Occupations and Vocational Psychology; Advanced Practicum in Counseling

Counseling Psychology Adjunct Faculty

Tricia Besett-Alesch, (Ph.D, University of Nebraska-Lincoln)
Tina Hoffman (Ph.D., University of Iowa)
Nichole Shada, (Ph.D., University of Nebraska-Lincoln)

Supporting Faculty - Department of Educational Psychology

Michael J. Scheel, Ph.D., Professor Emeritus, Licensed Psychologist, and Prospective Student Liason

Educational Training: Ph.D., 1993, University of Nebraska-Lincoln; M.Ed., 1975, University of Idaho; B.S., University of Nebraska-Lincoln, Math Education

Internship site: Counseling and Psychological Services, Montana State University (APA-accredited)

Primary areas of interest: Application of Positive Psychology Concepts to Psychotherapy; Promotion of Hope and Motivation in Psychotherapy; Couple and Family Therapy Processes and Outcomes; High School Dropout Prevention through Counseling Interventions; Contextualized Therapy Approaches promoting coherency, Fit, and Cultural Competency; Action-oriented Approaches in Therapy; Supervision

Teaching: Couple and Family Counseling; Group Counseling; Theory and Practice in Counseling Psychology; Counseling Practicum; Positive Psychology, Practicum in Counselor Supervision and Consultation

School Psychology Program (APA-accredited)

Beth Doll (Ph.D., 1983, University of Kentucky), Professor

Matthew Gormley (Ph.D., 2016, Lehigh University), Assistant Professor

Scott Napolitano (Ph.D., 1997, University of Texas-Austin), Associate Professor of Practice

Susan M. Sheridan (Ph.D., 1989, University of Wisconsin-Madison), Professor

Susan M. Swearer (Ph.D., 1997, University of Texas-Austin), Professor

Quantitative and Qualitative Methods in Education

Wayne Babchuck (Ph.D., 1997, University of Nebraska-Lincoln), Associate Professor of Practice

James Bovaird (Ph.D., 2002, University of Kansas), Associate Professor

Ralph J. DeAyala (Ph.D., 1987, University of Texas-Austin), Professor

Matthew Fritz (Ph.D. 2007, Arizona State University), Assistant Professor

Kurt Geisinger (Ph.D., Pennsylvania State University) Professor and Director, Buros Institute of Mental Measurements

Developmental Learning Sciences

Eric Buhs (Ph.D., 2002, University of Illinois), Associate Professor

Carrie Clark (Ph.D., 2009, University of Canterbury), Assistant Professor

Ed Daly (Ph.D., 1992, Syracuse University), Professor

Kenneth A. Kiewra (Ph.D., 1982, Florida State University), Professor

Mary Zelleny (Ph.D. 2013, University of Nebraska-Lincoln), Lecturer

Supporting Faculty - Department of Psychology

Clinical Psychology Program (APA-accredited)

David DiLillo (Ph.D, 1987, Oklahoma State University), Associate Professor
David J. Hansen (Ph.D., 1985, University of Mississippi), Professor and Program Director
Debra A. Hope (Ph.D., 1990, SUNY Albany), Associate Professor
Mario J. Scalora (Ph.D., 1989, University of Nebraska-Lincoln), Associate Professor
William D. Spaulding (Ph.D., 1976, University of Arizona), Professor

APPENDIX B - Doctoral Post-Bachelors Master's Program

Doctoral Track Master of Arts in Counseling Curriculum
(Approved by Counseling Psychology Program Committee, July, 2018)

Counseling Psychology Professional Core

EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.
EDPS 975 Occupations and Vocational Psychology, 3 cr.
EDPS 868 Multicultural Counseling, 3 cr.
EDPS 984 Ethics and Ethical Decision Making in Counseling and Education, 3 cr.
EDPS 976 Advanced Counseling Psychology I: Theory and Practice, 3 cr.
EDPS 965A Group Counseling, 3 cr.

Total = 18 credits

Counseling Practice

EDPS 866 Counseling Pre-Practicum, 3 cr.
EDPS 997A Practicum in Counseling, 3 cr.
EDPS 997B Field Placement in Counseling, 6 cr.
EDPS 869 Psychopathological Disorders of Childhood and Adolescence, 3 cr.

OR

CYAF 952 Psychopathology and Dysfunctional Interaction, 3 cr.

Total = 15 credits

Measurement, Research Design, and Data Analysis

EDPS 941 Intermediate Statistics: Experimental Methods, 3 cr.
EDPS 942 Intermediate Statistics: Correlational Methods, 3 cr.
EDPS 800 Foundations of Educational Research

Total = 9 credits

General Psychology Core

EDPS 988 Lifespan Development, 3 cr.

AND

EDPS 961 Cognitive Development, 3 cr.

OR

Thesis Option, 6 cr.

Total = 6 - 12 credits

Grand Total = 48 - 54 credits

TENTATIVE Post-Bacc Sequence for Doctoral Students – ODD Year Admission

Year 1

Fall semester

EDPS 964 Counseling Theories and Intervention Techniques (3 credit)
EDPS 866 Counseling Pre-Practicum (3 credit)
EDPS 984 Ethics and Ethical Decision Making in Counseling and Education (3 credit)
EDPS 976 Advanced Counseling Psychology I: Theory and Practice (3 credit)

Spring semester

EDPS 997A Practicum in Counseling (3 credit)
EDPS 968 Gender and Counseling Psychology (3 credit)
EDPS 985 Couples and Family Counseling (3 credit)
EDPS 800 Foundations of Educational Research

Summer term

EDPS 988 Lifespan Development (3 credit)

Year 2

Fall semester

EDPS 997G Advanced Practicum in Counseling (3 credit)
EDPS 868 Multicultural Counseling (3 credit)
CYAF 952, Psychopathology and Dysfunctional Interaction (3 credit)
EDPS 942 Intermediate Statistics: Correlational Methods (3 credit)

Spring semester

EDPS 997G Advanced Practicum in Counseling (3 credit)
EDPS 941 Intermediate Statistics: Experimental Methods (3 credit)
EDPS 965A Group Counseling (3 credit)
EDPS 975 Occupations and Vocational Psychology (3 credit)

Summer term

Master's comps or thesis defense

Year 3

Fall semester

EDPS 997B Field Placement (3 credit)
EDPS 950 Intellectual Assessment (3 credit)
EDPS 961 Cognitive Development (3 credit)
EDPS 900K Qualitative Approaches (3 credit)

Spring semester

EDPS 997B Field Placement (3 credit)

EDPS 953 Personality Assessment (3 credit)
EDPS 962 Research Literature in Personality and Social Development (3 credit)
STATS ELECTIVE

Year 4

Fall semester

EDPS 997E Supervision and Consultation (3 credit)
EDPS 922 Mind, Brain, and Education (3 credit)
EDPS 997B Field Placement (3 credit)
EDPS 991 History and Systems (3 credit)

Spring semester

EDPS 997M Practicum in Supervision and Consultation (3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (3 credit)
EDPS 997B Field Placement (3 credit)
EDPS 999 Dissertation (3 credit)

Summer semester

EDPS 999 Dissertation (3 credit)

Year 5

Fall semester

EDPS 999 Dissertation (3 credit)
EDPS 995 Doctoral Seminar (3 credit)

Spring semester

EDPS 999 Dissertation (3 credit)

Year 6

Fall, Spring, & Summer semesters

EDPS 959 Internship (1 credit)

TENTATIVE Post-Bacc Sequence for Doctoral Students – EVEN Year Admission

Year 1

Fall semester

EDPS 964 Counseling Theories and Intervention Techniques (3 credit)
EDPS 866 Counseling Pre-Practicum (3 credit)
EDPS 984 Ethics and Ethical Decision Making in Counseling and Education (3 credit)
EDPS 975 Occupations and Vocational Psychology (3 credit)

Spring semester

EDPS 997A Practicum in Counseling (3 credit)
EDPS 965A Group Counseling (3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (3 credit)
EDPS 900K Qualitative Approaches (3 credit)

Summer term

EDPS 988 Lifespan Development (3 credit)

Year 2

Fall semester

EDPS 997G Advanced Practicum in Counseling (3 credit)
EDPS 868 Multicultural Counseling (3 credit)
CYAF 952, Psychopathology and Dysfunctional Interaction (3 credit)

EDPS 976 Advanced Counseling Psychology I (3 credit)

Spring semester

EDPS 997G Advanced Practicum in Counseling (3 credit)
EDPS 941 Intermediate Statistics: Experimental Methods (3 credit)
EDPS 968 Gender and Counseling Psychology (3 credit)
EDPS 985 Couples and Family Counseling (3 credit)

Summer term

Master's comps or thesis defense

Year 3

Fall semester

EDPS 997B Field Placement (3 credit)
EDPS 991 History and Systems (3 credit)
EDPS 961 Cognitive Development (3 credit)
EDPS 942 Intermediate Statistics: Correlational Methods (3 credit)

Spring semester

EDPS 997B Field Placement (3 credit)
EDPS 962_Research Literature in Personality and Social Development (3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (3 credit)
EDPS 800 Foundations of Educational Research

Year 4

Fall semester

EDPS 997E Supervision and Consultation (3 credit)
EDPS 922 Mind, Brain, and Education (3 credit)
EDPS 997B Field Placement (3 credit)
EDPS 950 Intellectual Assessment* (3 credit)

Spring semester

EDPS 997M Practicum in Supervision and Consultation (3 credit)
EDPS 997B Field Placement (3 credit)
EDPS 999 Dissertation (3 credit)
EDPS 953 Personality Assessment (3 credit)

Summer semester

EDPS 999 Dissertation (3 credit)

Year 5

Fall semester

EDPS 999 Dissertation (3 credit)
EDPS 995 Doctoral Seminar (3 credit)
Stats Elective (3 credit)

Spring semester

EDPS 999 Dissertation (3 credit)

Year 6

Fall, Spring, & Summer semesters

EDPS 959 Internship (1 credit)

APPENDIX C - Master's of Arts Program Description

Students must graduate under the requirements of one of the two track options of (a) Community-based Counseling and (b) Thesis Option. Students in the Master of Arts in Counseling program who declare the Community Track must complete requirements listed above from the Counseling Psychology Professional Core (21 credits), Counseling Practice (12 credits), Measurement, Research Design, and Data Analysis (9 credits),

General Psychology Core (9 credits) and electives (9 credits) for a total of 60 credits with a two semester field placement experience.

The Community-based Counseling Specialization is designed to provide the academic requirements for licensure as a mental health practitioner in Nebraska. Licensure at the Masters level requires 300 hours of counseling practice at the pre-degree stage. Information on licensure for the LMHP can be found at <http://dhhs.ne.gov/licensure/Pages/Mental-Health-and-Social-Work-Practice.aspx>.

The Thesis Option requires students to take all coursework on the community track plus coursework to support thesis research (e.g., research design/statistics courses). Students opting to do a thesis should plan for one additional year to complete their research.

Students planning to continue in a doctoral program after graduation from the master's program are strongly encouraged to complete a thesis or to take the lead in research projects during their master's program to gain the necessary experience and competence to successfully gain entry into doctoral programs. Students who choose the thesis option are not required for graduation to complete a field placement counseling experience, but should be aware that the field placement experience is necessary for master's-level licensure in Nebraska. Students must be approved for counseling practica and field placement by the Program Director. Approval requires the completion or concurrent enrollment in courses that comprise the counseling core. Successful completion of a counseling practicum experience is a prerequisite for enrollment in field placement.

All master's students must take a comprehensive examination toward their last semester of coursework. The comprehensive exam is comprised of three parts. Part 1 is the Counseling Core exam. The student chooses two other components of the comprehensive examination from the following: (1) Statistics and Measurement, (2) Cognition and Learning, (3) Human Development, or (4) Behavior. Students should plan for the comprehensive exam by taking courses that prepare them for the exam (e.g., taking a cognition course to prepare for the Cognition and Learning exam component). More information, including, study guides, is available here: <https://cehs.unl.edu/edpsych/masters-comprehensive-exam/>.

Master's of Arts Specialization: Community Counseling

Counseling Psychology Professional Core

EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.

EDPS 975 Occupations and Vocational Psychology, 3 cr.

EDPS 868 Multicultural Counseling, 3 cr.

EDPS 965A Group Counseling, 3 cr.

EDPS 984 Ethics and Ethical Decision Making in Counseling and Education, 3 cr.

EDPS 985 Couple and Family Counseling, 3 cr.

EDPS 853 Psychological Assessment I, 3 cr.

Total = 21 credits

Counseling Practice

EDPS 866 Counseling Pre-Practicum (Fall), 3 cr.
EDPS 997A Practicum in Counseling (Spring), 3 cr.
EDPS 999G Advanced Practicum in Counseling (Summer), 3 cr.
EDPS 997B Field Placement in Counseling, 6 cr.

Total = 15 credits

Measurement, Research Design, and Data Analysis

EDPS 800 Foundations of Educational Research, 3 cr.
EDPS 859 Statistical Methods, 3 cr.

OR

EDPS 941 Intermediate Statistics: Experimental Methods, 3 cr.

Total = 6 credits

General Psychology Core (9 credits required from the following)

EDPS 988 Lifespan Development
EDPS 869 Psychopathological Disorders of Childhood and Adolescence, 3 cr.

OR

CYAF 952 Psychopathology and Dysfunctional Interaction, 3 cr.

AND

EDPS 854 Human Cognition and Instruction, 3 cr.

OR

EDPS 855 Teaching Learners to Learn, 3 cr.

OR

Equivalent cognitive psychology elective course, 3 cr.

Total = 9 credits

Sequence – ODD Years

Year 1

Fall semester

EDPS 964 Counseling Theories and Intervention Techniques (3 credit)
EDPS 866 Counseling Pre-Practicum (3 credit)
EDPS 984 Ethics and Ethical Decision Making in Counseling and Education (3 credit)
CYAF 952 Psychopathology and Dysfunctional Interaction (3 credit)

Spring semester

EDPS 997A Practicum in Counseling (3 credit)
EDPS 968 Gender OR Elective (3 credit)
EDPS 985 Couples and Family (3 credit)
EDPS 800 Foundations of Educational Research (3 credit)

Summer term

EDPS 988 Lifespan Development (3 credit)
EDPS 997G Practicum in Counseling (3 credit)

Year 2

Fall semester

EDPS 997B Field Placement (3 credit)
EDPS 868 Multicultural Counseling (3 credit)
EDPS 859 Statistical Methods (3 credit)
EDPS 854 Human Cognition and Instruction (3 credit)

Spring semester

EDPS 997B Field Placement (3 credit)
EDPS 965A Group Counseling (3 credit)
EDPS 975 Occupations and Vocational ((3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology
OR Elective (3 credit)

Summer semester

EDPS 853 Psychological Assessment (3 credit)
Elective (3 credit)

Sequence – EVEN Years

Year 1

Fall semester

EDPS 964 Counseling Theories and Intervention Techniques (3 credit)
EDPS 866 Counseling Pre-Practicum (3 credit)
EDPS 984 Ethics and Ethical Decision Making in Counseling and Education (3 credit)
CYAF 952 Psychopathology and Dysfunctional Interaction (3 credit)

Spring semester

EDPS 997A Practicum in Counseling (3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (3 credit)
OR
Elective
EDPS 975 Vocational Psychology (3 credit)
EDPS 800 Foundations of Educational Research (3 credit)

Summer term

EDPS 988 Lifespan Development (3 credit)
EDPS 997G Practicum in Counseling (3 credit)

Year 2

Fall semester

EDPS 997B Field Placement (3 credit)
EDPS 868 Multicultural Counseling (3 credit)
EDPS 859 Statistical Methods (3 credit)
EDPS 854 Human Cognition and Instruction (3 credit)

Spring semester

EDPS 997B Field Placement (3 credit)

EDPS 965A Group Counseling (3 credit)

EDPS 985 Couples and Family (3 credit)

EDPS 968 Gender (3 credit)

OR

Elective

Summer semester

EDPS 853 Psychological Assessment (3 credit)

ELECTIVE (3 credit)

APPENDIX D - Procedures and Policies Regarding Comprehensive Assessments of Student Competencies while Enrolled in the Counseling Psychology Graduate Program

The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) on December 4, 2003, and is the governing policy for our training program in terms of the evaluation of student competencies:

Students in psychology training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology training programs strive to not “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students, and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- (a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public)*
- (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Please note that the four evaluative areas listed above overlap with the Counseling Psychology Training Values, which address student’s willing to engage in self-examination and to learn to

interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values. As detailed below, student evaluations will take into account both adherence to the Counseling Psychology Training Values and these four evaluative areas listed above.

This policy is implemented in the Counseling Psychology Training Program through a number of specific mechanisms, occurring at various points in a students' training, which are described below.

Yearly Evaluation

Each year, students are asked to complete an Annual Evaluation via a Qualtrics survey. The survey documents their experiences during the prior academic year. In the Fall Semester of each year, the Counseling Psychology faculty will meet and assess each doctoral student's progress and performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, related program requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. The Annual Evaluation letter is used to assess progress annually. Students deemed to be performing at a satisfactory level of competence will receive feedback in writing concerning their performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, related program requirements, adherence to the Counseling Psychology Training Values, and/or the four evaluative areas outlined above.

If a student is deemed to lack competence in one or more of these areas as determined by a 2/3 majority vote, the student may be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation.¹ If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or faculty committee to present a plan regarding what they would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents their plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation, which will subsequently be provided to the student in writing.

Ongoing Evaluation

For the purposes of ongoing evaluation, the decisions and actions outlined in the second paragraph above under *Yearly Evaluation* (i.e., placing a student on probation due to concerns with performance and progress in coursework, seminars, scholarship, comprehensive examinations, related program requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above) may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Evaluation for Readiness to Enter Practicum or Field Placement

To enroll in practicum or field placement, students must have completed all the pre-requisite courses with a grade of “B” or above. Supervisors at both practicum and field placements will also complete a ratings form for competency benchmarks in professional psychology (see Appendix E). This ratings forms will be used to evaluate whether students are ready to enter practicum or field placement training. In addition, the consent of the Counseling Faculty is required; such consent will be granted at a special meeting for this purpose held each semester. At this meeting, the Counseling Faculty will consider all students who have indicated interest in practicum or field placement. Faculty may either grant admission to practicum or field placement, or may deny admission. Admission to practicum will be made based on an evaluation of trainee’s successful completion of all pre-requisite courses, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. Decisions to deny enrollment into practicum requires a 2/3 majority vote of all Counseling Faculty present at this meeting.

If faculty deny admission to practicum they shall, at the first denial, provide in writing to the student the reasons why, which can include a non-passing grade in a pre-requisite course, lack of adherence to the Counseling Psychology Training Values, and/or concerns regarding the four areas of competency outlined above. The student will also be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty committee to present a plan regarding what they would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents their plan, the faculty or faculty committee will take the student’s presentation into account, and then outline the exact conditions of probation (and related re-application to practicum), which will subsequently be provided to the student in writing.

When a denied student seeks entry to practicum again, they must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial into practicum will result in the student no longer being allowed to continue in the program.

Evaluation of Readiness for Internship

Note: This section pertains only to students in the Doctoral Program

Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: a) dissertation proposal defense requirement; b) certification of internship eligibility and readiness on APPIC application; and c) ongoing monitoring and evaluation of readiness that includes ratings from both faculty and supervisors on competency benchmarks in professional psychology (see Appendix E)

As per the policy of the Council of Counseling Psychology Training Programs, once a student has submitted a rank order list by the APPIC deadline, the program faculty will not prevent a

student from going on internship unless a gross ethical violation has occurred and the internship site is notified.

Dissertation Requirements

To apply for internships, doctoral students in Counseling Psychology must have (a) passed their portfolio defense, and (b) successfully defended their dissertation proposal by October 15th of the year they apply for internships.

APPIC Application

The APPIC Application for Psychology Internship (AAPI) Part 2 (Academic Program's Verification of Internship Eligibility and Readiness) contains an item which states, "The faculty agrees that this student is ready to apply for internship. Yes or No."

In the Winter Semester, students will be asked if they intend to apply for internship the following Fall Semester. Those students who indicate they intend to apply for internship will be evaluated for readiness at a special meeting for this purpose. At this meeting, the Counseling Faculty may either grant or deny permission to apply for internship (i.e., may either deem a student ready to apply for internship or not). The decision that a student is not ready to apply for internship will be determined by a 2/3 majority vote of all Counseling Faculty present at this meeting.

Readiness for application to internship will be made based on an evaluation of trainee's successful completion of all pre-requisite courses and requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. If faculty deny application to internship they shall, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the Counseling Psychology Training Values, and/or concerns about the four areas of competency outlined above. The student will also be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty committee to present a plan regarding what they would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents their plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, they must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Ongoing Monitoring and Evaluation of Readiness for Internship

The faculty will engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student ready to apply for internship (see above) and the time the student submits their internship rank-order to APPIC. Thus, if any concerns surface during this time period regarding whether the student has met academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the Counseling Psychology Training Values, and/or regarding the four areas of competency outlined above, the faculty may revoke approval to apply for or go on internship.

If the faculty revoke approval to apply for or go on internship, they shall provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the Counseling Psychology Training Values, and/or concerns about the four areas of competency outlined above. The student will also be placed on probation. A faculty committee may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Area Faculty). The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty committee to present a plan regarding what they would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents their plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, they must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Circumstances in Which Students will No Longer Be Allowed to Continue in the Counseling Psychology Program without the Opportunity for Remediation

Although it is the intent of the faculty to provide students the opportunity to resolve and/or remediate issues/problems identified at any of the four evaluation/decision points outlined above (yearly evaluation, ongoing evaluation, practicum readiness, internship readiness), there may be extreme circumstances (such as engagement in ethical violations as defined by the APA or ACA ethics codes, or criminal actions, including but not limited to hate crimes) under which the student will not be given such an opportunity for remediation, and will be dismissed from the program. This may occur at any of the evaluation/decision points outlined above or at any point during the student's enrollment in the program.

Courses or Requirements Which Cannot Be Repeated, Substituted, or Failed

1. EDPS 866: Counseling Pre-Practicum cannot be repeated or substituted. A grade of "B" or above is required in this course in order to be admitted to practicum. Thus, a grade of "C," "D," or "F" in 8040 will result in the student no longer being allowed to continue in the program. On

the other hand, if a grade of *Incomplete* is given in this course as a direct consequence of an instructor's concern about skill deficits, this will result in the student being placed on probation, with the conditions for probation being to pass the course in a subsequent semester. (Note: Other reasons for *Incomplete* grades can, but not necessarily always will, directly result in probation). In addition, as deemed appropriate by the instructor, the procedures used when a student is denied admission to practicum (see third and fourth paragraphs under ***Evaluation for Readiness to Enter Practicum or Field Placement*** above) may also be used to delineate additional conditions for probation.

2. A grade of "No Pass" in any EDPS 997G or EDPS 997A course (practicum), or EDPS 997B course (field placement) will result in a student no longer being allowed to continue in the program. It is also important to note that if during any practicum or field placement course, the instructor or supervisor has serious concerns about client welfare, the student may be barred from seeing clients. If this occurs, the instructor may choose to give the student an *Incomplete* grade for the course, which will result in the student being placed on probation, as will any *Incomplete* given as a direct consequence of an instructor's concern about skill deficits. The procedures used in this case will be the same as those used when a student is denied admission to practicum (see third and fourth paragraphs under ***Evaluation for Readiness to Enter Practicum or Field Placement*** above). Alternatively, the instructor may assign a grade of "No Pass" for the course; as noted above, a grade of "No Pass" in any practicum or field placement course will result in the student not being allowed to continue in the program.

3. A grade of "No Pass" in EDPS 959 (Pre-doctoral Internship) will result in a student no longer being allowed to continue in the program. Please note that for Internship, a grade of *Incomplete* will be given for the initial semesters and upon successfully completing the Internship, these *Incomplete* grades will be changed to a Satisfactory Grade. (Please note that these *Incomplete* grades are not treated the same as *Incomplete* grades given for skill deficit reasons in practicum or field placement, which result in academic probation, as described at other points in this document).

Important Note: If a student does not agree with any faculty decisions regarding dismissal outlined above, they may use the existing Department Policy on Dismissals and Appeals.

By signing this document, I agree that I have read and been informed of the *Procedures and Policies Regarding Comprehensive Assessments of Student Competencies while Enrolled in the Counseling Psychology Graduate Program*.

Name (print): _____

Signature: _____

Date: _____

¹ For this probation and all other probations referred to in this document, the faculty may recommend personal counseling as part of the conditions of probation, and may also, as appropriate, ask for a release of information so that communication with the therapist may occur.

APPENDIX E - Competency Benchmarks in Professional Psychology Ratings Form

Trainee Name:

Name of Placement:

Name of Person Completing Form (please include highest degree earned):

Date Evaluation Completed:

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? Yes No

Type of Review:

Initial Review

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Doctoral Program:

Intern:

Support for this project was provided by APA and the ASPPB Foundation

Select the column corresponding to the training level of the person being assessed, and rate items in that column using the following frequency scale:

Never/Rarely Sometimes Often Almost Always Always
 0 1 2 3 4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

For students in Beginning and Advanced Practicum, please complete the far left column.

For students in Field Placement, please complete the middle column.

PROFESSIONALISM

Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
1. Integrity - Honesty, personal responsibility and adherence to professional values																	
Understands professional values; honest, responsible						Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values						Monitors and independently resolves situations that challenge professional values and integrity					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
2. Deportment																	
Understands how to conduct oneself in a professional manner						Communication and physical conduct (including attire) is professionally appropriate, across different settings						Conducts self in a professional manner across settings and situations					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
3. Accountability																	
Accountable and reliable						Accepts responsibility for own actions						Independently accepts personal responsibility across settings and contexts					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Never/Rarely = 0

Sometimes = 1

Often = 2

Almost Always = 3

Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4. Concern for the welfare of others		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
5. Professional Identity		
Demonstrates beginning understanding of self as professional; “thinking like a psychologist”	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		
6. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context		
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
7. Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
8. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]

Never/Rarely = 0

Sometimes = 1

Often = 2

Almost Always = 3

Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9. Applications based on Individual and Cultural Context		
<p>Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)</p> <p>0 1 2 3 4 [N/O]</p>	<p>Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation</p> <p>0 1 2 3 4 [N/O]</p>	<p>Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work</p> <p>0 1 2 3 4 [N/O]</p>
<p>Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</p>		
10. Knowledge of Ethical, Legal and Professional Standards and Guidelines		
<p>Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting</p> <p>0 1 2 3 4 [N/O]</p>	<p>Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations</p> <p>0 1 2 3 4 [N/O]</p>	<p>Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines</p> <p>0 1 2 3 4 [N/O]</p>
11. Awareness and Application of Ethical Decision Making		
<p>Demonstrates awareness of the importance of applying an ethical decision model to practice</p> <p>0 1 2 3 4 [N/O]</p>	<p>Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma</p> <p>0 1 2 3 4 [N/O]</p>	<p>Independently utilizes an ethical decision-making model in professional work</p> <p>0 1 2 3 4 [N/O]</p>
12. Ethical Conduct		
<p>Displays ethical attitudes and values</p> <p>0 1 2 3 4 [N/O]</p>	<p>Integrates own moral principles/ethical values in professional conduct</p> <p>0 1 2 3 4 [N/O]</p>	<p>Independently integrates ethical and legal standards with all competencies</p> <p>0 1 2 3 4 [N/O]</p>

Never/Rarely = 0

Sometimes = 1

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No Opp. = [N/O]

Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
READINESS FOR PRACTICUM		READINESS FOR INTERNSHIP			READINESS FOR ENTRY TO PRACTICE	
13. Reflective Practice						
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)		Displays broadened self-awareness; utilizes self- monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action			Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	
0	1	2	3	4	[N/O]	
					[N/O]	
14. Self-Assessment						
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies		Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills			Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	
0	1	2	3	4	[N/O]	
					[N/O]	
15. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care		Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice			Self-monitors issues related to self-care and promptly intervenes when disruptions occur	
0	1	2	3	4	[N/O]	
					[N/O]	
16. Participation in Supervision Process						
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship		Effectively participates in supervision			Independently seeks supervision when needed	
0	1	2	3	4	[N/O]	
					[N/O]	

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Sometimes = 1

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No Opp. = [N/O]

RELATIONAL

READINESS FOR PRACTICUM			READINESS FOR INTERNSHIP			READINESS FOR ENTRY TO PRACTICE		
Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.								
1. Interpersonal Relationships								
Displays interpersonal skills 0 1 2 3 4 [N/O]			Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines 0 1 2 3 4 [N/O]			Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities 0 1 2 3 4 [N/O]		
2. Affective Skills								
Displays affective skills 0 1 2 3 4 [N/O]			Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively 0 1 2 3 4 [N/O]			Manages difficult communication; possesses advanced interpersonal skills 0 1 2 3 4 [N/O]		
3. Expressive Skills								
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills 0 1 2 3 4 [N/O]			Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language 0 1 2 3 4 [N/O]			Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts 0 1 2 3 4 [N/O]		

Never/Rarely = 0

Sometimes = 1

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No Opp. = [N/O]

SCIENCE

Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
1. Scientific Mindedness																	
Displays critical scientific thinking						Values and applies scientific methods to professional practice						Independently applies scientific methods to practice					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
2. Scientific Foundation of Psychology																	
Demonstrates understanding of psychology as a science						Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)						Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
3. Scientific Foundation of Professional Practice																	
Understands the scientific foundation of professional practice						Demonstrates knowledge, understanding, and application of the concept of evidence-based practice						Independently applies knowledge and understanding of scientific foundations to practice					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities																	
4. Scientific Approach to Knowledge Generation																	
Participates effectively in scientific endeavors when available						Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology						Generates knowledge					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
5. Application of Scientific Method to Practice																	
No expectation at this level						Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs						Applies scientific methods of evaluating practices, interventions, and programs					
						0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

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Always = 4

No Opp. = [N/O]

APPLICATION

Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
1. Knowledge and Application of Evidence-Based Practice																	
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology						Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences						Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.																	
2. Knowledge of Measurement and Psychometrics																	
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing						Selects assessment measures with attention to issues of reliability and validity						Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
3. Knowledge of Assessment Methods																	
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam						Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances						Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
4. Application of Assessment Methods																	
Demonstrates knowledge of measurement across domains of functioning and practice settings						Selects appropriate assessment measures to answer diagnostic question						Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Never/Rarely = 0

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Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
6. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	Utilizes systematic approaches of gathering data to inform clinical decision-making	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
7. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes	Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
8. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
9. Skills		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]

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Sometimes = 1

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No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
10. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies 0 1 2 3 4 [N/O]	Implements evidence-based interventions 0 1 2 3 4 [N/O]	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate 0 1 2 3 4 [N/O]
11. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome 0 1 2 3 4 [N/O]	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures 0 1 2 3 4 [N/O]	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures 0 1 2 3 4 [N/O]
Consultation: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.		
12. Role of Consultant		
No expectation at this level	Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) 0 1 2 3 4 [N/O]	Determines situations that require different role functions and shifts roles accordingly to meet referral needs 0 1 2 3 4 [N/O]
13. Addressing Referral Question		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions 0 1 2 3 4 [N/O]	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question 0 1 2 3 4 [N/O]
14. Communication of Consultation Findings		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings 0 1 2 3 4 [N/O]	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations 0 1 2 3 4 [N/O]

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Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
15. Application of Consultation Methods		
No expectation at this level	Identifies res literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]

EDUCATION

Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1. Knowledge		
No expection at this level	Demonstrates awareness of theories of learning and how they impact teaching	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
2. Skills		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
3. Expectations and Roles		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]

Never/Rarely = 0

Sometimes = 1

Often = 2

Almost Always = 3

Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4. Processes and Procedures		
No expectation at this level 0 1 2 3 4 [N/O]	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices 0 1 2 3 4 [N/O]	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise 0 1 2 3 4 [N/O]
5. Skills Development		
Displays interpersonal skills of communication and openness to feedback 0 1 2 3 4 [N/O]	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals 0 1 2 3 4 [N/O]	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients 0 1 2 3 4 [N/O]
6. Supervisory Practices		
No expectation at this level	Provides helpful supervisory input in peer and group supervision 0 1 2 3 4 [N/O]	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting 0 1 2 3 4 [N/O]

SYSTEMS

Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1. Knowledge of the Shared and Distinctive Contributions of Other Professions		
No expectation at this level 0 1 2 3 4 [N/O]	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals 0 1 2 3 4 [N/O]	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals 0 1 2 3 4 [N/O]

Never/Rarely = 0

Sometimes = 1

Often = 2

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Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2. Functioning in Multidisciplinary and Interdisciplinary Contexts		
Cooperates with others 0 1 2 3 4 [N/O]	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning 0 1 2 3 4 [N/O]	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning 0 1 2 3 4 [N/O]
3. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level 0 1 2 3 4 [N/O]	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals 0 1 2 3 4 [N/O]	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals 0 1 2 3 4 [N/O]
4. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals 0 1 2 3 4 [N/O]	Develops and maintains collaborative relationships and respect for other professionals 0 1 2 3 4 [N/O]	Develops and maintains collaborative relationships over time despite differences 0 1 2 3 4 [N/O]
Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
5. Appraisal of Management and Leadership		
0 1 2 3 4 [N/O]	Forms autonomous judgment of organization's management and leadership 0 1 2 3 4 [N/O]	Develops and offers constructive criticism and suggestions regarding management and leadership of organization 0 1 2 3 4 [N/O]
6. Management		
No expectation at this level 0 1 2 3 4 [N/O]	Demonstrates awareness of roles of management in organizations 0 1 2 3 4 [N/O]	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy 0 1 2 3 4 [N/O]

Never/Rarely = 0

Sometimes = 1

Often = 2

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Always = 4

No Opp. = [N/O]

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7. Administration		
Complies with regulations 0 1 2 3 4 [N/O]	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures 0 1 2 3 4 [N/O]	Demonstrates emerging ability to participate in administration of clinical program 0 1 2 3 4 [N/O]
8. Leadership		
No expectation at this level 0 1 2 3 4 [N/O]	No expectation at this level 0 1 2 3 4 [N/O]	Participates in system change and management structure 0 1 2 3 4 [N/O]
Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
9. Empowerment		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention 0 1 2 3 4 [N/O]	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision 0 1 2 3 4 [N/O]	Intervenes with client to promote action on factors impacting development and functioning 0 1 2 3 4 [N/O]
10. Systems Change		
Understands the differences between individual and institutional level interventions and system's level change 0 1 2 3 4 [N/O]	Promotes change to enhance the functioning of individuals 0 1 2 3 4 [N/O]	Promotes change at the level of institutions, community, or society 0 1 2 3 4 [N/O]

Never/Rarely = 0

Sometimes = 1

Often = 2

Almost Always = 3

Always = 4

No Opp. = [N/O]

Overall Assessment of Trainee’s Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee’s particular strengths and weaknesses?

- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

- If applicable, is the trainee ready to move to the next level of training, or independent practice?

Supervisor signature: _____

Date: _____