

**University of Nebraska-Lincoln**  
**Master's of Arts in Counseling Psychology**  
**Graduate Student Handbook**

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

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# **MA in Counseling Psychology University of Nebraska-Lincoln**

## **GENERAL INFORMATION**

### **Introduction**

Welcome to the University of Nebraska-Lincoln's Master's of Arts in Counseling Psychology program. The University of Nebraska-Lincoln (UNL) is located in the [city of Lincoln](#), the state capitol of Nebraska. 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 MA in Counseling Psychology program is housed within the Department of Educational Psychology (EDPS) and the College of Education and Human Sciences (CEHS). EDPS and CEHS offices can be found in Teachers College Hall on the City Campus. Admissions to all programs are handled through the Admissions Coordinator, located within EDPS in 114 Teachers College Hall. The Admissions Coordinator is Jules Braddy and can be reached by phone at (402) 472-2223 or by email at [jmeyers19@unl.edu](mailto: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 mission of the MA program in Counseling Psychology is to train ethical, competent, and culturally responsive mental health professionals whose work is grounded in health service psychology (HSP). The program's specific aims are to train students for professional HSP work requiring a master's degree (1) using counseling psychology values as a framework (Scheel et al., 2018; Singh, 2020) and (2) integrating science and practice. The integration of science and practice undergirds the training you will receive, with a particular emphasis on how to be a responsible consumer of research and utilize science to inform clinical practice. As a result, students graduating from the program are prepared to work in a variety of mental health and counseling settings, as well as for doctoral-level training should they decide to apply for PhD programs after completing the MA in Counseling Psychology.

The MA in Counseling Psychology is one track within our Counseling Psychology program. We also offer a PhD in Counseling Psychology. 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. Our MA and PhD students share many courses across the curriculum.

Information about the accreditation of our programs can be obtained by contacting the Committee on Accreditation of the American Psychological Association by phone at (202) 336-5979, visiting [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation), or emailing [apaaccred@apa.org](mailto:apaaccred@apa.org).

### **Admissions**

Post-bachelors applicants are considered for admission to the MA 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 January, interviews are typically conducted in February or March, and the national deadline for offers of admission and for students to accept admission is April 15<sup>th</sup>. Potential applicants may contact the EDPS Graduate Student Coordinator, Jules Braddy, with admissions questions.

**Link:** <https://cehs.unl.edu/edpsych/counseling-psychology-specialization-ma/>

In students' personal statements, we encourage you to discuss your interest in UNL's MA program in Counseling Psychology, your qualifications and preparedness for graduate study, and your goals after graduation. The pool of applications are reviewed by Counseling Psychology faculty and a select number of prospective students are selected to interview with program faculty. In the interest of an equitable admissions process, faculty use a set of standardized interview questions and evaluate applicants using a rubric aligned with the program's and Counseling Psychology's training and values. Students will be notified of their application status via email. If offered admission, students must formally accept the offer via the Graduate Studies application portal. In general, the MA program receives approximately 50 applications and accepts between 3 and 8 students each year.

### **Graduate Studies**

The [Office of Graduate Studies](#) is the central administrative office that directly oversees all graduate programs at UNL. 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. Degree requirements for the master's degree, as well as requirements for successful completion of comprehensive examinations and/or the thesis can be found on the Graduate Studies webpage.

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.

#### **Relevant Links:**

**Graduate Studies:** <https://graduate.unl.edu>

**Graduate Studies Policies:** <https://catalog.unl.edu/graduate-professional/policies/>

**Steps to Degree Completion:** <https://graduate.unl.edu/academics/program-steps/masters-degree-steps-to-completion/>

## **Registration Procedures**

The *Schedule of Classes* is published online every semester by the Office of the University Registrar on [MyRED](#), UNL's online course registration system. This system allows you to register for classes, drop and add courses, see a listing of your current classes, and change grading options.

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](#) contains detailed information about courses. Most courses required for the MA in Counseling Psychology can be located in the list of Educational Psychology courses.

### **Relevant Links:**

**MyRed:** <https://myred.nebraska.edu>

**Graduate Catalog:** <https://catalog.unl.edu/graduate-professional/courses/>

## **Campus Resources**

### **Resources**

The university offers numerous resources for students related to their education, health, and entertainment. A list with descriptions of some of the resources most commonly utilized by students in our program are outlined in Appendix A.

### **Quick Reference Guide to the Major University Facilities/Offices**

A list of the addresses, phone numbers, and webpages of selected major University offices can be found in Appendix B. In the US and Canada, all offices 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 AM and 5:00 PM (CST), Monday through Friday. All written correspondence should be addressed to the appropriate person and department, University of Nebraska-Lincoln, Lincoln, NE 68588.

## **Residency Procedures**

Any nonresident student who wishes to establish residency for the purpose of paying in-state tuition must meet the [requirements outlined by Graduate Studies](#). 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, regardless of residency status. Residency application forms are submitted via MyRed.

### **Relevant Links:**

**Residency Classifications for Tuition:** <https://graduate.unl.edu/admissions/residency/>

## **Membership in Professional Organizations**

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 selection of doctoral students for admission, if you are considering a PhD as the next step in your career.

Therefore, all MA 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).

**Relevant Links:**

**APAGS:** <http://www.apa.org/apags/join/>

**Division 17:** <https://www.div17.org/membership>

**Student Affiliates of Seventeen:** <https://www.div17.org/student-affiliates-of-seventeen--sas->

**NPS:** <https://www.nebpsych.org>

## **MA in COUNSELING PSYCHOLOGY PROGRAM**

The Master's of Arts program in Counseling Psychology has an area of specialization in community counseling. Master's students are expected to attend the program full-time. The program is designed to be completed in two full calendar years. In rare cases, some students take additional semesters of coursework in their third year in order to accrue additional clinical hours for licensure in the jurisdiction in which they intend to practice.

Students interested in enrolling the program part-time should indicate this in their application materials. They must also get approval of a part-time course plan from the program director prior to accepting their offer of admission. There is no guarantee that a part-time request will be approved.

**Program Advising**

A core faculty member in Counseling Psychology will provide advising for the duration of your program. However, during your course of study, you may alter your initial research focus and/or decide that another faculty person would be more appropriate for guiding your program. Decisions about advisor changes are made on the basis of shared interests between the student and prospective advisor and advisor capacity for additional advisees. If you make an advisor change, record the change of advisor via email with the Program Director, EDPS Graduate Student Coordinator (Jules Braddy; [jmeyers19@unl.edu](mailto:jmeyers19@unl.edu)), and Department Graduate Chair (Matt Fritz; [matt.fritz@unl.edu](mailto:matt.fritz@unl.edu)).

The faculty to student ratio typically does not exceed 4 students per faculty member for the MA program.

### **Required Paperwork**

[Graduate Studies' Steps to Degree Completion](#) webpage outlines each of the forms you are required to submit during your program (with deadlines) to progress to the next milestone and, ultimately, graduate.

Route all documents through DocuSign for EDPS faculty/staff signatures. Do **not** route to Graduate Studies via DocuSign.

All forms submitted to Graduate Studies should be sent to: [graduatedocuments@unl.edu](mailto:graduatedocuments@unl.edu)

### **1. Memorandum of Courses**

Typically in the second semester of your first year, send a draft of the completed Memorandum of Courses to your advisor for review. This is your contract with Graduate Studies for graduation and must list all required courses for the degree.

\*Submit prior to completing one-half of your required coursework.

### **2. Registration for Comprehensive Exams**

If you are not completing a thesis, you must complete the EDPS Master's Comprehensive Examination. In order to register to sit for the comprehensive exams, [complete the registration form](#), route through DocuSign for signatures, and submit to the Graduate Student Coordinator, Jules Braddy.

Please register to take the following three subtests: Community Counseling, Research Methods, and Development.

\*See Comprehensive Exam section for details about a potential upcoming change to this process. Details for registration forthcoming.

**Link:** <https://cehs.unl.edu/edpsych/current-student-support/masters-comprehensive-exam/>

### **3. Thesis Documentation**

Students completing a thesis will submit an Application for Final Oral Examination/Thesis Defense no more than four weeks prior to defense. They will also submit a Rough Draft of the thesis to Graduate Studies no more than two weeks prior to thesis defense. After defense, the thesis will need to be finalized and submitted to Digital Commons.

### **4. Final Examination Report**

After passing comprehensive exams or defending your thesis, you will submit the Final Examination Report.

## **5. Application for Graduation**

The Application for Graduation is available via MyRed when your Memorandum of Courses is approved. Students must submit this form no later than the beginning of the term in which they intend to graduate. [See Steps to Degree Completion](#) for specific deadlines each year.

On all paperwork, MA students should indicate their degree major as Educational Psychology with a Specialization in Counseling Psychology.

## **6. Other Documentation**

When admitted, you will be provided a secure, online student folder in which to store all documentation relevant to your degree. You are required to save a version of the following to this student file:

- [Graduate Studies paperwork](#)
- [Practica and Field Placement Evaluations](#)
- [Annual Evaluations](#)

We also recommend you retain the following for your records, as they may be needed for licensure and/or certifications in the future:

- [Backups of your Time2Track hours logs](#)
- [Course syllabi](#)
- [Documentation of non-course related educational experiences \(e.g., workshops\)](#)

Please note that for accreditation purposes all documentation stored in this folder will be kept for a minimum of ten years and is accessible by the faculty and APA site visitors.

## **Practica and Field Placement**

In the Spring semester of the first year, MA students enroll in 997A Beginning Practicum in Counseling. Clinical work is completed in the Counseling and School Psychology Clinic (CSPC), our department clinic serving the local community. Students have a case load of 1-2 clients and engage in live observation by peers and faculty. Supervision is provided by advanced doctoral students completing coursework in clinical supervision under the umbrella supervision of a faculty member.

In Fall and Spring of the second year, students enroll in EDPS 997B Field Placement and complete clinical work with one of the program's community partners. There are a wide variety of options for placement, including community mental health agencies, university counseling centers, and inpatient and outpatient treatment facilities. The field placement requirement includes 300 hours of clinical service, 100 of which are direct service, or 20 hours weekly per semester – Fall and Spring. In total, students will complete 600 hours of which a minimum of 200 are direct service while enrolled in Field Placement. However, to be eligible for provisional licensure (PLMHP) in Nebraska, you will be required to document 300 direct service hours; if you intend to apply for the LIMHP after your provisional period, you will be required to document 280 direct service hours and 700 total hours including indirect service.

Students are provided a Time2Track account. It is imperative that students track all hours in Time2Track and get them verified by supervisors so that the program can verify them for licensure applications.

### ***Field Placement Match***

Each Spring, the Counseling Psychology program organizes a meeting for students and supervisors/directors of field placement sites to meet and discuss field placement opportunities. Students will apply to sites at their discretion and in collaboration with their advisor. Sites will interview students at their discretion and once interviews are completed, students and sites will submit a ranking of their preferences to the counseling psychology faculty. Faculty use these rankings to “match” students to sites.

### **Comprehensive Examination Option**

All MA students who forgo the thesis option are required to take and pass written comprehensive examinations in order to graduate. These exams are administered three times a year and cover Counseling, as well other foundational areas in Educational Psychology: Development, Cognition and Learning, and Measurement and Statistics. **Counseling Psychology students MUST take the Community Counseling, Research Methods, and Development subtests.** Exam preparation should be kept in mind as you plan your memorandum of courses and course plan.

Students should consult with their advisors about when in their program to schedule comprehensive exams. [Information about comprehensive exams and study guides](#) for the exam can be found on the EDPS webpage. It is common for students to take comprehensive exams in Spring of their second year. If a student fails the comprehensive exam, they may re-take the exam once in a subsequent semester. If comprehensive exams are failed twice, the student will be dismissed from the program.

\*For academic year 2027-2028, beginning with the 2026 cohort of MA students, the program plans to require the Counselor Preparation Comprehensive Exam (CPCE) in lieu of the exam detailed above. The CPCE tests students on the same eight domains as the National Counselor Examination: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation.

The program’s passing score on the CPCE, and in turn comprehensive exams, is 80. Students will be authorized by the program to register for the exam. The cost to students is \$75 for registration. If you have financial need, please apply for the Counseling Psychology fellowship funds (see Application link in Teams) to pay for the exam. If a student does not pass the CPCE, they may re-take it in a subsequent semester. If comprehensive exams are failed twice, the student will be dismissed from the program.

### **Thesis Option**

In lieu of comprehensive exams, students may complete a thesis. This option is sometimes particularly valuable for students planning to apply to doctoral programs after completing the MA. Students electing the thesis option must be prepared to make a

significant time commitment and to begin immediately upon admission in order to complete the program in two calendar years. It is possible that choosing the thesis option could result in a longer time to graduation than is typical. Once your Memorandum of Courses has been filed, switching from a thesis to a non-thesis option requires justification and may be denied.

Students completing a thesis must establish a thesis supervisory committee comprised of a Chair and two other faculty members. The structure of the thesis is at the discretion of the advisor, but is often similar in length and style to a manuscript you would submit for publication in an academic peer-reviewed journal. A thesis should be an original research project developed by the student under the mentorship of their advisor. Although not required by Graduate Studies, in our program before getting institutional review board (IRB) approval and collecting data, the student must successfully propose the dissertation (typically, literature review and methodology) to the thesis committee. Detailed information about Graduate Studies' requirements for the thesis can be found in the [Graduate Catalog](#).

### **Information on Accreditation**

The MA program in Counseling Psychology is currently under review for accreditation by the American Psychological Association. 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

### **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 mental health professional. 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.*

### **Education Costs and Financial Assistance**

#### **Program Costs (as of May 2026)**

Tuition: \$383.00/credit resident; \$1,119.00/credit non-resident. Incoming graduate students who are US residents may qualify for the [Edgren Fellowship](#), which provides tuition remission for unfunded, non-resident graduate students. Graduate students are eligible for other fellowships, scholarships, and assistantships (including tuition remission, a monthly stipend, and health insurance). Once admitted, your advisor can assist you in identifying and applying for these opportunities.

**Relevant Links:**

**Graduate Tuition and Fees:** <https://studentaccounts.unl.edu/tuition-and-fees/>

**Graduate Fellowships:** <https://graduate.unl.edu/funding/fellowships/>

**Assistantships Information:** <https://graduate.unl.edu/funding/assistantships/>

**EDPS Assistantships:** <https://cehs.unl.edu/edpsych/current-student-support/graduate-assistantships/>

**Loans and Financial Aid**

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.

**Relevant Links:**

**Office of Scholarships and Financial Aid:** <https://financialaid.unl.edu>

**Disclosure of Training Outcomes****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**

The Department of Educational Psychology follows grievance procedures outlined by CEHS and the Office of Graduate Studies. Students are entitled to a process where they can contest a decision made about a grade, an issue with a faculty member, or a departmental decision that they believe negatively impacts their progress towards their degree. The UNL Graduate Catalog outlines procedures for appealing grades and termination decisions. Per these Graduate Catalog policies, grade appeals must first be made to the course instructor, then to the EDPS Graduate Chair and Graduate Committee, then to the Dean of Graduate Studies. Appeals of termination decisions should be made to the Dean of Graduate Studies and UNL Graduate Council. For grade appeals made to the Graduate Chair or any other appeal of a faculty or department level decision, the following procedures will be followed:

- The student should notify the Graduate Chair, in writing, of their wish to appeal a particular grade/decision. If the student is appealing a grade or decision made by the Graduate Chair, the student may instead direct their appeal to the Department Chair.
- The Graduate Chair (or Department Chair) will convene a committee of three faculty members to gather information about the grievance and make a report, as well as a recommendation to the full Graduate Committee.

- The Graduate Committee will consider the recommendation and make a judgement about the merit of the student's appeal.
- The Graduate Chair (or Department Chair) will notify the student of the decision. Unless there are unusual circumstances, the Graduate Committee will make a decision about the grievance within four weeks of receiving the recommendation.

Source: <https://cehs.unl.edu/edpsych/current-student-support/edps-grievance-procedures/>

**Relevant Links:**

**Graduate Student Bill of Rights:** <https://graduate.unl.edu/academics/rights/>

**Graduate Student Code of Conduct:** <https://studentconduct.unl.edu/university-nebraska-student-code-conduct-0/>

**Guidelines for Good Practice:** <https://catalog.unl.edu/graduate-professional/policies/governance-and-responsibilities/guidelines-for-good-practice/>

**Remediation Procedures and Dismissal from the Program**

Over the course of their training, MA students receive summative and formative feedback about their progress and professional development. If at any time a student is identified as having educational or professionally-related difficulties, an initial action may be would be for the student and their advisor to consider informally modifying the student's memorandum of courses and/or timeline to graduation to address the difficulties. If warranted, a formal remediation plan may be established including expectations for successful completion of the remediation. Examples of difficulties that would require a remediation plan include, but are not limited to: receiving a grade of B- or below or No Pass in any required classes, violation of ethical guidelines, or personal impairment that negatively impacts the student's development and/or the public they serve, or the potential for these negative impacts.

When attempts at rectifying problems are unsuccessful, it may be necessary to initiate a process for consideration of probation or dismissal of the student from the program. Examples of instances that may lead to probation or dismissal include, but are not limited to, exceeding the maximum number of failures of the comprehensive exams, a failing grade in a clinical course, violations of the APA Code of Ethics, or absence from the program without permission. Decisions about probation or dismissal from the program are made by the Counseling Psychology Program Director in consultation with Counseling Psychology program faculty and the Chair of the Department of Educational Psychology. Additional details regarding grievances can be found in [EDPS Graduate Student Handbook](#). Information about probation and dismissal, specifically, can be found in Appendix C of this handbook.

**Counseling Psychology Training**

The University of Nebraska's MA Program in Counseling Psychology Program is a Health Service Psychology program emphasizing the science and practice of psychology. The Counseling Psychology professional specialization grounds training in Counseling Psychology's disciplinary values including a focus on strengths and growth toward full potential, holistic wellness, person-environment fit and context, diversity and social

justice, and communitarianism. Although a distinct program, the MA program in Counseling Psychology operates in conjunction with UNL's APA-Accredited PhD program in Counseling Psychology.

Students begin the program, in the first year, in courses that build foundational skills for beginning clinical practice and completing more advanced coursework in the second year. In terms of clinical training, students' training is scaffolded such that they practice skills with peers, see a small caseload (1-2 clients) with close supervision and live observation of every session, and, finally, complete supervised work in community settings with larger caseloads (8-10 clients). Students who complete a MA in Counseling Psychology graduate with comprehensive knowledge and skills that prepare them for employment in a variety of settings including university counseling centers, hospitals and medical settings, community mental health agencies, and independent practice.

The program offers coursework in line with the [APA Standards of Accreditation for Health Service Psychology: Master's Programs](#). A detailed list of required courses follows. Example course plans are available in Appendix D.

### **Evaluations**

Counseling Psychology students are evaluated in a variety of ways. In addition to the grading of formal coursework, program faculty annually review student performance and provide each student with individual feedback (see Appendix E). The student's clinical professional development is evaluated through participation in group supervision, live observation, seminars, case conferences, and weekly individual supervision sessions. Overall assessment is conducted with the Profession-Wide Competencies in mind.

Practica and field placement supervisors will use an adapted version of the Competency Benchmarks for Professional Psychology designed to align with the profession-wide competencies for master's-level training to evaluate students' readiness to progress to the next stage of their clinical training (e.g., practicum to field placement, field placement to independent practice). Evaluations will be completed by supervisors at mid-placement (December of the academic year) and end of placement (May of the academic year). The evaluation form can be found in Appendix F of this handbook.

### **Required Coursework**

EDPS 800 Foundations of Educational Research, 3 cr.  
EDPS 853 Psychological Assessment I, 3 cr.  
EDPS 854 Human Cognition and Instruction, 3 cr.  
EDPS 859 Statistical Methods, 3 cr.  
EDPS 866 Counseling Pre-Practicum, 3 cr.  
EDPS 868 Multicultural Counseling, 3 cr.  
EDPS 922 Mind, Brain, & Education, 3 cr.  
CYAF 952 Psychopathology and Dysfunctional Interaction, 3 cr.  
EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.  
EDPS 965A Group Counseling, 3 cr.  
EDPS 967 Motivation and Education, 3 cr.  
EDPS 968 Gender and Counseling Psychology, 3 cr.  
EDPS 975 Occupations and Vocational Psychology, 3 cr.

EDPS 984 Ethics and Ethical Decision Making in Counseling and Education, 3 cr.  
EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology, 3 cr.  
EDPS 988 Lifespan Development, 3 cr.  
EDPS 997A Practicum in Counseling, 3 cr.  
EDPS 997B Field Placement in Counseling, 6 cr.  
Elective, 3 cr.

\*Thesis option requires (6) cr.; these can take the place of elective credits

**Total: 60 Credits**

### **Discipline-Specific Knowledge**

#### *Affective Aspects of Behavior*

EDPS 967 Motivation and Education

#### *Biological Aspects of Behavior*

EDPS 922 Mind, Brain, & Education

#### *Cognitive Aspects of Behavior*

EDPS 854 Human Cognition and Instruction, 3 cr.

#### *Developmental Aspects of Behavior*

EDPS 988 Lifespan Development, 3 cr.

#### *Social Aspects of Behavior*

EDPS 965A Group Counseling, 3 cr.

#### *Consumption of Research*

EDPS 800 Foundations of Educational Research, 3 cr.

#### *Research Related to Practice*

EDPS 859 Statistical Methods, 3 cr

#### *Psychometrics*

EDPS 853 Psychological Assessment I, 3 cr.

### **Profession-Wide Competencies**

#### *Integration of Psychological Science and Practice*

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 6 cr.

#### *Ethical and Legal Standards*

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

#### *Individual and Cultural Diversity*

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.

*Professional Values, Attitudes, and Behaviors*

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 6 cr.

*Communication and Interpersonal Skills*

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 6 cr.

*Assessment*

EDPS 853 Psychological Assessment I, 3 cr.

*Intervention*

EDPS 866 Counseling Pre-Practicum, 3 cr.

EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.

*Supervision*

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 6 cr. (Fall & Spring)

*Consultation and Interdisciplinary Skills*

EDPS 997B Field Placement in Counseling, 6 cr. (Fall & Spring)

EDPS 975 Occupations and Vocational Psychology, 3 cr.

**Clinical Sequence**

EDPS 866 Counseling Pre-Practicum, 3 cr.

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 6 cr. (Fall & Spring)

**AI Policy**

In coursework, students should follow the instructions identified by instructors regarding use of generative AI. If AI is used in a way that does not align with policies in a syllabus, the instructor may, at their discretion, assign a grade of zero on the assignment or offer an opportunity to revise the assignment for a reduction in points or a non-passing grade. In some cases, students may be reported to Student Conduct & Community Standards. AI use in violation of course policy will result in a program-level Performance Support Plan (remediation). Multiple violations of course AI policies will result in a report to Student Conduct & Community Standards.

Across all program activities (e.g., coursework, clinical work, research, etc.), providing an AI assistant any information related to the people with whom we work, including client, supervisee, volunteer, student, and participant information, is strictly prohibited. AI use is prohibited even if that information is deidentified. Violation of this policy will result in a zero on the assignment, if applicable, and a report to Student Conduct & Community Standards.

Use of AI on programmatic milestones (e.g., comprehensive exam, thesis) is also strictly prohibited. Violation of this policy will result in failing the milestone, a report to Student Conduct & Community Standards, and, potentially, dismissal from the program.

If using AI in the program, when allowed, please refer to APA's guidelines for responsible disclosure of AI use:

<https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>

### **Counseling Psychology Core Faculty**

#### **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)

Specialization: Nonreligion/nonspirituality; Sexual and Reproductive Health

Courses Taught: 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 Counseling Center (APA-Accredited)

M.A. in Counseling and Student Personnel Psychology, University of Minnesota (2016)

B.A. in Psychology, St. Catherine University (2012)

Specialization: Vocational Psychology; Career Counseling

Courses Taught: Pre-Practicum, Field Placement in Counseling

#### **Mun Yuk Chin, Ph.D., HSP**

Assistant Professor, Licensed Psychologist, Admissions Coordinator

Ph.D. in Counseling Psychology, University of Wisconsin-Madison (APA-Accredited; 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)

Specialization: Social class and economic marginalization in mental health and education; Identity expression and concealment; Culturally responsive approaches to clinical supervision

Courses Taught: 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)

Internship: 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)

Specialization Vocational Psychology; Multicultural Psychology; Career Development of Asian Americans

Courses Taught: Gender and Counseling Psychology; Occupations and Vocational Psychology; Field Placement in Counseling

**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)***

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

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

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

Sungeun Kang (Ph.D., 2021, University of Iowa), Assistant Professor

***Quantitative, Qualitative, and Psychometric Methods***

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

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

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

Matthew Fritz (Ph.D. 2007, Arizona State University), Associate Professor of Practice

***Developmental and Learning Sciences***

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

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

Mary Zeleny (Ph.D. 2013, University of Nebraska), Associate Professor of Practice

Isabella Starling Alves (Ph.D., 2021, University of Wisconsin-Madison), Assistant Professor

## **APPENDIX A: Campus Resources**

### **Educational Resources**

#### ***Love Memorial Library***

Love Memorial Library, the largest facility on City Campus, holds 1,830,000 volumes with an emphasis on humanities, social sciences, business, and education. Students may also access many books, articles, and other media online and request unavailable materials via Interlibrary Loan (Illiad).

Link: <https://libraries.unl.edu/love-library/>

#### ***Information Technology Services***

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.neffd.org](http://www.neffd.org)

### ***Oscar & Luella Buros Center for Testing***

The Oscar & Luella Buros Center for Testing is located in Teachers College Hall [TEAC; (402) 472-6203] and is housed in the Department of Educational Psychology. The Center is dedicated to the improvement of measurement practice through the critical, scholarly review 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.

Link: <https://buros.org>

## **Health Resources**

### ***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>.

## **Other Resources**

### ***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/>

## **Student 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 B: Quick Reference Guide to the Major University Facilities/Offices**

### **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. 17<sup>th</sup> Street, Willa Cather Dining Hall P.O. Box 880622  
(402) 472-3561  
<https://housing.unl.edu>

### **International Student & Scholar Office**

512 N. 12<sup>th</sup> 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/>

### **Services for Student with Disabilities (SSD)**

512 N. 12<sup>th</sup> 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>

## **APPENDIX C: Probation and Dismissal Procedures for Graduate Students**

### **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.

## **APPENDIX D: Example Course Sequence (Even and Odd Years)**

### **Sequence – ODD Years**

#### **Year 1**

##### Fall semester

EDPS 964 Counseling Theories and Intervention Techniques (3 credit)

EDPS 866 Counseling Pre-Practicum (3 credit)

EDPS 984 Ethics and Ethical Decision Making in Counseling and Education (3 credit)

CYAF 952 Psychopathology and Dysfunctional Interaction (3 credit)

##### Spring semester

EDPS 997A Practicum in Counseling (3 credit)

EDPS 968 Gender and Counseling Psychology (3 credit)

EDPS 800 Foundations of Educational Research (3 credit)

EDPS 854 Human Cognition and Instruction (3 credit)

##### Summer term

EDPS 988 Lifespan Development (3 credit)

EDPS 859 Statistical Methods (3 credit)

#### **Year 2**

##### Fall semester

EDPS 997B Field Placement (3 credit)

EDPS 868 Multicultural Counseling (3 credit)

EDPS 922 Mind, Brain, & Education (3 credit)

EDPS 967 Motivation and Education (3 credit)

##### Spring semester

EDPS 997B Field Placement (3 credit)

EDPS 965A Group Counseling (3 credit)

EDPS 986 Sex Positivity, Diverse Sexualities, and Professional Psychology (3 credit)

EDPS 975 Occupations and Vocational (3 credit)

##### Summer semester

EDPS 853 Psychological Assessment (3 credit)

Elective, 3 cr.

## **Sequence – EVEN Years**

### **Year 1**

#### Fall semester

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

#### Spring semester

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

#### Summer term

EDPS 853 Psychological Assessment (3 credit)  
EDPS 859 Statistical Methods (3 credit)

### **Year 2**

#### Fall semester

EDPS 997B Field Placement (3 credit)  
EDPS 868 Multicultural Counseling (3 credit)  
EDPS 922 Mind, Brain, & Education (3 credit)  
EDPS 967 Motivation and Education (3 credit)

#### Spring semester

EDPS 997B Field Placement (3 credit)  
EDPS 854 Human Cognition and Instruction (3 credit)  
EDPS 968 Gender and Counseling Psychology (3 credit)  
EDPS 800 Foundations of Educational Research (3 credit)

#### Summer semester

EDPS 988 Lifespan Development (3 credit)  
ELECTIVE (3 credit)

## **APPENDIX E: Procedures and Policies Regarding Comprehensive Assessments of Student Competencies**

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, 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 in their first year and 3 or higher on each of the four items in their second year) 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 in the first year or 2 or lower on any item in the second year), 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<sup>1</sup> 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 practicum 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 MA Rating Form (see Appendix F). Satisfactory ratings are defined as an average score of 2 or higher in the domains that measure profession-wide competencies on the MA Rating 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 practicum 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.

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

Although areas of growth are expected and it is the intent of the faculty to provide students the opportunity to resolve and/or remediate issues/problems identified throughout their time in the program, there may be extreme circumstances (such as engagement in ethical violations or criminal actions, under which the student will not be given such an opportunity for remediation and will be dismissed from the program.

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

1. EDPS 866: Counseling Pre-Practicum cannot be repeated or substituted. A grade of "B" or above is required in this course in order to be admitted to practicum. Thus, a grade of "C," "D," or "F" in 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), EDPS 984 (Ethics and Ethical Decision Making in Counseling and Education), and all clinical coursework (EDPS 997A and EDPS 997B) may not be substituted via transfer credit.
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 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.

**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 (see Appendix C).**

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: \_\_\_\_\_

<sup>1</sup> 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 F: MA-Level Evaluation

### COMPETENCY BENCHMARKS IN HEALTH SERVICE PSYCHOLOGY MA-Level Rating Form

Trainee Name:

Name of Placement:

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

Date Evaluation Completed:

Licensed Psychologist: Yes No

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

Type of Review:

Initial Review

Mid-placement

Final Review

Other (e.g., summer):

review (December) (May)

Dates of Training Experience this Review Covers: \_\_\_\_\_

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

#### **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).

<u>Type of observation</u>	<u>Date of observation</u>	<u>Date of observation</u>	<u>Date of observation</u>
In-room			
Behind a mirror			
Audio-video streaming			
Audio recording			
Video recording			

**Rate each item by responding to the following question using the scale below:**

**How characteristic of the trainee’s behavior is this competency description?**

<b>Not Demonstrated</b>	<b>Emerging Competence</b>	<b>Developing Competence</b>	<b>Entry-Level Competence</b>	<b>Advanced Competence</b>
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].**

**Minimum expectations at each level of training:**

EDPS 997A: Average scores lower than 1 will result in remediation.

EDPS 997B (First Semester): Average scores lower than 2 will result in remediation.

EDPS 997B (Second Semester +): Average scores lower than 3 will result in remediation.

## **FOUNDATIONAL COMPETENCIES**

### **I. PROFESSIONALISM**

(Average scores below expectations in I.1, I.2, or I.3 will result in remediation)

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comporment that reflect the values and attitudes of psychology.						
<b>1A. Integrity - Honesty, personal responsibility and adherence to professional values</b>						
Understands professional values; honest, responsible	0	1	2	3	4	[N/O]
<b>1B. Deportment</b>						
Understands how to conduct oneself in a professional manner	0	1	2	3	4	[N/O]
<b>1C. Accountability</b>						
Accountable and reliable	0	1	2	3	4	[N/O]
<b>1D. Concern for the Welfare of Others</b>						
Demonstrates awareness of the need to uphold and protect the welfare of others	0	1	2	3	4	[N/O]
<b>1E. Professional Identity</b>						
Demonstrates understanding of self as professional	0	1	2	3	4	[N/O]
<b>2. Individual and Cultural Diversity:</b> 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.						
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (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) <b>and Context</b>						
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others	0	1	2	3	4	[N/O]
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>						
Demonstrates knowledge, awareness, and understanding of other individuals as cultural being	0	1	2	3	4	[N/O]

<b>Not Demonstrated</b> = 0	<b>Emerging Competence</b> = 1	<b>Developing Competence</b> = 2	<b>Entry-Level Competence</b> = 3	<b>Advanced Competence</b> = 4	<b>No Opp.</b> = [N/O]
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<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>						
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	0	1	2	3	4	[N/O]
<b>2D. Applications based on Individual and Cultural Context</b>						
Demonstrates 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]
<b>3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</b>						
<b>3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>						
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]
<b>3B. Awareness and Application of Ethical Decision Making</b>						
Applies an ethical decision-making model in practice, as necessary	0	1	2	3	4	[N/O]
<b>3C. Ethical Conduct</b>						
Displays ethical attitudes and values	0	1	2	3	4	[N/O]
<b>4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.</b>						
<b>4A. Reflective Practice</b>						
Displays mindfulness and self-awareness; displays reflectivity regarding professional practice (reflection-on-action)	0	1	2	3	4	[N/O]
<b>4B. Self-Assessment</b>						
Demonstrates knowledge of core competencies; engages in self-assessment re: competencies	0	1	2	3	4	[N/O]
<b>4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>						
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]
<b>4D. Participation in Supervision Process</b>						
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	0	1	2	3	4	[N/O]

<b>Not Demonstrated</b> = 0	<b>Emerging Competence</b> = 1	<b>Developing Competence</b> = 2	<b>Entry-Level Competence</b> = 3	<b>Advanced Competence</b> = 4	<b>No Opp.</b> = [N/O]
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## II. RELATIONAL

(Average score below expectations in this domain will result in remediation)

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.						
<b>5A. Interpersonal Relationships</b>						
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	0	1	2	3	4	[N/O]
<b>5B. Affective Skills</b>						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	0	1	2	3	4	[N/O]
<b>5C. Expressive Skills</b>						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	0	1	2	3	4	[N/O]

## III. SCIENCE

(Average score below expectations in this domain will result in remediation)

<b>6. Scientific Knowledge and Methods:</b> 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.						
<b>6A. Scientific Mindedness</b>						
Displays critical scientific thinking and applies scientific thinking to practice	0	1	2	3	4	[N/O]
<b>6B. Scientific Foundation of Psychology</b>						
Demonstrates understanding of psychology as a science	0	1	2	3	4	[N/O]
<b>6C. Scientific Foundation of Professional Practice</b>						
Understands the scientific foundation of professional practice	0	1	2	3	4	[N/O]
<b>7. Research/Evaluation:</b> Responsible consumption of research in the interest of professional development						
<b>7A. Scientific Approach to Knowledge Generation</b>						
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]
<b>7B. Application of Scientific Method to Practice</b>						
Demonstrates knowledge necessary to evaluate the application of scientific methods to evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

**Not Demonstrated**  
= 0

**Emerging Competence**  
= 1

**Developing Competence**  
= 2

**Entry-Level Competence**  
= 3

**Advanced Competence**  
= 4

**No Opp.**  
= [N/O]

## **FUNCTIONAL COMPETENCIES**

### **IV. APPLICATION**

(Average score below expectation in IV.8/10 or IV.9 will result in remediation)

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.						
<b>8A. Knowledge and Application of Evidence-Based Practice</b>						
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]
<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
<b>9A. Knowledge of Measurement and Psychometrics</b>						
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	0	1	2	3	4	[N/O]
<b>9B. Knowledge of Assessment Methods</b>						
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]
<b>9C. Application of Assessment Methods</b>						
Demonstrates knowledge of measurement across domains of functioning and practice settings	0	1	2	3	4	[N/O]
<b>9D. Diagnosis</b>						
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]
<b>9E. Conceptualization and Recommendations</b>						
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	0	1	2	3	4	[N/O]
<b>9F. Communication of Assessment Findings</b>						
Demonstrates awareness of models of report writing and progress notes	0	1	2	3	4	[N/O]
<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
<b>10A. Intervention planning</b>						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2	3	4	[N/O]
<b>10B. Skills</b>						
Displays clinical skills	0	1	2	3	4	[N/O]
<b>10C. Intervention Implementation</b>						
Implements evidence-based interventions	0	1	2	3	4	[N/O]

<b>Not Demonstrated</b> = 0	<b>Emerging Competence</b> = 1	<b>Developing Competence</b> = 2	<b>Entry-Level Competence</b> = 3	<b>Advanced Competence</b> = 4	<b>No Opp.</b> = [N/O]
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<b>10D. Progress Evaluation</b>						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2	3	4	[N/O]

## V. EDUCATION

(Average score below expectation in this domain will result in remediation)

<b>11. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
<b>11A. Expectations and Roles</b>						
Demonstrates basic knowledge of expectations for supervision; prepares for and uses supervision well	0	1	2	3	4	[N/O]
<b>11B. Skills Development</b>						
Displays interpersonal skills of communication and openness to feedback	0	1	2	3	4	[N/O]

## VI. SYSTEMS

(Average score below expectation in this domain will result in remediation)

<b>12. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
<b>12A. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>						
Cooperates with others	0	1	2	3	4	[N/O]
<b>12B. Respectful and Productive Relationships with Individuals from Other Professions</b>						
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	0	1	2	3	4	[N/O]
<b>13. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
<b>13A. Empowerment</b>						
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]
<b>13B. Systems Change</b>						
Understands the differences between individual and institutional level interventions and system's level change	0	1	2	3	4	[N/O]

**Overall Assessment of Trainee’s Current Level of Competence**

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

- What are the trainee’s particular strengths and areas for growth?
- 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?

**Signatures**

**Student:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Instructor or Coordinator:** \_\_\_\_\_

