University of Nebraska-Lincoln Counseling Psychology Program Graduate Student Handbook

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

Revised 08/2025

Table of Contents

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 a master;s degree (MA) and doctor of philosophy (PhD) degree. Once a student has been offered and accepted admission, admissions are handled by our 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
> 114 Teachers College Hall
> University of Nebraska-Lincoln
> Lincoln, NE 68588-0345
> Phone: (402) 472-2223

The doctoral program is a health service psychology training program specializing in counseling psychology and grounded in a 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. The counseling psychology program at UNL has a longstanding commitment to diversity, equity, inclusion, promoting the liberation of all people and centering the voices and mental health needs of those often omitted from psychology scholarship. Graduates of our doctoral program enter academic settings, professional practice, and other professions for which health service psychology training prepares them. 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, interested parties 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.

Admissions

Students apply to the University of Nebraska's Ph.D. program in Counseling Psychology through the Office of Graduate Studies. The link to apply to the Ph.D. program is https://graduate.unl.edu/academics/programs/EDPS-PHD.

Post-bachelor's and post-master's degree applicants are considered for admission to the PhD program. Admission applications require a completed Graduate School application, three letters of recommendation, transcripts of academic work, and a personal statement. The Graduate Record Examination score is waived. Applications for the following Fall are typically due in December, interviews are typically conducted in January, and the national deadline for offers of admission and for students to accept admission is April 15th.

Information regarding licensure and student outcomes can be found on our program webpage. Applications for the program typically range between approximately 45 and 65 applications per year. Students are selected for admission based on previous academic experience, career goals, and alignment with Counseling Psychology values, as well as alignment with faculty research interests and strong desire to engage in research during doctoral training. PhD cohort sizes vary by year depending on the number of students each core faculty member plans to admit, but typically range from 3 to 6 students.

Our admissions policies align with UNL's N2025 strategic plan and the central tenet that ***every person and every interaction matters***. This tenet promotes equity, dignity, and respect for individuals from a diversity of backgrounds, beliefs, experiences, perspectives, abilities, identities, and orientations. We believe all students entering our program should align with this tenet along with our programmatic values related to diversity, equity and liberation of all people. The counseling psychology program actively recruits a diversity of students from a broad array of backgrounds.

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 the doctoral degree are clearly described on the Graduate Studies website (https://www.unl.edu/gradstudies/academics/degrees). PhD students planning to earn a MA along the way to the PhD should also refer to Graduate Studies online resources to learn about degree requirements for the master's degree.

It is particularly important to familiarize yourself with the "Steps to Degree Completion." Toggle to your expected graduation date/term to see the deadlines for submission of materials at each milestone of your program.

Thesis and dissertation guidelines are detailed in the *Guidebook for Preparing Thesis or Dissertation* (https://graduate.unl.edu/academics/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.

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 UNL MediaHub: https://mediahub.unl.edu/media/14849

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 Catalog* 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
(402) 472-2223
https://cehs.unl.edu/edpsych/home/

Graduate Studies:
1100 Seaton Hall, P.O. Box 880619
Admissions: (402) 472-2878; General Information: (402) 472-2875
https://graduate.unl.edu

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

https://registrar.unl.edu

Scholarships & Financial Aid
17 Canfield Administration Building, P.O. Box 880411
(402) 472-2030
https://financialaid.unl.edu

Housing Information
530 N. 17th Street, Willa Cather Dining Hall P.O. Box 880622
(402) 472-3561
https://housing.unl.edu

International Student & Scholar Office
512 N. 12th Street; Louise Pound Hall, Suite 130
(402) 472-0324
https://global.unl.edu/isso/

Jackie Gaughan Multicultural Center
1505 S. Street
(402) 472-7211
https://unions.unl.edu/jgmc/

Gender & Sexuality Center:
Nebraska Union, 3rd Floor
(402) 472-1652
https://gsc.unl.edu

Services for Student with Disabilities (SSD):
512 N. 12th Street; 117 Louise Pound Hall; P.O. Box 880335
(402) 472-3787
https://ssd.unl.edu

University Children's Center (Childcare):
2225 W St, Lincoln, NE 68503
(402) 472-2009
https://childcare.unl.edu

University Health Center:
550 N 19th St, Lincoln, NE 68588
(402) 472-5000
https://health.unl.edu

University Counseling and Psychological Services Center
550 N 19th St, Lincoln
(402) 472-5000
https://caps.unl.edu

Student Legal Services
335 Nebraska Union
(402) 472-3350
https://studentlegalservices.unl.edu

<u>**Residency Procedures**</u>

Any nonresident student who wishes to establish residency for the purpose of paying in-state tuition must meet the <u>requirements outlined by Graduate Studies</u>. 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 (Fall & Spring) and 6 hours credit hours in Summer, <u>regardless</u> of residency status. Residency application forms are submitted via MyRed.

<u>**Membership in Professional Organizations**</u>

Becoming a member of a professional association related to Counseling Psychology is highly encouraged and valuable for your training. Membership often includes access to local and/or national conferences, subscriptions to journals and listservs, and professional networking opportunities. These forums facilitate the exchange of the most current information in our fields and, in turn, enhance your professional development. Additionally, engagement in professional organizations and service, scholarly publishing, and academic presentations are often major criteria in the consideration of students for internship placemetns and postdoctoral professional positions.

Thereofre, all PhD 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*. Instructions for applying to join these professional organizations can be found at the links below.

In addition to APA, you are encouraged to join other national associations relevant to your professional interests, and local and regional organizations, such as the Nebraska Psychological Association (NPS).

COUNSELING PSYCHOLOGY PROGRAM

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 are encouraged to complete all or most 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. Doctoral students are encouraged to continually assess their 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 Graduate Student Coordinator (Jules Meyers; jmeyers9@unl.edu). 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 of faculty members who directly supervise your progress through program milestones and has the ultimate authority over your program of studies, comprehensive examinations, internship, and dissertation. Doctoral Supervisory Committees generally approve program requirements for course work as your program of studies; however, depending on your career goals, dissertation plans, and progress in the program, they may require additional coursework for graduation. The formation of your Doctoral Supervisory Committee normally takes place during your second academic year (or third year if entering without a master's 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 the Nebraska system but outside of the Department of Educational Psychology, whereas the other two members may be from within or outside the Department. You may elect to have a fifth external member of the committee from outside the Nebraska system, but this is not required or common.

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 and by an university- or committee-established deadlines.

You will meet with your entire committee a minimum of three times. The first meeting, the Program of Studies Meeting, is to discuss and approve your program of studies 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. The second meeting is your Dissertation Proposal Meeting to discuss and approve the first three chapters of the dissertation. 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 [on the Graduate Studies webpage](#).

Program of Studies
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 for the program of studies can be found in Appendix A of this handbook.

After your program of studies meeting you will submit two documents: 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 coursework to complete the doctoral degree.

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. **Please route these forms via DocuSign to all EDPS faculty members. Then, send the completed forms to graduatedocuments@unl.edu.**

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 to graduate 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 is then eligible to propose their dissertation. Subsequent to passing the comprehensive examination and satisfying the language/research tool and residency requirements, students are required to file with the Office of Graduate Studies the *Application for Candidacy* which can be found at https://graduate.unl.edu/sites/unl.edu.executive-vice-chancellor.graduate-studies/files/media/file/Doctoral-Candidacy.pdf. 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 (year 2) and separate field placements over two years (years 3 and 4 in the program). Post-clinical master's 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 Department's Counseling and School Psychology Clinic (CSPC). Students receive individual and group supervision and live and videotape observation of their clinical work in the CSPC. Students see clients on/at Clinic-approved days and times each week in-person and/or via telehealth. Group supervision occurs 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 uses 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. These courses cover 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 a minimum of 450 direct contact client hours through practica and field placement experiences while in the doctoral program to be eligible to apply for internship. Students should request permission from faculty to apply for internship in the Spring semester preceding the Fall semester in which they plan to apply by emailing the Director of Clinical Training. Core faculty will assess readiness for internship at the faculty retreat in May of each year.

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 also 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://graduate.unl.edu/academics/degrees/guidelines/) and the *Publication Manual of the American Psychological Association* (7th ed.).

A dissertation proposal meeting with your doctoral supervisory committee can only be scheduled once you have advanced to candidacy. Your dissertation proposal must be passed and approved by your supervisory committee prior to your application for doctoral internship. Therefore, dissertation proposals typically must be scheduled no later than October 15th of the semester in which you intend to apply for internship. A dissertation proposal includes three chapters, an introduction, a literature review, and a proposal of the research methodology. You may not submit an Institutional Review Board application or collect data until the proposal is complete and approved.

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.

Procedure for Dissertation Defense
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 provide copies of your dissertation to your committee readers at least four weeks in advance of your dissertation defense date. This gives the committee time to review the document and provide their approval to schedule the oral defense no later than two weeks prior to the defense date. **At this time (at least two weeks prior to defense), 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/sites/unl.edu.executive-vice-chancellor.graduate-studies/files/media/file/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. In order to graduate on time, it is imperative that you follow these steps as directed.**

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 to 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*.

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, doctoral candidates 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 in MyRed.

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 in which power is shared, transparency is offered when possible, and accountability is upheld by all members of our program. All who work, study, 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. 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 will be respectful and supportive of all people, including, but not limited to clients, staff, peers, and faculty who are different from themselves in age, gender, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty 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 educate each other on the existence and effects of racism, (cis)sexism, ageism, homophobia, 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.

As a profession, Counseling Psychologists not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and shared liberation and engage in anti-oppressive practice. 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 expected of all students. 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.

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 of Psychologist and Code of Conduct and Standards of Accreditation 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, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E).

Students are also required to be familiar with and to abide by the various Guidelines published by APA, which address issues of diversity including but not limited to the: *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*, the *Multicultural Guidelines*, and the *Guidelines for Psychological Practice with Older Adults*. All of these guidelines are found on the APA website (https://www.apaservices.org/practice/ce/guidelines).

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling 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 call for our students (i.e., counselors in training) to 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 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 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 in 2023.

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 2024)
Tuition: $365.00/credit resident; $1,006.00/credit non-resident; tuition and additional fees can be accessed online at https://studentaccounts.unl.edu/tuition-and-fees/graduate-tuition-and-fees-2024-2025/

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 of, 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 $1200 and $1500, 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, Graduate Studies 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 Graduate Studies.

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 Catalog* under *Student Rights and Responsibilities.*

Remediation Procedures and Termination from the Program

Under usual circumstances, progress of students through the doctoral program 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 student and their advisor and/or supervisory committee to consider the student's program in light of the situation. Termination is a possible final step, often occurring after first attempting to remediate the problem. Prior to termination, a Performance Support Plan (remediation) 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 graduate students from the Department of Educational Psychology Graduate Student Handbook and outlined below.

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

Basis for Taking Action
Graduate students at UNL are expected to maintain a high level of achievement in their graduate studies and to adhere to the Student Code of Conduct and all relevant policies. Accordingly, UNL reserves the right to act with respect to any graduate student who fails to maintain satisfactory progress or who violates any provision of the Student Code of Conduct or relevant policy. Such action may include, without limitation, placing the student on academic probation,suspending or terminating the student from a degree or certificate program, or precluding the student from pursuing any further graduate studies at UNL.

Academic action may be taken against a graduate student based on any of the following:

1. Violation of the Student Code of Conduct or any other UNL, college or departmental policy. A violation of the Student Code of Conduct may be used as a basis for terminating a student from a program only after the violation has been reported and properly confirmed;

2. Unsatisfactory academic performance, including failing to satisfy UNL's Scholastic Grade Requirements; failing to pass qualifying examinations, preliminary examinations, comprehensive examinations or final degree examinations; failing to master the methodology and content of one's field in a manner that is sufficient to successfully complete a thesis or dissertation; or

3. Failing to satisfy the requirements for the removal of probationary status or conditional admission.

Graduate Committees may adopt and impose additional conditions under which a graduate student may be subject to academic action, provided that such conditions are approved in advance by the Dean for Graduate Studies and are communicated in writing to all students who are subjected to those conditions. Graduate programs shall include any additional conditions in the program's governance documents.

A graduate student who is terminated from one degree or certificate program may apply to a different degree or certificate program, except when the termination is based on a violation of the Student Code of Conduct or when the student is precluded from pursuing any further graduate studies at UNL.

Procedure for Academic Action
A recommendation to place a student on probation will be shared with the student and forwarded to the Dean for Graduate Studies, who will be responsible for making the final decision on the recommendation. Conditions of the probation will be communicated to the student in writing by the Dean for Graduate Studies.

A recommendation to terminate a student's degree or certificate program or preclude the student from pursuing any further graduate studies at UNL will be addressed in the following manner:

1. The Graduate Committee Chair will promptly inform the student in writing of the recommendation, the reason(s) given for the recommendation, and the name of the individual(s) making the recommendation.

2. The Graduate Committee Chair will provide the student with the opportunity to confer directly with the individual(s) making the recommendation through an in-person meeting or a telephone or video conference. *The student will receive at least one week of advance notice of this meeting or conference.*

3. The student will be granted the opportunity to respond to the recommendation verbally or in writing, or both, which will be documented and taken into consideration by the Graduate Committee Chair. The Graduate Committee Chair will consider any extenuating circumstances communicated by the student and will seek to determine whether the matter can be resolved.

4. After considering the student's response, if the decision is made to proceed with the recommendation to terminate the student's program or preclude the student from pursuing any further graduate studies, the Graduate Committee Chair will inform both the student and the Dean for Graduate Studies of that decision in writing.

5. The Dean for Graduate Studies will investigate the matter and decide whether to proceed with terminating the student from a program or precluding that student from pursuing any further graduate studies at UNL.

6. If the Dean for Graduate Studies decides to proceed with terminating the student from a program or precluding that student from pursuing any further graduate studies at UNL, the Dean will inform the student of that decision in writing and advise the student of the right to appeal the decision.

Appeal of Academic Action
A graduate student who is terminated from a program or is precluded from pursuing further graduate studies because of a decision rendered by the Dean for Graduate Studies may appeal that decision to the UNL Graduate Council, which will serve as the appeals board.

1. To initiate an appeal, the student must submit a written request for an appeal to the Dean for Graduate Studies, who will act as the chair of the UNL Graduate Council, within thirty (30) calendar days after receiving the Dean's decision. Although the Dean for Graduate Studies serves as the chair of the UNL Graduate Council, the Dean will not participate in deliberations leading to, nor vote on, the appeal decision of the UNL Graduate Council.

2. The affected student is responsible for submitting all information that the student wants the UNL Graduate Council to consider as part of the appeal. The written appeal must include the following:

> a. A full description of the basis on which the student is bringing the appeal;
> b. A full description of the remedy being sought by the student; and
> c. Copies of all documentation supporting the student's appeal.

3. After taking into consideration all information and documentation submitted by the student in conjunction with the appeal and taking into consideration the letter(s) recommending probation or termination, the UNL Graduate Council will render its decision. That decision will be communicated in writing to the student, the individual(s) who made the initial recommendation, and the Graduate Committee overseeing the student's graduate program. In most cases, this decision will serve as the final decision.

Appeals to the Executive Graduate Council
In most cases, the decision of the UNL Graduate Council will be final. Only under special circumstances will the Executive Graduate Council hear an appeal from the decision of the UNL Graduate Council.

1. There is no absolute right of appeal to the Executive Graduate Council. The Executive Graduate Council will accept appeals only in those cases where in the exercise of its sole discretion it shall first find that one or more of the following grounds for accepting the appeal exist:

> a. That the UNL Graduate Council has violated some element of fair procedure (example: has failed to allow the parties concerned to present their cases fully to the UNL Graduate Council);
>
> b. That the UNL Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position;
>
> c. That the UNL Graduate Council has given undue weight to evidence not pertinent to the case; or
>
> d. That some gross miscarriage of justice would be perpetrated if the decision of the UNL Graduate Council is allowed to stand.

A decision by the Executive Graduate Council not to accept jurisdiction of an appeal shall be final and is not subject to further appeal.

1. Appeals to the Executive Graduate Council must be made in writing and must specifically outline the grounds for the appeal. Such appeal must be made within twenty (20) working days of the day the decision of the campus Graduate Council is received (working days shall not include those days the University is not in session).

2. The Executive Graduate Council must decide to hear the appeal or not to hear the appeal within thirty (30) working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be made in writing.

3. The decision of the Executive Graduate Council on the merits of the case will be made and transmitted to the concerned parties within forty (40) working days after the decision to hear the appeal.

4. No person who was a member of the department or UNL Graduate Council involved in the case will be eligible to participate in the decisions of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case.

FINANCIAL ASSISTANCE

Loans and Need-Based Application Process

Students seeking loans for university expenses should inquire at the Office of Scholarships and Financial Aid. 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. Information about fellowships can be found here:
https://graduate.unl.edu/funding/fellowships/

American Psychological Association Minority Fellowship Program
Each year the American Psychological Association Minority Fellowship Programs (MFPs). Racial and ethnic minority students admitted to a doctoral program and/or those currently enrolled can apply for MFPs. Information can be found here:
https://ldi.apa.org/programs/minority-fellowship-program

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 15 grants of up to $5,000 to students whose dissertation research 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, as Departments can only endorse three students per year. The annual deadline is in March. Information can be found here: https://www.apa.org/about/awards/scidir-dissertre?tab=2

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 should refer to the EDPS webpage: https://cehs.unl.edu/edpsych/current-student-support/graduate-assistantships/

Counseling Psychology students have been successful in obtaining assistantships outside the department as well (e.g., through the Offices of Residence Life, Career Services). Students must be proactive in their search for assistantships. Typically, most of the doctoral students seeking assistantships are able to obtain one. Most assistantships include tuition remission during the semester of the appointment. When the appointment is for the entire academic year, tuition remission for the summer is included. Assistantships typically require 13 to 20 hours of service per week and are often 9-month or 12-month appointments. Students interested in being considered for assistantships should consult with faculty members for information about potential assistantships and pursue options outside of the department, as necessary.

A limited number of field placement positions are funded assistantships. These are typically reserved for advanced doctoral students who are provisionally licensed (i.e., PLMHP) in Nebraska, as this allows the site to bill for their services. These positions are filled during the annual field placement match process.

Research Grants

The Center for Children, Youth, Families, and Schools (CYFS) a UNL institutional priority center that focuses on interdisciplinary, collaborative research in the social, behavioral, and educational sciences. The CYFS Administrative Services core support team is well equipped and provides fiscal oversight, administrative resources, and management to projects housed within CYFS, including monitoring expenditures, hiring research assistants, facilitating purchases and payments, and reconciling budgets. CYFS provides pre-award grant proposal development and post-award support to graduate students in EDPS. More information can be found here: https://cyfs.unl.edu/grant/support-overview.php

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 <u>must</u> be routed through the Office of Sponsored Programs via NuRamp before submission to a sponsor. 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.

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. Public computers are available across campuses in computer labs. Macs and PCs are available, equipped with a variety of software along with scanning and nominal cost laser printing. The Information Technology Support Help Desk [(402) 472-3970] is staffed Sunday 7:30 AM to 1AM and Monday through Saturday 7:30 AM to 11:30 PM. Assistance does not include writing or rewriting programs.
Link: https://its.unl.edu

Nebraska Evaluation and Research (NEAR) Center
The Nebraska Evaluation and Research (NEAR) Center is located in Teacher's College Hall (TEAC). NEAR is a statistical consulting facility for students and faculty members of CEHS. 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. Consultation are provided by appointment only.
Link: https://near.unl.edu

Pixel Lab
The Pixel Lab is located in Henzlik Hall [HENZ; (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. 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 AM to 5 PM, Monday through Friday. Pixel Lab may be used to design and print posters for display at professional conferences.
Link: https://cehs.unl.edu/cehs/pixel-lab/

National Center for Faculty Development and Diversity (NCFDD)
UNL is a member of the National Center for Faculty Development and Diversity. As a member institution, all graduate students receive free membership and access to all training materials and webinars designed to aid professional development in higher education. Students may sign up on the website using their huskers.unl.edu email address.
Link: www.ncffd.org

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.

Health Services

University Health Center
The primary objective of the University Health Center is 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. Student Accident and Sickness Insurance Plans can also be obtained through the Health Center.
Link: https://health.unl.edu

Counseling and Psychological Services
Counseling services are available through the Counseling and Psychological Services (CAPS) at the University Health Center. MA students should keep in mind receiving services at CAPS makes them ineligible for training experiences at CAPS thereafter. Additionally, our PhD students are often on staff at CAPS, which may feel uncomfortable for MA students seeking care at CAPS. 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. 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.
Link: https://caps.unl.edu

Campus Recreation and Fitness Programs
UNL Campus Recreation is located on 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 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*.
Link: https://crec.unl.edu/

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.
Link: 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.
Link: https://care.unl.edu.

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
Link: https://graduate.unl.edu/orientation/relocating/

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.

Link: https://careers.unl.edu/

Gender & Sexuality Center
The UNL Gender & Sexuality Center 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.
Link: https://gsc.unl.edu

EXTRACURRICULAR ORGANIZATIONS

Student Outreach and Support (SOS)
SOS is an advocacy and support group for students from diverse backgrounds within EDPS. 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 graduate programs in Educational Psychology. Students interested in multiculturalism and advocacy are encouraged to join, regardless of their cultural background. The primary mission of SOS 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.

Counseling Psychology Student Organization (CPSO)
CPSO is the student organization of the Counseling Psychology program. The purpose of the organization is to provide advocacy for Counseling Psychology students within the Program and Department. Each year, officers are elected, as well as representatives who attend Counseling Psychology faculty meetings.

Office of Student Involvement
There are more than 300 recognized student organizations at UNL. The Office of Student Involvement 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.
Link: https://involved.unl.edu

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 practica experiences in the department clinic supervised by program faculty and then to field placements in a variety of settings. Several types of counseling practica 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.

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.

Comprehensive Examination

Doctoral comprehensive examinations will be conducted at two different times during each academic year. Exam questions will be provided to students by 5:00pm on the Friday before Fall and Spring Breaks occur. Completed examinations are due by Monday of the last week of classes of the term. 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, integrated 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 students' writing and presentation.

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 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 (7th ed.) 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. Supervisory committee members outside of the core faculty are also invited to attend, but are not required to do so. Each response will be graded as "high pass," "pass," or "fail." Core program faculty will participate in grading each response.

Comprehensive Exam Essays:
1. Counseling Psychology Narrative
2. Practice: Written case study
      Overview of theoretical orientation; in-depth case presentation
      Assessment information
      Comparison with other theoretical approaches
      Ethical decision-making demonstrated through the case example
      Multicultural and cultural considerations
3. Science: Sample question: Please critique the following empirical research study.
      Statistical analyses
      Practical implications

Research methodology
Sampling
Multicultural and cultural considerations
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. students 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. Although it is not required, earning a MA along the way makes students eligible for provisional licensure in Nebraska and, in turn, assistantships that require provisional licensure.

*Please note that we are in the process of accrediting our MA program. The process described above may change as we receive feedback from the accreditation office.

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. Please keep these emails in your student file as confirmation of transfer approval. 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.

<u>**Required Coursework for the Doctoral Degree**</u>

<u>**Discipline-Specific Knowledge**</u>

A. <u>Psychological Foundations (*48 credits required*)</u>

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 (3 credits required)
EDPS 967 Motivation in Education, 3 cr.

Cognitive Aspects of Behavior (3 credits required)
EDPS 960 Advanced Cognitive Psychology in Education, 3 cr.

Social Aspects of Behavior (3 credits required)
EDPS 910 Applied Social Psychology in Education, 3 cr.
        OR
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 978 Advanced Counseling Psychology II: Research in Counseling Psychology, 3 cr.

Statistical Analyses (minimum of 9 credits required)
EDPS 900K Qualitative Approaches, 3 cr.
EDPS 942 Intermediate Statistics: Correlational Methods, 3 cr.
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.
PSYC 955 Introduction to Clinical Assessment, 3 cr.

Profession-Wide Knowledge

A. **Historical and Contemporary Research Foundations in Counseling Psychology (21 credits required)**

EDPS 976 Advanced Counseling Psychology I: Theory and Practice, 3 cr.
EDPS 978 Advanced Counseling Psychology II: Research in Counseling Psychology, 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.
PSYC 955 Introduction to Clinical Assessment, 3 cr.
CYAF 952 Psychopathology and Dysfunctional Interactions, 3 cr.

E. **Intervention (*12 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 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 (practica and field placement) 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, clinical training 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 or field placement hours are accrued (e.g., formal practicum class, program sanctioned placement with FP registration), your hours must be verified by your individual supervisor via Time2Track. We encourage you to also place an hours log of "Approved Hours" generated from Time2Track in your student file for your records as you may need these in the future for licensure applications or similar.

You are required to have a total of 1,000 clinical training hours prior to starting internship, with at least 450 hours being Intervention and Assessment (direct) hours. It is important that you continually assess your hours in Time2Track to make sure that you are accruing enough hours prior to internship applications. 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, which are considered elective.

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 for Fall and Spring of your internship year, and during the last summer of your internship training year. Final completion paperwork for your internship needs to be submitted to the Director of Clinical Training and in accordance with Graduate Studies deadlines for graduation in August.

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 semsesters
     (total 6 credits; Fall & Spring, Summers are elective)
EDPS 997E Counselor Supervision and Consultation, 3 cr.
EDPS 997M Practicum in Counselor Suprevision and Consultation, 3 cr.
     (Summers are sometimes available and elective)
EDPS 959 Internship, 1 cr.

(total 3 credits, Fall, Spring, and Summer semesters of internship year)

Elective:
EDPS 997B, Field Placement in Counseling, 1-3 cr.
*During elective field placements, please register for (1) credit hour per 100 hours you expect to complete at your field placement site during the term.

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 committees when deciding to enroll in electives.

TOTAL CREDIT HOURS FOR DOCTORAL DEGREE: 108

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 masked peer-reviewed academic journal. The presentation or publication must be data-based. The student must have made a major contribution to the study (as defined by the *APA Publication Manual* and *APA Ethical Principles of Psychologists and Code of Conduct*). The student is responsible for obtaining approval of this requirement from their supervisory committee chair/advisor. 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 is 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 (discipline specific knowledge; DSKs) in a paper and presentation reviewing the current state of counseling psychology research in a particular topic

(e.g., transgender health care, vocational psychology). More information on this project will be provided in EDPS 976.

<u>Counseling Psychology Core Faculty</u>

Dena Abbott, Ph.D.
Associate Professor, Licensed Psychologist, Director of Clinical Training (MA Track)
Ph.D. in Counseling Psychology, Texas Woman's University (APA-Accredited; 2017)
      Internship: University of Utah Counseling Center (APA-Accredited)
M.A. in Professional Counseling, Texas Wesleyan University (2012)
B.A. in Psychology, Austin College (2006)
<u>Specialization:</u> Nonreligion/nonspirituality; Sexual and Reproductive Health
<u>Courses Taught:</u> Beginning Practicum in Counseling; Sex Positivity, Diverse Sexualities, and Professional Psychology; Field Placement in Counseling

Stephanie Burrows, Ph.D.
Assistant Professor, Comprehensive Exams Coordinator
Ph.D. in Counseling Psychology, University of Wisconsin-Milwaukee (APA-Accredited; 2024)
      Internship: University of Maryland-College Park Counseling Center (APA-Accredited)
M.A. in Counseling and Student Personnel Psychology, University of Minnesota (2016)
B.A. in Psychology, St. Catherine University (2012)
<u>Specialization:</u> Vocational Psychology; Career Counseling
<u>Courses Taught:</u> Pre-Practicum, Field Placement in Counseling, Advanced Counseling Psychology II

Mun Yuk Chin, Ph.D., HSP
Assistant Professor, Licensed Psychologist, Admissions Coordinator
Ph.D., University of Wisconsin-Madison (APA-Accreideted; 2020)
      Internship: University of Utah Counseling Center (APA-Accredited)
M.A. in Counseling Psychology, Northwestern University (2014)
B.A. in Economics and Psychology, University of Virginia (2009)
<u>Specialization:</u> Social class and economic marginalization in mental health and education; Identity expression and concealment; Culturally responsive approaches to clinical supervision
<u>Courses Taught</u>: Ethics and Ethical Decision-Making; Group Counseling; Field Placement in Counseling; Multicultural Counseling

Neeta Kantamneni, Ph.D.
Alan T. Seagren Associate Professor in Education, Director of Clinical Training (PhD track)
Ph.D., in Counseling Psychology, University of Wisconsin-Milwaukee (APA-Accredited; 2009)
      <u>Internship:</u> University of Illinois-Chicago Counseling Center (APA-accredited)
M.S. in Counseling, University of Wisconsin-Madison (2004)
B.S. in Psychology, University of Iowa (2001)
<u>Specialization</u> Vocational Psychology; Multicultural Psychology; Career Development of Asian Americans
<u>Courses Taught</u>: Gender and Counseling Psychology; Occupations and Vocational Psychology; Field Placement in Counseling

Counseling Psychology Adjunct Faculty

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

Supporting Faculty - Department of Educational Psychology

Counseling Psychology Program (APA-Accredited)
Michael J. Scheel (Ph.D., 1993, University of Nebraska), Professor Emeritus

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

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

*Please note this curriculum is tentative pending the outcome of our application for APA accreditation (expected site visit Spring 2026). Additional courses may be required.

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 941 Intermediate Statistics: Experimental Methods (3 credit)
EDPS 978 Advanced Counseling Psychology II: Research in Counseling Psychology (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 942 Intermediate Statistics: Correlational Methods (3 credit)

Spring semester
EDPS 997G Advanced Practicum in Counseling (3 credit)
EDPS 965A Group Counseling (3 credit)
EDPS 975 Occupations and Vocational Psychology (3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (3 credit)

Year 3

Fall semester
EDPS 997B Field Placement (3 credit)
PSYC 955 Introduction to Clinical Assessment (3 credit)
PSYC 910 History and Systems in Psychology (3 credit)
EDPS 922 Mind, Brain, and Education (3 credit)

Spring semester
EDPS 997B Field Placement (3 credit)
EDPS 953 Psychological Assessment II (3 credit)
EDPS 900K Qualitative Approaches (3 credit)

EDPS 995 Doctoral Seminar (3 credit)

Year 4

Fall semester
EDPS 997E Supervision and Consultation (3 credit)
EDPS 997B Field Placement (3 credit)
EDPS 910 Applied Social Psychology in Education (3 credit)
EDPS 960 Advanced Cognitive Psychology in Education (3 credit)

Spring semester
EDPS 997M Practicum in Supervision and Consultation (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 967 Motivation and Education (3 credit)

Spring semester
EDPS 999 Dissertation (3 credit)

Year 6

Fall, Spring, & Summer semesters
EDPS 959 Internship (1 credit per semester)

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)
CYAF 952 Psychopathology and Dysfunctional Interaction (3 credit)

Spring semester
EDPS 997A Practicum in Counseling (3 credit)
EDPS 965A Group Counseling (3 credit)
EDPS 975 Occupations and Vocational Psychology (3 credit)
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (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)
EDPS 976 Advanced Counseling Psychology I (3 credit)
EDPS 967 Motivation and Education (3 credit)

Spring semester
EDPS 997G Advanced Practicum in Counseling (3 credit)
EDPS 941 Intermediate Statistics: Experimental Methods (3 credit)
EDPS 978 Advanced Counseling Psychology II: Research in Counseling Psychology (3 credit)
EDPS 968 Gender and Counseling Psychology (3 credit)

Year 3

Fall semester
EDPS 997B Field Placement (3 credit)
EDPS 991 History and Systems (3 credit)
EDPS 942 Intermediate Statistics: Correlational Methods (3 credit)
EDPS 910 Applied Social Psychology in Education (3 credit)

Spring semester
EDPS 997B Field Placement (3 credit)
EDPS 900K Qualitative Approaches (3 credit)
EDPS 995 Doctoral Seminar (3 credit)

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)
PSYC 955 Introduction to Clinical 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 II (3 credit)

Summer semester
EDPS 999 Dissertation (3 credit)

Year 5

Fall semester
EDPS 999 Dissertation (3 credit)
EDPS 960 Advanced Cognitive Psychology in Education (3 credit)

Spring semester
EDPS 999 Dissertation (3 credit)

Year 6

Fall, Spring, & Summer semesters
EDPS 959 Internship (1 credit per semester)

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 students' willingness 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.

Annual 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 Spring Semester of each year, the Counseling Psychology faculty will meet and assess each student's progress and performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, dissertation progress, related program requirements, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined above. Students deemed to be performing at a satisfactory level of competence (as evidenced by a 2 or higher on each of the four items on the Annual Evaluation) will receive feedback in writing concerning their performance.

If faculty determine that a student is not exhibiting the competence expected at their stage of development (as evidenced by a 1 or lower on any item on the Annual Evaluation), the student will be placed on probation and a Performance Support Plan (remediation) will be developed. The core faculty will oversee the conditions of the probation and make all related decisions. In a meeting with their advisor and one other core faculty member, the student will be provided a Performance Support Plan detailing the actions needed to be taken off probation[1] and the dates by or during which these actions must be completed. Failure to meet the criteria outlined in the Performance Support Plan as described or by the deadlines identified will result in dismissal from the program.

Formative Evaluation

The decisions and actions outlined in the second paragraph above under ***Annual Evaluation*** may also be initiated by the faculty at any time during the academic year and will be communicated in writing by their advisor. A student may be placed on probation and issued a Performance Support Plan due to concerns with performance and progress in coursework, seminars, scholarship, comprehensive examinations, related program requirements, adherence to the Counseling Psychology Training Values, or the four evaluative areas outlined above. In other words, actions and decisions related to probation and dismissal are not confined to scores on Annual Evaluations.

Evaluation for Readiness to Enter Practicum or Field Placement

To enroll in practica or field placement, students must have completed all the pre-requisite courses with a grade of "B" or above and have received satisfactory ratings on the Competency Benchmarks in Professional Psychology Form (see Appendix E). Satisfactory ratings are defined as an average score of 2 or higher in the domains that measure profession-wide competencies on the Competency Benchmarks in Professional Psychology Form. Average scores below a 2 in one

or more domains will result in probation and remediation and may result in repeating the course/experience before moving on to the next stage of clinical training.

If faculty deny a student admission to practica or field placement, they shall, at the first denial, provide in writing to the student a Performance Support Plan detailing the rationale for delaying the clinical experience and the conditions for reapplication to practicum or field placement in a future semester. When a denied student seeks entry to practicum or field placement again, their advisor must confirm they have completed the conditions of their remediation/probation and the core faculty must approve the student's enrollment. In this case, a second denial into practicum or field placement will result in dismissal from the program.

Dissertation Requirements
Students may enroll in dissertation credits once they pass their doctoral comprehensive exams and advance to candidacy. Students should work with their advisors and supervisory committees regarding their dissertation timeline. You may find this [Dissertation Timeline Calculator](#) useful in planning your work. Students must propose their dissertation prior to applying for internship. Students must defend their dissertation before graduation; therefore, you are encouraged to defend before leaving for internship. If you must defend during your internship year, and in particular in the final summer of your internship year, please refer to Graduate Studies' [Steps to Degree Completion](#), toggling to your expected graduation date, to ensure you meet all deadlines to graduate on time.

Evaluation of Readiness for Internship
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." Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: a) meeting the dissertation proposal defense requirement; b) certification of internship eligibility and readiness on APPIC application; c) completing the hours program hours requirement for applying to internship, and d) ongoing monitoring and evaluation of readiness that includes ratings from both faculty and supervisors on competency benchmarks in professional psychology (see Appendix E).

During the faculty retreat in which readiness is discussed, faculty will determine readiness for application to internship based on an evaluation of trainee's successful completion of <u>all prerequisite and required coursework and other program requirements</u>, adherence to the Counseling Psychology Training Values, and the four evaluative areas outlined in the Annual Evaluation. If faculty deny application to internship they will, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites, lack of adherence to the Counseling Psychology Training Values, and/or concerns about the four areas of competency outlined above. Depending on the reason for the denial, the student may also be placed on probation. The core faculty will oversee the conditions of the probation and make all related decisions. The student will be provided a Performance Support Plan detailing the actions needed to be taken off probation. In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member.

If a student is not deemed ready to apply for internship, the earliest they will be able to apply again will be the Fall of the next calendar year due to the APPIC application timeline. 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 dismissal from the program.

The faculty will also engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student <u>ready</u> to apply for internship and the time the student submits their internship rank-order to APPIC. Thus, if any concerns surface during this time period, such as not meeting 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 enroll in internship.

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.

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 ethics code, 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. 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 EDPS 866 will result in the student's dismissal from 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 a condition of probation being to pass the course in a subsequent semester. (Note: Other reasons for *Incomplete* grades can, but will not necessarily always, directly result in probation).

   2. EDPS 868 (Multicultural Counseling) and EDPS 984 (Ethics and Ethical Decision Making in Counseling and Education) may not be substituted via transfer credit. Post-master's students may transfer EDPS 866 (Pre-Practicum), EDPS 997A (Beginning Practicum), and 6 credits of EDPS 997B (Field Placement).

3. A grade of "No Pass" in any EDPS 997A or EDPS 997G course (practica), or EDPS 997B course (field placement) will result in a student being dismissed from 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 be required to discontinue providing clinical services. 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. 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 being dismissed from the program.

4. A grade of "No Pass" in EDPS 959 (Pre-doctoral Internship) will result in a student being dismissed from the program. Please note that for Internship, a grade of Incomplete will be given in Fall and Spring. Upon successfully completing the Internship, a grade of Pass will be entered for EDPS 959 in Summer and the Incomplete grades for EDPS 959 will be changed to a Pass. 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

UNIVERSITY OF NEBRASKA-LINCOLN COUNSELING PSYCHOLOGY PROGRAM
COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY
Rating Form

Trainee Name:

 Name of Placement: Date Evaluation Completed:

Name of Person Completing Form (please include Licensed Psychologist: Yes No
highest degree earned):

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

Type of Review:
Initial Review Mid-placement *Final Review* Other (please describe):
     review

Dates of Training Experience this Review Covers: _____ ___

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

Select the column corresponding to the training level of the person being assessed, and rate items in that column using the 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 comportment that reflect the values and attitudes of psychology.

READINESS FOR FIELD PLACEMENT	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1. Integrity - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible 0 1 2 3 4 [N/O]	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values 0 1 2 3 4 [N/O]	Monitors and independently resolves situations that challenge professional values and integrity 0 1 2 3 4 [N/O]
2. Deportment		
Understands how to conduct oneself in a professional manner 0 1 2 3 4 [N/O]	Communication and physical conduct (including attire) is professionally appropriate, across different settings 0 1 2 3 4 [N/O]	Conducts self in a professional manner across settings and situations 0 1 2 3 4 [N/O]
3. Accountability		
Accountable and reliable 0 1 2 3 4 [N/O]	Accepts responsibility for own actions 0 1 2 3 4 [N/O]	Independently accepts personal responsibility across settings and contexts 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 0 1 2 3 4 [N/O]	**Acts to understand and safeguard the welfare of others** 0 1 2 3 4 [N/O]	**Independently acts to safeguard the welfare of others** 0 1 2 3 4 [N/O]
5. Professional Identity		
Demonstrates beginning understanding of self as professional; "thinking like a psychologist" 0 1 2 3 4 [N/O]	**Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development** 0 1 2 3 4 [N/O]	**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]

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 0 1 2 3 4 [N/O]	**Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation** 0 1 2 3 4 [N/O]	`Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation` 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 0 1 2 3 4 [N/O]	**Applies knowledge of others as cultural beings in assessment, treatment, and consultation** 0 1 2 3 4 [N/O]	`Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation` 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 0 1 2 3 4 [N/O]	**Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others** 0 1 2 3 4 [N/O]	`Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation` 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		
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) 0　　1　　2　　3　　4　　[N/O]	**Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation** 0　　1　　2　　3　　4　　[N/O]	**Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work** 0　　1　　2　　3　　4　　[N/O]
Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
10. Knowledge of Ethical, Legal and Professional Standards and Guidelines		
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 0　　1　　2　　3　　4　　[N/O]	**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** 0　　1　　2　　3　　4　　[N/O]	**Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines** 0　　1　　2　　3　　4　　[N/O]
11. Awareness and Application of Ethical Decision Making		
Demonstrates awareness of the importance of applying an ethical decision model to practice 0　　1　　2　　3　　4　　[N/O]	**Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma** 0　　1　　2　　3　　4　　[N/O]	**Independently utilizes an ethical decision-making model in professional work** 0　　1　　2　　3　　4　　[N/O]
12. Ethical Conduct		
Displays ethical attitudes and values 0　　1　　2　　3　　4　　[N/O]	**Integrates own moral principles/ethical values in professional conduct** 0　　1　　2　　3　　4　　[N/O]	**Independently integrates ethical and legal standards with all competencies** 0　　1　　2　　3　　4　　[N/O]

| Never/Rarely = 0 | Sometimes = 1 | Often = 2 | Almost Always = 3 | Always = 4 | 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) 0 1 2 3 4 [N/O]	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 0 1 2 3 4 [N/O]	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]
14. Self-Assessment		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies 0 1 2 3 4 [N/O]	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 0 1 2 3 4 [N/O]	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]
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 0 1 2 3 4 [N/O]	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice 0 1 2 3 4 [N/O]	Self-monitors issues related to self-care and promptly intervenes when disruptions occur 0 1 2 3 4 [N/O]
16. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship 0 1 2 3 4 [N/O]	Effectively participates in supervision 0 1 2 3 4 [N/O]	Independently seeks supervision when needed 0 1 2 3 4 [N/O]

| Never/Rarely = 0 | Sometimes = 1 | Often = 2 | Almost Always = 3 | Always = 4 | No Opp. = [N/O] |

RELATIONAL

Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
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 | Often = 2 | Almost Always = 3 | Always = 4 | 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 0 1 2 3 4 [N/O]	Values and applies scientific methods to professional practice 0 1 2 3 4 [N/O]	Independently applies scientific methods to practice 0 1 2 3 4 [N/O]
2. Scientific Foundation of Psychology		
Demonstrates understanding of psychology as a science 0 1 2 3 4 [N/O]	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) 0 1 2 3 4 [N/O]	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) 0 1 2 3 4 [N/O]
3. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice 0 1 2 3 4 [N/O]	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice 0 1 2 3 4 [N/O]	Independently applies knowledge and understanding of scientific foundations to practice 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

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available 0 1 2 3 4 [N/O]	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology 0 1 2 3 4 [N/O]	Generates knowledge 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 0 1 2 3 4 [N/O]	Applies scientific methods of evaluating practices, interventions, and programs 0 1 2 3 4 [N/O]

Never/Rarely = 0	Sometimes = 1	Often = 2	Almost Always = 3	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 0 1 2 3 4 [N/O]	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]	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]

Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2. Knowledge of Measurement and Psychometrics		
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing 0 1 2 3 4 [N/O]	Selects assessment measures with attention to issues of reliability and validity 0 1 2 3 4 [N/O]	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]
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 0 1 2 3 4 [N/O]	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances 0 1 2 3 4 [N/O]	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]
4. Application of Assessment Methods		
Demonstrates knowledge of measurement across domains of functioning and practice settings 0 1 2 3 4 [N/O]	Selects appropriate assessment measures to answer diagnostic question 0 1 2 3 4 [N/O]	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]

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
5. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity 0 1 2 3 4 [N/O]	**Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity** 0 1 2 3 4 [N/O]	**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]
6. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization 0 1 2 3 4 [N/O]	**Utilizes systematic approaches of gathering data to inform clinical decision-making** 0 1 2 3 4 [N/O]	**Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment** 0 1 2 3 4 [N/O]
7. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes 0 1 2 3 4 [N/O]	**Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client** 0 1 2 3 4 [N/O]	**Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner** 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.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention 0 1 2 3 4 [N/O]	**Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation** 0 1 2 3 4 [N/O]	**Independently plans interventions; case conceptualizations and intervention plans are specific to case and context** 0 1 2 3 4 [N/O]
9. Skills		
Displays basic helping skills 0 1 2 3 4 [N/O]	**Displays clinical skills** 0 1 2 3 4 [N/O]	**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]

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
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.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
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]

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
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** 0　　1　　2　　3　　4　　　　[N/O]	**Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases** 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 exptecation at this level 0　　1　　2　　3　　4　　　　[N/O]	**Demonstrates awareness of theories of learning and how they impact teaching** 0　　1　　2　　3　　4　　　　[N/O]	**Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences** 0　　1　　2　　3　　4　　　　[N/O]
2. Skills		
No expectation at this level 0　　1　　2　　3　　4　　　　[N/O]	**Demonstrates knowledge of application of teaching methods** 0　　1　　2　　3　　4　　　　[N/O]	**Applies teaching methods in multiple settings** 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 0　　1　　2　　3　　4　　　　[N/O]	**Demonstrates knowledge of, purpose for, and roles in supervision** 0　　1　　2　　3　　4　　　　[N/O]	**Understands the ethical, legal, and contextual issues of the supervisor role** 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   Almost Always = 3   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 | Almost Always = 3 | 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	**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]

Direct Observation

Indicate the form of direct observation that was conducted, the number of times it was conducted, and when it was conducted (at least one direct observation is required during any one evaluation period).

Type of observation	Date of observation	Date of observation	Date of observation
In-room			

| Never/Rarely = 0 | Sometimes = 1 | Often = 2 | Almost Always = 3 | Always = 4 | No Opp. = [N/O] |

Behind a mirror			
Audio-video streaming			
Audio recording			
Video recording			

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?

Supervisee Signature _____Date_____

Supervisor Signature _____ Date _____

Field Placement Instructor Signature_____ Date_____