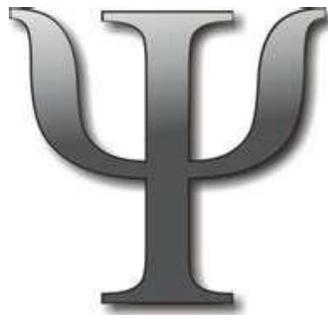




Counseling/ Counseling Psychology Program

Ph.D. Counseling Psychology Professional Specialty



Program Handbook 2013-2014

Department of Educational Psychology

NOTES

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Note: Additional important information regarding admissions, tuition, financial assistance, graduate school requirements (e.g., dissertation, graduation), is available in the *University of Utah General Catalog* at (<http://www.ugs.utah.edu/catalog/>)

The Counseling Psychology Program at the University of Utah is accredited by the American Psychological Association: *Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242. (T) 202-374-2721; TDD/TTY: 202-336-6123; (F) 202-336-5978; <http://www.apa.org/ed/accreditation/>; apaaccred@apa.org*

NOTES

**COUNSELING/ COUNSELING PSYCHOLOGY PROGRAM
COUNSELING PSYCHOLOGY Ph.D. PROFESSIONAL SPECIALTY
2013 Entering Class**

PROGRAM OVERVIEW

The University of Utah's Counseling Psychology Professional Specialty is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association¹ since 1957. The program is offered through the Department of Educational Psychology in the College of Education. Counseling Psychology is one of three Professional Specialty areas in the Counseling/ Counseling Psychology Program (CCP Program), which also includes the Master of Counseling (General Counseling, leading to licensure as a Professional Counselor [LPC]) and the Master of School Counseling. Department faculty who are members of the Counseling/ Counseling Psychology Program Committee are listed below. Their current areas of scholarly interest and program emphases are summarized at the end of this document. The designation -Core Facultyll indicates that the individual is employed full-time in the Department of Educational Psychology. The designation Associated Faculty indicates that the individual's primary employment is elsewhere or that the individual has other than a tenure-track faculty status on the faculty.

Jason J. Burrow-Sanchez, Ph.D. Core Faculty	Associate Professor	University of Oregon
Paul A. Gore, Ph.D. Core Faculty	Associate Professor & Director of Training, MEd Programs in Professional & School Counseling	Loyola University
Frances N. Harris, Ph.D. Associated Faculty	Adjunct Professor & Staff Psychologist, University Counseling Center	University of Utah
Robert D. Hill, Ph.D., ABPP Core Faculty	Professor	Stanford University
Lois Huebner, Ph.D. Associated Faculty	Adjunct Professor & Associate Director of Clinical Services, University Counseling Center	Colorado State University
Zac Imel, Ph.D. Core Faculty	Assistant Professor	University of Wisconsin - Madison
AJ Metz, Ph.D. Core Faculty	Assistant Professor	University of Wisconsin - Milwaukee

¹ The American Psychological Association, Committee on Accreditation, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. (T) 202-336-5979. apaaccred@apa.org. <http://www.apa.org/ed/accreditation/>.

Sue Morrow, Ph.D. Core Faculty	Professor	Arizona State University
Karen Tao, Ph.D. Associated Faculty	Clinical Assistant Professor	University of Wisconsin - Madison
Lauren Weitzman, Ph.D. Associated Faculty	Adjunct Professor & Director, University Counseling Center	University of Illinois, Urbana - Champagne

Counseling psychology is a professional specialty area within the science and profession of psychology. The specialty emerged shortly after World War II encompassing concepts and procedures from the vocational guidance, mental hygiene, and mental measurement movements. Students who complete the counseling psychology program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. Upon graduation, students accept a wide variety of entry-level positions in higher education (academic departments or counseling centers), hospital and medical settings, community mental health centers and agencies, managed care organizations, departments of corrections, private agencies, and business and organizational settings and that address the needs of a diverse clientele.

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology. Students' previous preparation should include a background in (a) general and experimental psychology, (b) human development, (c) neuropsychology, (d) normal and abnormal behavior, and (e) elementary statistics and research methods. Course work in philosophy, sociology, anthropology, mathematics, or education also may be helpful. The application of previous graduate course work to requirements in the doctoral counseling psychology program is decided through consultation with department faculty and by reference to Counseling Psychology Committee policy.

The CCP Program faculty strives to create a supportive rather than competitive educational environment. Students from diverse backgrounds and experiences, and of demonstrated academic and professional potential, are selected from a large applicant pool. It is assumed from the outset that students have the ability to complete graduate study, and the program stresses the positive development of competent professionals in psychology.

PROGRAM SETTING

The Department of Educational Psychology, part of the College of Education, is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are four programs: Counseling and Counseling Psychology (CCP Program), School Psychology, Learning Sciences, and Reading and Literacy. The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), an M.Ed. degree in Professional Counseling, and an M.Ed. degree in School Counseling. The School Psychology Program offers a Ph.D. (APA-accredited) and a Master's degree in School Psychology (APA-accredited). The Learning Sciences Program offers a Ph.D. and M.S. in Learning and Cognition, as well as an M.Ed. with an emphasis in Instructional Design and Educational Technology. The Reading and Literacy Program offers a Ph.D. in Literacy Studies and an M.Ed. An M.Stat. in Statistics is also offered through Learning Sciences.

The Department provides research and training opportunities through liaisons with many university and community facilities. These include the University of Utah Counseling Center, the University of Utah Women's Resource Center, the University of Utah Center for Ethnic Student Affairs, Valley Mental Health System (in Salt Lake City), the Salt Lake City Veterans Administration Regional Medical Center, various clinics and programs at the University of Utah Medical Center, University Neuropsychiatric Institute, The Salt Lake County Department of Criminal Justice Services Treatment Unit, Cornerstone Counseling Center, Family Support Center, Utah Aids Foundation, Center for Human Potential, The Children's Center, the Department of Educational Psychology's Educational Assessment and Student Support Clinic, and many other community mental health specialty agencies, general and specialty hospitals, child guidance clinics, and local school districts. The Department currently maintains a number of research laboratories. In addition, the department's Statistics Laboratory and the College of Education Computer Laboratory contain state-of-the-art resources to facilitate research tasks including data analysis and word processing.

Set in the foothills of the majestic Wasatch Mountains, the **University of Utah** combines academic excellence and a commitment to research in an atmosphere conducive to graduate study. Over five decades have passed since the first Ph.D. degree was earned, and there are now doctoral and master's degree programs in over 90 areas. The University consistently ranks among the top 35 American colleges and universities in funded research. Although it is the oldest state university west of the Missouri River, more than half of the University's buildings have been constructed since 1960. As the flagship of Utah's higher education system, the University plays a leading role in fostering the development and preservation of the state's human and natural resources. The University of Utah is accredited by the Northwest Association of Schools and Colleges. More information is available at <http://infact.utah.edu/>.

A student body of over 31,000, of whom approximately 6,000 are graduate students, represent all 50 states and over 100 countries. A regular faculty of approximately 2,900 provides the stimulus for learning and achievement and is supplemented by a like number of clinical, adjunct, research, and visiting faculty.

The University of Utah has a plan to be carbon neutral by 2050. In fall 2010, the university released its Energy and Environmental Stewardship Initiative: 2010 Climate Action Plan detailing our long-range plans to make the campus even more environmentally friendly. In addition, the U.S. Environmental Protection Agency (EPA) recently ranked the University of Utah fourth in the nation for green power purchases.

Downtown **Salt Lake City**--the cultural, commercial and professional center of the Intermountain West--is only minutes from the campus and is easily accessible by public transportation. The Salt Lake City metropolitan area has a total estimated population of 2.9 million people and offers a great variety of cultural opportunities including symphony, ballet, theater, modern dance, and opera. Visiting performers also are featured regularly at the University's Jon Huntsman Center and the city's Energy Solutions Arena. In addition to varsity sports at the University, professional and minor league sports teams include baseball, hockey, and basketball teams located in Salt Lake City. Opportunities for part-time jobs and internships are enhanced by the proximity of the campus to the Salt Lake City metropolitan area.

Recreational activities, both on and off campus, are an excellent complement to academic requirements. The University has facilities for most sports including tennis, circuit training, weight lifting, indoor running, and swimming. Utah's four-seasons climate and spectacular natural beauty offer abundant opportunities for hiking, mountain climbing, backpacking, boating, river running, and fishing. Winter recreation is highlighted by some of the best snow and deep-powder skiing in the world with major ski resorts only 45 minutes from campus. University of Utah students are able to take part in numerous guided recreational activities sponsored by the Outdoor Recreation Program as well as rent equipment for reasonable fees. There are five national parks in Utah as well as many other recreation and natural areas within reasonable driving distance. It is noteworthy that Salt Lake City hosted the Winter Olympic Games in 2002.

STUDENTS

The CCP program seeks to enroll students who (1) possess intellectual curiosity and ability; (2) have demonstrated academic competence; (3) show achievement in psychology at either the baccalaureate or Master's degree level; (4) demonstrate facilitative personal characteristics including maturity, responsibility, and integrity; and (5) represent diverse cultural, social, personal, and geographic backgrounds and interests. Included in the materials submitted by candidates for admission are transcripts of prior undergraduate and graduate work, GRE scores, at least three written recommendations, as well as a personal statement and vita.

Admission to the Counseling Psychology Program is conditional until the applicant provides documented evidence that she or he has completed all of the requirements at the time of application for the baccalaureate (bachelor's) degree which is an admissions requirement for PhD study in Counseling Psychology. For those applicants seeking admission as post-baccalaureate students, all requirements for the post-baccalaureate degree must be completed prior to admission. In the event a student is scheduled to complete a master's degree from this university or from another institution during the Fall Semester the student wishes to matriculate into the Counseling Psychology Program, the student may, at the Counseling Psychology Committee's discretion, be allowed to register at the University of Utah for this initial Fall Semester; however, all requirements for the prior post-baccalaureate degree must be completed by the end of the first semester of enrollment in the Counseling Psychology Program. Applicants not meeting these conditions will be required to complete their bachelor's or master's degree requirements before continuing beyond the first semester of the doctoral program.

Approximately 80 applications are received annually for Ph.D. study in the Counseling Psychology Program. The size of the program is related directly to available faculty and training resources; and, for the past several years, approximately four to six applicants have been invited to enroll each fall. As of fall 2012, there are 34 returning students enrolled in the program and 4 new students. Approximately 81% of the students are female. Nineteen per cent of students represent ethnically/racially diverse backgrounds; and 1 is an international student. In addition, we have 8 (22%) students who have openly disclosed their sexual orientation status as gay, lesbian, or bisexual. Three (8%) students have an acknowledged disability. Of the 44 students who graduated during the period from July 2006 through spring 2013, (39%) were either students of color (17) or openly Gay/Lesbian/Bisexual (3).

Doctoral students represent many elements of diversity including sexual orientation, religious orientation, disability status, and socioeconomic class background. Students range in age from early 20s into the 50s with the mode being around 30 years. Approximately 60 percent enter with a Bachelor's degree and 40 percent have completed a prior relevant Master's degree. Mean GRE combined score (verbal + quantitative) of students accepted into the program is approximately 1180 (Estimated 307 under new scoring system), with mean undergraduate cumulative grade point average of around 3.50 and mean cumulative graduate grade point average, for those enrolling with a Master's degree, of about 3.89.

Most students who matriculate complete the program. The attrition rate for the past several years has been approximately one out of twelve. Students who leave the program do so for reasons relating to career changes, other personal matters, or because of an ongoing lack of progress in fulfilling degree requirements.

A full-time course load at the University of Utah is 9 or more credit hours per semester during the first two years of the program. First- and second- year counseling psychology students typically carry 14-16 hours per semester. Third-year students and beyond often work up to half time on campus or in the community in professionally relevant jobs.

The university provides a variety of student services that are described on the University of Utah web site at <http://www.utah.edu>. Information regarding university housing for single students and students with families can also be found at <http://www.housing.utah.edu/>. Most students live off-campus in houses or apartments in the surrounding community.

Upon admission to the program, each student is matched with a faculty research advisor with whom she or he will work throughout the program. This advisor will provide research guidance as well as academic program advisement. In addition, each student is assigned an experienced student mentor(s) who provide initial assistance and support. When the student is ready to begin dissertation research, the student and the student's advisor select dissertation committee members.

Counseling Psychology Ph.D. Program **PROGRAM MODEL AND PRINCIPLES OF TRAINING**

The education and training model of the Doctoral Program in Counseling Psychology emphasizes education in the science of psychology and the application of the professional specialization of counseling psychology. Our program's training and education plan is based on seven overarching principles:

- I. Science:** The first principle concerns scholarly inquiry in psychology in a variety of professional contexts as it relates to the specialty of counseling psychology. The science of psychology encompasses knowledge about developmental, cognitive/affective, social/cultural, individual, and biological aspects of human functioning, processes of change, and the history and systems of psychology. In addition, it emphasizes basic knowledge in statistical methods and research design.
- II. Practice:** The second principle concerns the professional practice of psychology. We

espouse a training paradigm that is sensitive to larger public health and policy issues (e.g.,

managed care, cultural diversity, and education). This training paradigm includes individual and group intervention theory and application, educational and clinical assessment and diagnosis, consultation and supervision, and evidence-based approaches to evaluating the efficacy and effectiveness of interventions.

- III. Integration of Science and Practice:** The third principle concerns the integration of science and practice. The science and professional practice of counseling psychology are conceptualized as interdependent processes wherein science guides professional practice and, in turn, is influenced by demands from the professional arena to meet contemporary health needs.
- IV. Individual and Cultural Diversity:** The fourth principle addresses individual and cultural diversity, including, but not limited to, age, color, ethnicity, gender, language, national origin, race, religion, sexual orientation, ability/disability, and socioeconomic status. In addition, this principle promotes discussion, research, and intervention related to social justice issues. We view this principle as integral to all of the other principles that support our philosophy.
- V. Optimal Human Functioning and Adaptive Developmental Processes:** The fifth principle emphasizes optimal human functioning and adaptive developmental processes that focus on assets and strengths of the person, group, and community. Although we recognize that part of the science of psychology involves understanding and skill development in conceptualizing, diagnosing, and treating psychological problems and issues, our program also emphasizes normative human functioning in all of its variation and diversity. This focus on optimal human functioning includes examining the individual from a developmental context that emphasizes normative maturational processes.
- VI. Professional Identity and Development.** The sixth principle concerns our program's commitment to providing opportunities for students to develop a professional identity in the broader field of psychology and more specifically as a counseling psychologist. It includes a commitment to lifelong learning and professional development, and it is designed to support students developing specializations in areas of personal and professional interest. This principle reflects the reality that graduates of counseling psychology programs, including our own, develop highly diverse professional and academic pursuits and, using counseling psychology as their foundation, generate careers in a wide array of professional applications and academic and research areas.
- VII. Legal and Ethical Issues.** The seventh principle reflects our commitment to training in professional integrity and ethical behavior. This commitment includes adherence to the APA Code of Ethics as well as relevant guidelines in the field.

We recognize that these principles and the goals and objectives discussed below are neither discrete nor separate domains. Although they are addressed separately, we view them as an integrated whole.

Program Goals, Objectives, and Related Competencies

Based on our program philosophy described above, seven corresponding program goals operationalize these principles. From these goals we have derived a number of objectives and associated competencies, learning activities, assessment procedures, and expected student outcomes. The various components of our training model are enumerated below.

Goal #1: Science. Produce graduates who understand and apply various inquiry skills, thus demonstrating that research and scholarly activities are integral to their professional identity. We expect our students to acquire knowledge and competence in the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this goal, we expect our students to accomplish the following:

Objective 1A: Students will be exposed to the current body of knowledge in the behavioral science core of psychology. ***Competencies:*** To accomplish this objective, students will demonstrate substantial knowledge of and competence in the developmental, biological, cognitive/ affective, and social aspects of behavior, and the history of the discipline of psychology.

Learning Activities Associated with 1A: Students will receive a minimum of 3 semester hours of classroom instruction in each of the following: developmental psychology, biological bases of behavior, cognitive or affective aspects of behavior, social aspects of behavior (social psychology of human diversity), and history and systems of psychology.

Assessment Procedures and Expected Outcomes for Competency 1A: *After exposure to the current body of knowledge in the behavioral science core of psychology, students will demonstrate knowledge of the developmental, biological, cognitive/affective, and social aspects of behavior, and the history of the discipline of psychology.* Evaluation of this competency occurs in 3 ways. First, instructors of required courses evaluate student performance and assign grades. Program current policy is that B- is the minimum level of acceptable performance; otherwise the student must repeat the course. Second, the first 4 sub-parts of the EPPP assess, respectively, (1) Biological Bases of Behavior (11%); (2) Cognitive-Affective Bases of Behavior (13%); (3) Social and Multicultural Bases of Behavior (12%); and (4) Growth and Lifespan Development (13%). Mean scores and normative comparisons of graduates of the program on these 4 dimensions are assessed. Third, graduates' perceptions of their competencies in these core science content areas will be presented.

Objective 1B: Students will be exposed to the current body of knowledge in strategies of psychological inquiry and will be able to identify and apply diverse inquiry strategies to various research questions of relevance to counseling psychology. ***Competencies:*** To accomplish this objective, students will (1) demonstrate substantial knowledge of and competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in the field of psychology; and (2) demonstrate

skills in advanced research methods appropriate to conducting their pre- dissertation project and dissertation research.

Learning Activities Associated with 1B: (1) Students will receive a minimum of 8 semester hours of classroom instruction in quantitative statistical methods and 3 semester hours each of advanced research design, research design issues in counseling psychology, and psychological measurement. (2) All students will also participate in research teams during at least the first 2 years of their program of study and will produce a research product that is of publishable quality. This activity is required for students to be advanced to doctoral candidacy. (3) Students will remain engaged in research teams after the initial two years as appropriate, as well as meeting regularly with their primary research advisors and/or other research advisors and consultants as needed. (4) Students will obtain additional classroom instruction in statistics or research design as relevant to their pre- dissertation research project and dissertation research (e.g., qualitative research methods).

Assessment Procedures and Expected Outcomes for Competency 1B: After exposure to the current body of knowledge in strategies of psychological inquiry, students will demonstrate knowledge and competence in basic quantitative methods and data analysis, research design, and psychological measurement foundations, and they will demonstrate skill in advanced research methods appropriate to conducting their pre-dissertation project and dissertation research. Evaluation of these research competencies occurs in 5 ways. First, instructors of required courses evaluate students and assign grades with B- as the minimum level of acceptable performance; otherwise the student must repeat the course. Second, certain areas of the written doctoral qualifying examination directly evaluate student performance on this competency. Third, sub-part VII of the EPPP assesses applicant knowledge in Research Methods, and the mean score of our graduates taking the exam is compared to that of graduates across counseling psychology programs. Fourth, student performance on the pre-dissertation project and dissertation is evaluated through review of research proposals, final written products, and/or final oral examinations. Fifth, graduates' perceptions of their knowledge and competency in conducting psychological research are assessed.

Objective 1C: Students will be involved in the research process from initial matriculation through successful completion of the Ph.D. **Competencies:** To accomplish this objective, students will (1) demonstrate the ability to conduct research; and (2) demonstrate practical experience in presenting research findings and other scholarship in contexts such as professional conferences, peer-reviewed journals, and other scholarly outlets.

Learning Activities Associated with 1C: (1) All students will enroll in a minimum of 4 regular semesters of a research team during their first two years of the program (2 credit hours in each semester of the first year and 1 credit hour in each semester of the second year) and will produce a publishable research project under the supervision of their research advisor. Students will fully engage in the research process, including conceptualization, implementation, analysis, and interpretation of findings in conjunction with their advisor, other faculty, and/or research teams. (2) Students will engage in a formative research experience through the research seminar course sequence to ensure that they have the basic skills to conduct a research study. After advancement to doctoral candidacy, students are

required to complete a dissertation project which requires engaging in an independent research agenda. (3) Students will be guided by their faculty advisors to author or co-author articles for peer-reviewed journals, book chapters, and presentations at professional conferences primarily through the process of publishing their pre-dissertation research project and their dissertation research.

Assessment Procedures and Expected Outcomes of Competency 1C: Students will be involved in the research process from entry into the program through completion of the dissertation. They will demonstrate competence in conducting pre-dissertation and dissertation research and will participate in presenting research findings and other scholarship in various professional contexts such as conferences, peer reviewed journals, and other scholarly outlets. Evaluation of these research competencies occurs in 4 ways. First, students will receive –creditll (i.e., passing) grades for their participation in faculty- led research teams and producing a publishable-quality pre-dissertation research product. Second, students will successfully present their pre-dissertation research projects and dissertations, and their projects will be approved by their supervisory committees, the Department of Educational Psychology, and the University Graduate School. Third, students will author or co-author an article in a peer-reviewed journal or book chapter and/or have made at least one presentation at a national or regional professional conference by the end of their program of study. These will most likely come from their pre-dissertation research product or their dissertation research. Fourth, graduates’ perceptions will be presented concerning the effectiveness of the research mentoring and advising they received.

Goal #2: Practice. Produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology. To attain this goal, we expect our students to accomplish the following:

Objective 2A: Students will acquire knowledge in the scientific, methodological, and theoretical foundations of psychological practice including areas such as individual differences in behavior, human development, and human problems or distress.

Competencies: To accomplish this objective, students will demonstrate substantial understanding of and competence in the body of knowledge in theories and methods of assessment and diagnosis, effective individual and group intervention, consultation, supervision, and evaluation of the efficacy of such services.

Learning Activities Associated with 2A: Students will receive 3 semester hours of classroom instruction in each of the following areas: counseling theories and procedures, group counseling; counseling skills; individual adult psychopathology; personality assessment; program evaluation and consultation; supervision; research on counseling interventions, and lifespan development.

Assessment Procedures and Expected Outcomes for Competency 2A: Competencies 2A, 2B, and 2C are discussed together (following Competency 2C) as an interrelated group of professional practice program objectives.

Objective 2B: Students will acquire an appreciation and understanding of the practice of counseling psychology and its connection to the broader field of psychology.

Competencies: To accomplish this objective, students will (1) demonstrate knowledge of psychology as an applied discipline, and (2) recognize the distinguishing characteristics of the specialty of counseling psychology and its place in the broader field of psychology.

Learning Activities Associated with 2B: (1) Students will receive 3 semester hours of classroom instruction in the foundations of counseling psychology as well as the history and systems of psychology. (2) Students will be exposed to speakers in classes, practica, and seminars/conferences that inform them of the broad discipline of psychology.

Assessment Procedures and Expected Outcomes for Competency 2B: Competencies 2A, 2B, and 2C are discussed together (following Competency 2C) as an interrelated group of professional practice program objectives.

Objective 2C: Students will develop awareness, knowledge, and skills in the application of counseling practice, including diagnosis, assessment, conceptualization, appropriate interventions, and outcome evaluation. **Competencies:** To accomplish this objective, students will become proficient as entry-level psychologists capable of (1) conducting counseling and psychotherapy and evaluating client progress and outcomes, and (2) diagnosing problems and conceptualizing clients' issues, conducting formal assessments, and integrating those assessments into a conceptualization of client status accompanied by an appropriate treatment plan.

Learning Activities Associated with 2C: (1) Students will receive 3 semester hours of instruction in each of following: counseling theories and procedures, basic counseling skills, group counseling, multicultural counseling, adult psychopathology, personality assessment, and cognitive assessment. (2) Students will enroll in a supervised beginning counseling practicum, during which they will counsel 2 or 3 clients. (3) Students will complete a full academic year of core doctoral practicum training consisting of at least 16 hours per week at the University Counseling Center, supervised by a licensed psychologist and psychology interns, accruing a minimum of 80 client contact hours over the year; as part of this practicum, they will also receive 3 hours of weekly didactic/case consultation. (4) Students will complete at least 2 years of field practicum at an approved setting under the supervision of a licensed mental health professional. (5) Across these applied experiences, students will attain a minimum of 1000 hours, with a minimum of 400 direct client contact hours, 200 hours of supervision, and 400 additional hours of indirect service activities prior to predoctoral internship. (6) Students will conduct and write formal integrative assessments prior to the predoctoral internship (numbers of assessments vary according to practicum site). (7) Students will complete a one-year, full-time APA approved predoctoral internship (or approved equivalent alternative), during which they will complete a minimum of 2000 hours of supervised professional work. Students will obtain assessment training and experience as is available at their internship site. (8) Collectively, these experiences will provide opportunities for the development of case conceptualization and treatment planning with conceptually sound clinical practices.

Assessment Procedures and Expected Outcomes for Competency 2A: Competencies 2A, 2B, and 2C are discussed together as an interrelated group of professional practice program objectives. These three competencies indicate that students will demonstrate substantial understanding of and competence in the foundations of practice in the specialty area of counseling psychology; in the general practice areas of assessment and diagnosis, effective intervention, consultation and supervision, and in evaluating the efficacy of psychological interventions; and in providing these professional services in various supervised practicum contexts. Evaluation of these practice and practice-related competencies occurs in 6 ways. First, instructors of required practice-oriented courses evaluate students and assign grades with B- or CR (Credit) as the minimum level of acceptable performance; otherwise the student repeats the course. Second, two dimensions or sub-parts of the EPPP evaluate applicant knowledge of Assessment/ Diagnosis and Treatment/Intervention, and the mean score of our graduates who recently completed the exam is compared to the reference group of counseling psychology doctoral programs. Third, practicum supervisors and instructors evaluate student performance in providing psychological services to clients at initial practicum, core practicum, and advanced field practicum levels. Fourth, student performance on the written and oral components of our program's doctoral qualifying examination is evaluated. Fifth, the success of our students in securing and completing APA accredited internship positions is assessed. And sixth, graduates' perceptions are gathered of their competencies in various practice-related content areas and from their involvement in the program's training experiences.

Goal #3: Integration of Science and Practice. Produce graduates who are skilled in integrating scientific principles and knowledge with professional practice to more effectively address the needs of individuals, families, groups, organizations, and public policy issues. To meet this goal, we expect students to develop knowledge and skills enabling them to accomplish the following:

Objective 3A: Students will understand the integration of science and practice in psychology as a discipline and in the specialty of counseling psychology, with attention to the necessity of research being informed by practice and practice by research.

Competencies: To accomplish this objective, students will conduct research that is guided by clinical practice to best meet the needs of individuals, organizations, and public mental health.

Learning Activities Associated with 3A: (1) Students will receive 3 semester hours of instruction in each of the following: research and foundations in counseling psychology, and educational and psychological consultation. (2) Students will participate in research teams for at least the first two years of the program, which will emphasize research with potential for clinical application. (3) Students will conduct a pre-dissertation research project and dissertation research that is applicable to the practice of counseling psychology.

Assessment Procedures and Expected Outcomes for Competency 3A: As with the integration of science with practice, students will conduct research that is influenced by professional practice to best meet the needs of individuals, organizations, and the public. We evaluate this competency in the following 5 ways. First, instructors assign grades, with B- as the minimum level of acceptable performance, in courses that have major

relevance to science-practice integration. Second, the Research Methods dimension of the EPPP is related to science-practice integration. Third, Research in Counseling Psychology is one of the six areas covered in the written component of our doctoral qualifying examination. Fourth, attention to evidence-based practice is part of the evaluation of student performance in our various practicum placements. Fifth, in our Alumni Survey, we ask graduates for their perceptions of the program's success in helping them develop competence to consistently integrate science and practice.

Objective 3B: Students will engage in practice that reflects and is informed by the changing and expanding scientific knowledge base, investigating the evidence applicable to clinical practice. **Competencies:** To accomplish this objective, students will (1) articulate the implications of evidence-based practice to the delivery of counseling, psychotherapy, and related professional services; (2) be able to access, understand, and critically evaluate relevant psychological and mental and behavioral health research literature; and (3) apply their scientific knowledge of research on psychotherapy interventions to professional practice.

Learning Activities Associated with 3B: (1) Students will receive 3 semester hours of instruction in each of the following: foundations and research in counseling psychology (Foundations of Counseling Psychology), which concentrates on the interface between empirical inquiry and practice and which introduces the scientist-practitioner model, and educational and psychological consultation, which focuses on the role of counseling psychologists in empirically evaluating services. (2) Students will receive clinical instruction and supervision at multiple levels of practica and internship in which the application of empirically supported interventions will be emphasized.

Assessment Procedures and Expected Outcomes for Competency 3B: Students will engage in practice that is informed by the expanding scientific knowledge base including articulating the implications of evidence-based practice for the delivery of psychological services; accessing and evaluating the relevant psychological literature; and applying their knowledge of the empirical literature to professional practice. We evaluate science-practice integration competencies in the following 5 ways. First, instructors assign grades, with B- as the minimum level of acceptable performance, in courses that have major relevance to science-practice integration. Second, the Research Methods dimension of the EPPP is related to science-practice integration. Third, -Research in Counseling Psychology is one of the six areas covered in the written component of our doctoral qualifying examination. Fourth, attention to evidence-based practice is part of the evaluation of student performance in our various practicum placements. Fifth, in our Alumni Survey we ask graduates for their perceptions of the program's success in helping them develop competence to consistently integrate science and practice.

Goal #4: Individual and Cultural Diversity. Produce graduates who have the awareness, knowledge, and skills necessary to address issues of human diversity (defined broadly) and multiculturalism and who are capable of advocating for the needs and issues of underrepresented populations. To meet this goal, we expect our students to accomplish the following:

Objective 4A: Students will demonstrate awareness, knowledge, and skills related to human diversity and multicultural counseling. **Competencies:** To accomplish this

objective, students will (1) demonstrate knowledge and integration of theory and research in human diversity and multicultural counseling in their assessments and interventions with various culturally diverse clients, (2) exhibit awareness of multicultural principles in their interactions with faculty and students, and (3) competently apply multicultural theory and scholarship to their own research.

Learning Activities Associated with 4A: (1) Students will receive 3 semester hours each of multicultural counseling and social psychology of human diversity. (2) Students will be exposed to topics, speakers, and readings representing multiculturalism and diverse populations in courses, practica, and department and program seminars. Multiculturalism is infused throughout the curriculum, although core courses for which multicultural issues are explicitly included in the course objectives and/or content include: Foundations of Counseling Psychology, Counseling Theories and Procedures, Counseling Skills, Practicum in Counseling, Career Development Theory and Assessment, Diagnostic Adult Psychopathology, Psychometric Theory, Practicum in Counseling Psychology, Multicultural Counseling, Ethics and Standards in Psychology, Personality Assessment, Group Psychotherapy Theory and Application, Field Practicum, Lifespan Development, Supervision, Social Psychology of Human Diversity, History and Systems of Psychology, and Educational and Psychological Consultation. (3) Students will become conversant in the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (APA, 2002); the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (APA, 2000); the Guidelines for Psychological Practice with Older Adults (APA, 2004); the Division 17 Principles for Counseling Women [Guidelines for Psychological Practice with Girls and Women]; and other similar guidelines that become approved by APA. (4) Students will receive applied experience in their practica and predoctoral internship, offering opportunities for practice with diverse populations. (5) Students will engage in pre-dissertation and dissertation research addressing multicultural issues as appropriate to the research questions.

Assessment Procedures and Expected Outcomes of Competency 4A: *Students will demonstrate awareness, knowledge and skills related to individual and cultural diversity including demonstrating sensitivity and competence in their interactions with faculty and other students, in their delivery of supervised professional services to clients at practicum and internship levels of training, and in their conduct of research including pre-dissertation and dissertation projects.* We evaluate diversity and multicultural competencies in the following ways. First, instructors assign grades, with B- as the minimum level of acceptable performance, in courses that emphasize the development of multicultural competencies. Second, student experience with diversity issues and multicultural competence is evaluated as part of the annual student review. Third, a component of the Doctoral Qualifying Examination emphasizes multicultural knowledge and competence. Fourth, practicum supervisors evaluate practicum trainees' sensitivity and responsiveness to issues of cultural and individual diversity, and students also are expected to document services provided to diverse clientele. Fifth, we ask alumni on our survey for their perceptions of the program's success in helping them develop competence for dealing with issues of cultural and individual diversity.

Goal #5: Optimal Human Functioning and Adaptive Developmental Processes. Produce graduates who are committed to facilitating optimal human functioning and adaptation across the lifespan. To meet this goal, we expect our students to accomplish the following:

Objective 5A: Students will become knowledgeable about theories of life span development and optimal human functioning. **Competencies:** To accomplish this objective, students will demonstrate substantial understanding of contemporary theories of optimal human functioning, normative life-span maturational processes, and application of these concepts to research.

Learning Activities Associated With 5A: (1) Students will complete 3 semester hours in both Lifespan Development and Career Development Theory and Assessment. (2) The Foundations of Counseling Psychology course introduces students to the traditions of counseling psychology that emphasize positive coping and adaptation.

Assessment Procedures and Expected Outcomes of Competencies 5A and 5B will be discussed (below, under Competency 5B) as two interrelated program objectives focusing on optimal human functioning and adult life span development.

Objective 5B: Students will implement models of optimal human functioning and human adaptation and development in their work as students and professionals. **Competencies:** To accomplish this objective, students will apply their understanding of positive coping, lifespan development, and adaptation into the practice realm. Students will demonstrate not only specific knowledge, but skill and sensitivity in implementing intervention approaches that incorporate this critical information.

Learning Activities Associated With 5B: (1) Students will obtain experience in the counseling practicum, core practicum, and field practica which provide students an organized and sequential opportunity to put developmental models and theories into action. (2) Students will also have access to contemporary developmental issues in the Educational Psychology Seminar Series and seminar speakers that supplement the field practica.

Assessment Procedures and Expected Outcomes of Competencies 5A and 5B are discussed as two interrelated program objectives focusing on optimal human functioning and adult life span development. Specifically, students will develop understanding of and competence in dealing with issues associated with normative developmental transitions that are negotiated in adulthood, including establishing an adult identity, forming and maintaining life span relationships, and career exploration and decision-making. As accomplishing these developmental milestones is related directly to optimal adult human functioning, students are expected to acquire a knowledge base in developmental theory that can be applied to general practice areas germane to normative life span tasks in adulthood and to develop competencies related to optimization (e.g., career decision-making strategies, relationship enhancement) and remediation of issues and problems (e.g., addressing career indecision, couples therapy) that arise during the life cycle.

Evaluation of these competencies occurs in at least the following 4 ways. First, instructors of required courses with an adult lifespan focus evaluate students and assign grades with B- as the minimum level of acceptable performance. Second, graduates' scores on the

domain or sub-part of the EPPP that evaluates applicant knowledge of Growth and Lifespan Development are evaluated as an external criterion. Third, student performance on the Vocational Psychology and Career Development written question on the doctoral qualifying examination is assessed. Fourth, graduates' perceptions of the program's success in helping them develop competencies related to the lifespan development area are evaluated.

Goal #6: Professional Identity and Development. Produce graduates whose professional identity is that of a counseling psychologist and who have begun to develop knowledge and skills in one or more special proficiency area(s) that complement their core identity as counseling psychologists and that facilitate their entry and subsequent careers as academic or professional psychologists. Given that our program operates within a college of education, we espouse an educationally based model of continuing education and professional development. To meet this goal, we expect our students to do the following:

Objective 6A: Graduates of the program will engage in a process of continuing education that contributes to personal and professional development. **Competencies:** To accomplish this objective, students will (1) develop habits of lifelong learning and personal and professional development that continue into their professional lives and (2) develop skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers.

Learning Activities Associated with 6A: (1) As part of the Foundations of Counseling Psychology course, first-year students are required to acquire professional development hours and to engage in personal growth and exploration activities, and they are also encouraged to seek counseling for personal growth or concerns. (2) Students are encouraged and actively mentored by faculty to attend conferences, workshops, and seminars, including the Educational Psychology Seminar series, where professional development activities occur. (3) Students participate in a variety of personal exploration activities throughout many courses in the curriculum, including various practicum and internship experiences. (4) Students are expected to participate in research teams for their first two years in the program that provide them with the skills and competencies to help them incorporate scholarly inquiry and knowledge building across the course of their professional careers. (5) Students are mentored by faculty to develop skills in poster development and oral presentation to allow them to participate in the dialogue of lifelong learning that occurs in the context of conferences that disseminate their research. (6) Students are encouraged (and in some courses required) to present their work at the annual College of Education Graduate Research Fair. (7) Students and graduates are expected to become active members/affiliates and presenters at professional organizations, predominantly the American Psychological Association and the Society of Counseling Psychology in particular, as well as state and regional professional organizations, including the Utah Psychological Association. Membership in such professional organizations makes it possible for students to establish a routine of attending professional conferences to build traditions of lifelong learning.

Assessment Procedures and Expected Outcomes of Competencies 6A, 6B, & 6C will be discussed (below under Competency 6C) as an interrelated group of "Professional Identity and Development" program objectives.

Objective 6B: Students will have developed a base of knowledge and competency in one or more designated special proficiency area(s) that will supplement their counseling psychology foundation. Graduates will be involved in continuing professional education and training activities in areas directly and indirectly related to this special proficiency.

Competencies: To accomplish this objective, students will (1) gain didactic and applied experiences that support such specialization and (2) continue as graduates to obtain further education and training that demonstrate professional interests and growth in emerging areas of the discipline and profession of psychology.

Learning Activities Associated with 6B: (1) Students will successfully complete at least 6 semester hours in a special proficiency of their choice as approved by their supervisory committee. (2) Students will expand their knowledge of and interest in professional and research areas through elective activities such as participation in local and national professional meetings, elective coursework, self-selected readings, and specialized practicum and/or internship experiences. Examples of special proficiency areas selected by former students include: Adolescents, Child and Family, Multicultural, Substance Abuse, Assessment, and Feminist Therapy. (3) Graduates will continue their education and training in the specialty area through workshops, seminars, conferences, consultation with colleagues, and individual reading and learning projects.

Assessment Procedures and Expected Outcomes of Competencies 6A, 6B, & 6C will be discussed (below under Competency 6C) as an interrelated group of “Professional Identity and Development” program objectives.

Objective 6C: Students will demonstrate career trajectories consistent with the profession of counseling psychology. For example, graduates will be employed as postdoctoral fellows, academic faculty members, or practitioners of professional psychology (pending licensure attainment) following the completion of their APA- accredited internship and graduation, leading to licensure as professional psychologists. **Competencies:** To meet this objective, graduates will perform activities consistent with those identified in professional counseling psychology.

Learning Activities Associated with 6C: (1) Students will develop career goals and objectives during the first year of doctoral study in the Foundations of Counseling Psychology course. (2) Students will reassess and modify as needed their career goals periodically throughout their doctoral studies in collaboration with a faculty advisor. (3) Students will engage in activities reflective of their career goals during the course of their doctoral program. (4) During the predoctoral internship, students will apply for positions relevant to these established career goals. (5) Graduates will complete necessary continuing education to maintain their professional license and/or to pursue advanced credentialing (e.g., ABPP) in psychology as relevant to their professional interests.

Assessment Procedures and Expected Outcomes of Competencies 6A, 6B, & 6C are discussed here as an interrelated group of “Professional Identity and Development” program objectives. Specifically, through these, students will develop professional identities as counseling psychologists including acquiring knowledge and skills in one or more special proficiency areas germane to counseling psychology. Evaluation of these competencies occurs in the following 6 ways. First, students are rated annually during a

regularly scheduled student review. Second, instructors of required professional and practice-related courses evaluate students and assign grades with B- as the minimum level of acceptable performance. Third, in discussion with their advisor, students select a special proficiency area that is relevant to Counseling Psychology (e.g., Human Diversity). Fourth, graduates' perceptions are assessed of their belief that that program has helped them to develop a professional identity in counseling psychology. Fifth, graduates are tracked to determine employment in settings where their role and function is as a counseling psychologist. Sixth, graduates are tracked to determine whether they pursue and achieve licensure as a psychologist.

Goal #7: Ethics, Professional Standards, and Legal Issues. Produce graduates who consistently apply accepted standards of ethical and professional conduct to their work and who are committed to the continuing development of psychology as a profession and human science. To meet this goal, we expect our students to accomplish the following:

Objective 7A: Students will demonstrate professional competency in applying the ethical and professional standards for psychologists to their work in clinical and research settings. **Competencies:** To accomplish this objective, students will demonstrate competence in applying the established ethical principles and practices in all facets of their professional work.

Learning Activities Associated with 7A: (1) Students will take 3 semester hours of ethics in psychology, and ethical issues are infused in several courses. (2) Students will successfully complete the core and field practica in which ethical issues are addressed, which provide practical instruction and clinical supervision related to the ethical practice of psychology. (3) Students will complete an APA accredited internship that will include instruction and supervision related to the ethical practice of psychology.

Assessment Procedures and Expected Outcomes of Competency 7A: Students will demonstrate understanding of and competence in applying ethical and professional standards of psychologists to their work in academic, practice, and research contexts. We evaluate our students' understanding of and competence in applying ethical and professional standards in 6 ways. First, students' performance in the required Ethics and Standards course (EDPS 7220) is graded with B- as the minimum level of acceptable performance. Second, student ethical and professional behavior is evaluated as part of the annual student review. Third, a component of the Doctoral Qualifying Examination focuses specifically on Ethical, Legal, and Professional Issues in Psychology. Fourth, mean performance of program graduates on the Ethical/Legal/Professional Issues subsection of the EPPP is examined. Fifth, practicum supervisors evaluate trainees' ethical behavior in their provision of services to clients. Sixth, our Alumni Survey asks for perceptions of the program's success in helping graduates develop understanding and competence in dealing with ethical and legal issues.

References

American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451.

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.

American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59, 236-260.

EXPERIENTIAL LEARNING AND LIMITS OF DISCLOSURE

The American Psychological Association Code of Ethics (2002) states:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

The Counseling Psychology Program considers experiential learning to be an essential part of good educational practice as well as contributing to your competency as a counseling psychologist. In addition, supervision often necessitates the supervisor assisting the supervisee in attending to personal issues that may impact her or his effectiveness as a counselor or therapist. Thus, students will be engaged in experiential activities throughout the Counseling Psychology Program and likely during the pre-doctoral internship. Experiential activities include, for example, keeping and turning in a self-reflective journal; examining one's worldview or –personal lens through which one views the world, one's self, clients, and others; participating in limited self-disclosure in the class setting; participating in role-plays as are often required as part of the curriculum in counseling-related courses; taking and interpreting assessment instruments and disclosing assessment results in the educational context; and actively participating in group process. You have a right to set limits on self-disclosure, especially regarding your sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, except in situations where this information is necessary to evaluate or obtain assistance for you if your personal problems could reasonably be judged to be preventing you from performing your training or in your engagement in professionally related activities in a competent manner if your behavior or intentions pose a threat to yourself or others.

TIME LIMITS

Full-time students enrolling with a bachelor's degree can complete the Ph.D. program of study in five years, including the required one-year full-time APA-approved predoctoral internship. Some students may need six years to complete all Counseling Psychology Program requirements. Students are expected to complete a pre-dissertation research project prior to completing their first two years of residency in the Counseling Psychology Program. Students who enroll initially with a relevant master's degree may complete their pre-dissertation research

in less than two years and thus may complete the entire program of study and graduate in four years.

Students are expected to remain in full-time residency for at least the first three years of the Program and are encouraged to remain so until they leave on the pre-doctoral internship. The Graduate School at the University of Utah defines full-time attendance at the University as 9 or more semester hours, excluding summers. Following the third year of residency, students must be registered for at least 3 hours per semester, excluding summer. Please see Graduate School policies at <http://gradschool.utah.edu/graduate-catalog/registration/> for more detailed information.

Program and department policies allow students entering with a Bachelor's degree a maximum of **seven** years, and those entering with a Master's degree **six** years, from the date of initial matriculation, to complete all requirements for the Ph.D. degree. Failure to complete all program requirements within this time frame may result in dismissal from the program and the department. If exceptional circumstances are foreseen that would preclude a student from program completion within the allowable time limit deadlines, a student with the approval and support of his/her faculty program advisor may apply to the Counseling Psychology Committee and petition for up to a one-year timeline extension beyond the maximum allowable timeline limits stated above. Such a petition is granted based on a review by the CCP Committee of the student's reasons for the timeline request followed by a majority vote from the CCP Committee to grant the student's petition request. If a timeline petition is granted by the CCP Committee, during the period of time of the extension the student's program of study will placed on **Probationary Status** for exceeding program timeline deadlines. The student must, upon completing the timeline extension period, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to graduation.

All students have two years to complete their pre-dissertation research project. Students who do not complete their pre-dissertation research project within the time limit may be placed on academic probation or dismissed from the program and the department for failure to meet required program of study timeline deadlines. If exceptional circumstances have interfered with completion of this project, a student with the approval and support of her or his faculty adviser may appeal to the Counseling Psychology Committee for up to (but no more than) a one-year extension. Such a petition is granted based on a review by the CCP Committee of the student's reasons for the time extension request followed by a majority vote from the CCP Committee to grant the student's petition request. If a pre-dissertation research project time extension is granted by the CCP Committee, during the period of time of the extension the student's program of study will placed on **Probationary Status** for exceeding the pre-dissertation research project time deadline. The student must, upon completing the time extension period, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to taking the doctoral qualifying examination.

Students who need to discontinue their studies for one or more semesters may file a Request for Leave of Absence form with the Program Director and signed by the department chairperson. Subject to the approval of the Program Director, Chair of the Department, and Dean of the Graduate School, such requests may be granted for a variety of reasons. Time spent

on an approved leave of absence is not counted toward the completion of the pre-dissertation research project or the six/seven- (Ph.D.) year time limits described above.

EVALUATION OF STUDENT PERFORMANCE AND RELATED STUDENT APPEALS

Counseling Psychology students are evaluated in a variety of ways to ensure that the requisite competencies are achievable through our training curriculum. These include evaluation of academic work including course grades, counseling competency, timely completion of program requirements, and interpersonal competency. The Counseling Psychology Program at the University of Utah has adopted the Report of the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (2004) titled *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* (Appendix F) as a guiding document for the student evaluation process.

In the academic arena, student grades based on formal coursework are examined. Students are expected to maintain an acceptable cumulative Grade Point Average (GPA), which, defined by the Graduate School, is a B or 3.0 average; the Graduate School requires the Department to place a student on probation if the student's cumulative GPA drops below 3.0. Following Graduate School policy, when a student's cumulative GPA is below 3.0 the student's academic record will be designated by the Counseling Psychology Program as on probationary status. Probationary status requires that the student formally appeal to the Counseling Psychology Committee to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition that will be voted on for approval by the Counseling Psychology Committee. The record of this appeal process will be placed in the student's permanent academic file. The Graduate School will not accept any grade below a C- as credit towards a graduate degree. Further, the Counseling Psychology Program faculty has determined that students must earn a grade of B- or above--or Credit (CR) in the case of selected practica--in all required courses. Required courses are those courses included in the student's program of study (including courses that the student negotiates with his or her program advisor as meeting the special proficiency requirement).

Probationary status requires that the student formally appeal to the Counseling Psychology Committee to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition initiated by the student and approved and countersigned by his/her advisor that will be voted on for approval by the Counseling Psychology Committee. The record of this appeal process will be placed in the student's permanent academic file. The Graduate School will not accept any grade below a C- as credit towards a graduate degree. Further, the Counseling Psychology Program faculty has determined that students must earn a grade of B- or above--or Credit (CR) in the case of selected practica--in all required courses. Required courses are those courses included in the student's program of study (including courses that the student negotiates with his or her program advisor as meeting the special proficiency requirement).

Any grade below B-, or if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), will result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition to the CP

Committee is required for approval to re-take a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student will be dismissed from the program for failure to meet the minimum CP Program academic standards.

Academic competence is also assessed through the written portion of the Doctoral Qualifying Examination. Failure to pass the written portion of the doctoral qualify examination is grounds for program dismissal for not meeting the minimum CP Program academic standards.

Evaluation of professional counseling practice skills occurs through instructor and/or supervisor formal evaluations of core and field practicum experiences. Students participate in small-group seminars, case conferences, and weekly one-to-one supervisory sessions where audio- and video recordings are critiqued. Feedback by practicum supervisors and internship sites form an important part of the overall evaluation process. Included in practicum evaluations are various skills related to counseling proficiency, multicultural skills, relationships with supervisors and staff, timely attention to case notes and other paperwork, promptness and preparation for client and supervisory appointments, and other related issues. Professional practice competence is also assessed during the oral portion of the Doctoral Qualifying Examination.

Timely completion of program requirements, in addition to adhering to a sequential, organized program of academic study as outlined in this handbook, includes satisfactory completion of the Doctoral Qualifying (Prelim) Examination, the pre-dissertation research project, the Doctoral Dissertation, as well as completing final paperwork and filing requirements for these research projects, and the predoctoral internship. As noted above, students must complete all requirements for the pre-dissertation research project by the end of their second year in the program. For students entering with a bachelor's degree, completion of the Ph.D. by the end of the seventh year is a program requirement. It should also be noted that certain kinds of financial assistance can be terminated if students exceed the normal time to complete program requirements.

Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as professional or academic psychologists. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by her or his advisor or the CP training director to seek appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual or biannual student evaluation, the faculty may also require that the student seek therapy or consider psychological assessment for the difficulty. Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely in providing psychological services to clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a disproportionate amount of attention by faculty or supervisors is required and the problem

continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing APA-accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or the program has an ongoing professional relationship.

If a student has been identified with problems that affect her or his personal/interpersonal functioning to the extent that questions of student competency are raised by the CP faculty, the student's program of study will be designated as on probationary status. In this instance, probationary status requires that a remediation plan is established in consultation with the student (where possible) and the CP faculty (directed by the training director) to ameliorate the problem. Both the student and the CP faculty will establish a remediation contract that must be satisfied before the student can appeal to have the probationary designation removed from the student's program of study.

The student must, upon satisfactorily rectifying the personal/interpersonal problem through the successful fulfillment of the terms of the remediation contract initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation from the student's program of study. If the student is not successful in removing a probationary designation for a personal/interpersonal problem within one academic year, the student will be immediately dismissed from the CP Program for failure to meet minimum CP Program academic standards.

All students are evaluated annually at the end of spring semester of each year. All second year students are evaluated during the fall of their second year to assess progress in completing their pre-dissertation research project. Students who are deemed to be experiencing issues of concerns or if the student's program of study has been designated on probationary status (e.g., academic problems, feedback on counseling practice that is below the expected level of competency, personal or interpersonal difficulties, or failing to complete pre-dissertation or dissertation research or to proceed through the program in a timely manner) are also evaluated at the end of each fall semester. Students receive a formal written evaluation report at least each year outlining progress and feedback. If the student is having difficulties, those problems will be clearly specified, with expectations delineated along with a timeline for rectifying the problem or issue. Depending on the issue, the student may be asked to meet with the faculty to discuss the situation and possible solutions; the student may be given a specified time frame (e.g., one semester, one academic year, or until some other specific date) in which feedback must be attended to and problems resolved. In these instances, the student's program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved. The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties. At each stage of the process, the student is urged to consult her or his advisor or chair and/or the Training Director for clarification, advice, and support.

The CP Program has established specific procedures for evaluating students, along with guidelines for appeal decisions made in the evaluation process. These steps are:

- Evaluation Process
 - At least three weeks prior to the evaluation meeting at the end of the Spring

semester, the Training Director sends an official e-mail to all students in the program stating the date of the evaluation meeting and a copy of the Student Self-Evaluation form (See Program Handbook Appendix H for documents referred to in this section).

- Students must return the form electronically to the Training Director at least one week before the evaluation meeting.
- The Training Director compiles information in preparation for the meeting and provides the student's advisor/chair with a copy of the self-evaluation.
- At the student review meeting, the student's advisor/chair presents a synopsis of the student's progress, addressing academics (e.g., grades), research and scholarship, professional practice activities (with input augmented by practicum and field practicum instructors), professional/ethical behavior, multicultural competency, and personal/interpersonal behavior and competency.
- Based on faculty feedback and discussion, a Student Evaluation Summary (Appendix H) is completed by the student's advisor/chair. This summary accompanies the letter written by the Counseling Psychology Training Director, which is mailed to the student no later than the end of the semester. The letter and the accompanying summary describe any steps the student needs to take to respond to the evaluation.

In some cases, students may disagree with the outcome of student evaluations, student grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide the students in the process of appealing such decisions.

- Appeal Process
 - In many cases, but particularly in the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with her/his chair to follow up and make plans for remediation.
 - If the student disagrees with the evaluation of the faculty, s/he can, in consultation with her/his advisor and/or the Training Director, discuss the disagreement in order to provide clarification or request a review of the faculty's decision. Because of the timing of evaluations at the end of the semester, the faculty may not be able to meet until the beginning of the following semester; at that time, the faculty will meet promptly to consider the student's concerns.
 - If the student feels the faculty's assessment is arbitrary or capricious, or if the student feels that their disagreement with the faculty has not been resolved, the student may pursue the disagreement using more formal means. The student can, within 20 business days of receiving the faculty's decision, submit a written appeal to the Director of the Counseling/ Counseling Psychology Program. The Director then has 10 business days to respond in writing to the student's appeal.
 - If the Director fails to respond, or if the Director is unable to resolve the student's concern, the student may appeal to the Chair of the Department or the Dean of the College (or her/his designee). The student can appeal the academic action in writing within 40 business days of an unsatisfactory decision by the Director of the CCP Program. The Chair or Dean then has 15 business days to respond in writing.
 - If the Chair or Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to

the Academic Appeals Committee of the College of Education within 15 days of the Chair or Dean's failure to respond or the student's or Program's disagreement with her or his decision. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Code (see Appendix E in the Program Handbook).

The faculty is committed to student progress and success in the Program. Students are strongly urged to maintain contact with their advisor/ chair throughout the Program. If unforeseen circumstances prevent your timely and successful progression through the Program, please consult as early as possible with your advisor and/or the Training Director to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the Program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

FINANCIAL ASSISTANCE

The department has typically made available to qualified students, including all those in their first year, a limited number of graduate assistantships. Recently, the program has been able to fund all of its first-year students with a full tuition benefit plus stipend in exchange for 20 hours of work per week. Students who work only 10 hours per week receive a half tuition benefit. Tuition benefits include tuition only, but not student fees or differential tuition. In addition, the University Counseling Center sponsors teaching assistantships in their learning-assistance programs. A number of related traineeships are also available in the community. Some students work part-time in professionally relevant jobs to support their graduate education (students who do so must be concurrently enrolled in field practicum). Doctoral study is a full time endeavor, and students are encouraged strongly to limit their outside work to no more than 20 hours per week. Whenever possible, part-time employment should be relevant to the doctoral program. Although the program cannot guarantee financial support, consistent efforts are made to help students locate financial support either through the University or through relevant professional work in the surrounding Salt Lake metropolitan area.

In recent years, a number of students have earned various awards and fellowships, including Fulbright Scholarships, APA Distinguished Dissertation awards, Association for Institutional Research Dissertation Fellowship, APA Minority Fellowships, Steffensen-Cannon and Cecelia Foxley Graduate Scholarships, University Research Fellowships, and others. It is noteworthy that these have been awarded in competition with graduate students both within and external to the University. University Financial Aid information can be accessed at <http://www.sa.utah.edu/finance/>.

DIVERSITY AND NONDISCRIMINATION

The Counseling Psychology Program, consistent with the mission statements of the University of Utah, the College of Education, and the Department of Educational Psychology, values diversity and is committed to nondiscrimination. The University of Utah's Nondiscrimination and Disability Access Statement, to which the CP Program and Department of Educational Psychology adhere, is as follows:

The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment with regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran. The University seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, (810) 581-8365 (V/TDD).

ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

The continued development of psychology as a profession is dependent upon psychologists consistently implementing ethical standards of conduct in their professional work. The Counseling Psychology Professional Specialty and the Department of Educational Psychology endorse the *Ethical Principles of Psychologists and Code of Conduct* (2002) of the American Psychological Association and the *Code of Conduct* (2005) of the Association of State and Provincial Psychology Boards. The Counseling Psychology Professional Specialty also endorses the guidelines listed below.

Students in the Counseling Psychology Program **must** adhere to these standards and principles in **all** of their work as psychologists-in-training. Students **must** familiarize themselves with the following documents during their first semester in residence in the program. Copies of these references are available from the program's training director and are given to newly enrolling students.

Students who are suspected of violating any of the standards or principles listed below will be subject to program sanctions including, but not limited to, remediation or program dismissal. Although students will have the right to due process as described below, suspected egregious violations of certain ethical standards or principles (e.g., falsification of data, sexual misconduct, or violations of confidentiality) may result in immediate suspension of clinical, teaching, and/or research activities as recommended by the Counseling Psychology Faculty.

American Psychological Association, Board of Professional Affairs' Committee on Professional Standards and Practice (COPPS), (2007). *Record Keeping Guidelines*. <http://www.apa.org/practice/guidelines/record-keeping.pdf>

American Psychological Association, (2010). *Guidelines for Child Custody Evaluations in Family Law Proceedings*. <http://www.apa.org/practice/guidelines/child-custody.pdf>

American Psychological Association (2013). *Guidelines for Psychological Evaluations in Child Protection Matters*. <http://www.apa.org/practice/guidelines/child-protection.pdf>

American Psychological Association (2012). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 67, 10-42.

American Psychological Association (2007). *Guidelines for Psychological Practice with Girls and Women*. <http://www.apa.org/practice/guidelines/girls-and-women.pdf>

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. (A copy of the APA Ethics Code can be found in Appendix D of the *Counseling Psychology Program Handbook*.)

American Psychological Association (2003). *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*. <http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>

American Psychological Association (2004). *Guidelines for Psychological Practice with Older Adults*. <http://www.apa.org/practice/guidelines/older-adults.pdf>

Association of State and Provincial Psychology Boards, (2005). *ASPPB Code of Conduct, Revised 2005*. <http://www.asppb.org/publications/model/conduct.aspx>

Specialty Guidelines for Forensic Psychology. (2013). <http://www.apa.org/practice/guidelines/forensic-psychology.pdf>

Guidelines for Psychological Practice in Health Care Delivery Systems (2013). <http://www.apa.org/practice/guidelines/delivery-systems.pdf>

Guidelines for Assessment and Intervention with Persons with Disabilities (2013). <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

Additional guidelines may be found at <http://www.apa.org/practice/guidelines/index.aspx>

POLICIES AND PROCEDURES FOR ADDRESSING OTHER GRIEVANCES

Students can consult the University of Utah Graduate Student Policies on line at <http://www.gradschool.utah.edu/catalog/index.php> for information concerning graduate registration, graduate admissions, international admissions, credit and grading policies, degree requirements, dissertation regulations and deadlines, graduate records, and Master's examinations.

In addition, students will want to be aware of the following guidelines if they experience conflict, harassment, or a hostile climate that negatively affects their experience in the program. Due process for appealing or resolving such grievances is based on the University of Utah Code of Student Rights and Responsibilities (Student Code) on line at <http://www.admin.utah.edu/ppmanual/8/8-10.html>. Note that grievances procedures associated with the annual review of student performance or other academic evaluations in the program are discussed in detail in the prior section of the Handbook.

Students in the Counseling Psychology Ph.D. Program have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally

circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. In such cases, for example, a student may invoke grievance procedures. What follows in this section describes the processes and procedures by which such grievances may be handled.

The University of Utah's nondiscrimination statement, to which the Counseling Psychology Program and Department of Educational Psychology adhere, prohibits discrimination on the basis of "race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran." Specific questions related to discrimination may be further addressed by contacting the University's Office of Equal Opportunity/Affirmative Action (OEO/AA), which can be found on the Web at <http://www.hr.utah.edu/o eo>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA. In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability Services may be contacted at <http://disability.utah.edu/>; 162 Union Bldg, 200 South Central Campus Drive, Room #162, Salt Lake City, Utah 84112-9107. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 - Operator: (801) 581-7200.

Procedures for Processing Student Grievances

According to the American Psychological Association's 2002 *Code of Ethics*, individuals begin the process of addressing ethical issues by discussing the problem with the person(s) involved when possible. In the interest of collegiality and in keeping with the *Code*, as well as to empower students to handle conflicts in a productive and forthright manner, we encourage students to first attempt to resolve issues directly with the student, faculty, or staff member with whom they have a perceived conflict or grievance. However, we also acknowledge that the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, may make it difficult or unwise to proceed in this direct manner. Thus, students are encouraged to consult with their advisor/chair, the Training Director, or another faculty member who may act as an advisor in the case of conflicts that cannot, in the student's mind, be brought directly to the person with whom there is a perceived problem. If a student experiences an issue that they feel they cannot bring to the attention of their advisor or the Training Director because doing so would present a conflict of interest (e.g., student's advisor is related to the Training Director), students are encouraged to seek outside consultation by another faculty member or take their concerns directly to the Department Chairperson. Steps by which typical conflicts or grievances can be handled are:

- The student approaches the individual in question to discuss the circumstance and attempt to resolve the concern. This may occur with or without another student or faculty member for support.
- If the concern is not dealt with to the student's satisfaction, or if the student experiences too great a risk to establish direct communication with the individual in question, the student may present her/his concerns, orally or in writing, to her/his advisor/chair or the Training Director. The student's advisor/chair or Training Director will then approach the individual to discuss a satisfactory resolution of the concern. Please note that it is

university policy that representatives of the university must report instances of alleged discrimination or sexual harassment to OEO/AA.

- If the results of this interaction are unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, with any of the following administrators, preferably following in order: Director of the CCP Program, Chair of the Department, and/or Dean of the College of Education.
- A written, signed complaint alleging discrimination or sexual harassment may be filed with the OEO/AA by any individual who believes s/he has been subjected to discrimination or sexual harassment or by an administrator acting on behalf of the university. This complaint must be filed within 120 days of the last alleged discriminatory harassment act.
- Please see information at the OEO/AA website at <http://www.hr.utah.edu/oeo/policies/> for additional details about this process.

COUNSELING PSYCHOLOGY PROGRAM REQUIREMENTS FOR 2013 COHORT

- 1. BEHAVIORAL SCIENCE CORE** - The following courses, or their graduate-level equivalent, are required:

History and Systems of Psychology:

EDPS 7080, History and Systems of Psychology (3)

Psychometric Theory:

EDPS 7300, Psychometric Theory (3)

Statistics:

EDPS 7010, Quantitative Methods I: Foundations of Inferential Statistics (3)

EDPS 7020, Quantitative Methods II: ANOVA and Multiple Regression (5)

Ethics and Professional Standards:

EDPS 7220, Ethics and Standards in Psychology (3)

Research Methods:

EDPS 7400, Advanced Research Design (3)

EDPS 7430, Research in Counseling Psychology (3)

EDPS 6860, Research Seminar (6)

Note: (Students planning projects using special research methods/techniques also are required to take the relevant specialty course, e.g., EDPS 7420, Qualitative Research in Psychology; EDPS 7410, Single Subject Research Design; EDPS 7570, Multivariate Statistics or advanced special seminars on Structural Equation Modeling, Meta-Analysis, Hierarchical Linear Modeling, etc.)

Biological Bases of Behavior: (3 hrs required)

EDPS 7160, Neuropsychological Bases of Behavior (3)

Social Bases of Behavior: (3 hrs required)

EDPS 7550, Social Psychology of Human Diversity (3)

Cognitive-Affective Bases of Behavior: (3 hrs required)

EDPS 7863, Cognitive and Affective Bases of Behavior (3)

Individual Differences: (6 hrs required)

EDPS 7600, Diagnostic Adult Psychopathology (3)

EDPS 6050, Lifespan Development (3)

Pre-Dissertation Research:

EDPS 6860, Research Seminar (6 credit hours minimum)

Doctoral Dissertation Research:

EDPS 7970, Thesis Research: Ph.D. (14 credit hours minimum)

- II PSYCHOLOGY PRACTITIONER CORE** - The following courses are required:

Assessment:

EDPS 7130, Cognitive Assessment (3)

EDPS 7180, Personality Assessment (3)

EDPS 7330, Career Development Theory and Assessment (3)

Note: Although not required, EDPS 7190, Applied Neuropsychological Assessment (3), is recommended for students with special interests in psychological assessment. EDPS 7150, Individual Child/Adolescent Assessment (3) is recommended for students with interests in child psychology.

Intervention:

EDPS 6200, Counseling Theories & Procedures (3)

EDPS 6210, Counseling Skills (3)

EDPS 6710, Counseling Practicum (3)

EDPS 6360, Multicultural Counseling (3),

EDPS 7200, Foundations of Counseling Psychology (3)

EDPS 7710, Practicum in Counseling Psychology (3, 3)

EDPS 7480, Supervision Theory and Practice (3)

EDPS 7460, Psychological Consultation (3)

EDPS 7350, Group Counseling Theory and Application (3)

Note: The following intervention courses, although not required, represent important professional skills that are highly valued in many work settings.

EDPS 7860, Seminars in Counseling Psychology (Topics vary; may be repeated for credit. Seminars may help to fill the special proficiency requirement.)

Human Diversity Electives: In addition to the required courses listed above in Multicultural Counseling (EDPS 6360) and Social Psychology of Human Diversity (EDPS 7550), students are encouraged to complete additional course work in human diversity which may be selected from other courses on campus.

Practica:

EDPS 6710, Counseling Practicum (3)

EDPS 7710, Practicum in Counseling Psychology (3-3)

EDPS 7711, Practicum Supervision (3-3)

EDPS 7770, Field Practicum (usually at least 2 years)

EDPS 7720, Practicum in Supervision (1)

Note: At least 1,000 hours of supervised experience are required across the various practica.

Internship:

EDPS 7890, Internship Preparation Seminar

EDPS 7920, Internship in Counseling Psychology (2 minimum, 1 fall & 1 spring of internship year)

Note: All students are required to complete a 2,000 hour internship in professional

psychology consisting of either a year of full-time or two years of half-time supervised work.

- III. **SPECIAL PROFICIENCY** - After consultation with the student's faculty advisor, and with the approval of her or his supervisory committee, each student completes a minimum of 6 graduate semester hours or its equivalent in a special proficiency of the student's choosing. Course work must represent an integrated whole and have a coherent focus. In certain circumstances, the student may include prior master's degree course work, specialty practica, or approved experiences as part of the special proficiency. Required courses (e.g., Multicultural Counseling) do not count toward the special proficiency.

Examples of possible special proficiencies are identified below. Depending on the student's professional goals and interests, other specializations or combinations of the areas noted below may be approved.

Assessment
 Child/ Adolescent Psychology
 Family/Marriage/Couples Psychology
 Forensic Psychology
 Gender Psychology
 Adult Life-span Development
 Health Psychology
 Higher Education/College Student Personnel Work/College Teaching
 Individual/Group Psychotherapy
 Multicultural Psychology
 Human Diversity
 Neuropsychology, Applied
 Organizational Psychology and Consultation
 Program Development, Evaluation, and Administration
 Psychometric Theory/Test Construction
 Psychotherapy Research
 Rehabilitation Psychology/Chemical Dependency Counseling
 Research Methods/Statistics
 Specific Intervention Models (e.g., Psychodynamic, Cognitive-Behavioral)
 Sport Psychology
 Substance Abuse
 Vocational Psychology/Career Counseling

- IV. **ELECTIVES** - In consultation with their supervisory committees, students may add elective courses to their programs of study that support their personal and professional objectives.

- V. **PRACTICA**
 EDPS 6710, Counseling Practicum (1 semester required)
 EDPS 7710, Practicum in Counseling Psychology (2 semesters required)
 EDPS 7711, Practicum Supervision (2 semesters required)
 EDPS 7770, Field Practicum (generally two additional years)

During the first year, students take EDPS 7200 (Foundations of Counseling Psychology), EDPS 6210 (Counseling Skills), EDPS 6710 (Counseling Practicum), and EDPS 7360 (Multicultural Counseling), all prerequisites for EDPS 7710 (Practicum in Counseling Psychology), an intensive core practicum located at the University Counseling Center. During the two semesters students are enrolled in EDPS 7710/7711, prior coursework or concurrent enrollment is required in EDPS 7220 (Ethics and Standards), EDPS 7180 (Personality Assessment), EDPS 7330 (Career Development Theory and Assessment), and EDPS 7600 (Diagnostic Psychopathology). No student will be permitted to enroll in either 7710 or Field Practicum (EDPS 7770) unless he or she can document previous coursework in Psychological Ethics or is concurrently enrolled in EDPS 7220 (Ethics).

In consultation with the program's field practicum coordinator, students arrange various field practicum experiences (EDPS 7770) during their third and fourth years (or sometimes earlier if they matriculated into the doctoral program having completed an external Master's degree that included supervised practicum training). Field practica take place in a variety of professional settings at the university and in the surrounding community, involve various client populations, and afford students opportunities to enhance and diversify their assessment and intervention skills. Enrollment in EDPS 7770 also includes mandatory attendance in the Professional Issues Field Practicum Seminar scheduled during fall and spring Semesters. General prerequisites include successful completion of two semesters of EDPS 7710/7711 or equivalent experiences in a prior Master's program.

NOTE: Any student engaged in the delivery of any psychological services must be enrolled in either EDPS 7710 or EDPS 7770. This includes the summer semester.

A minimum of 1,000 hours is required across all practicum course work (EDPS 6710, 7710, and 7770). The faculty's expectation is that the 1,000 required hours will be divided into at least 400 hours of direct service to clients, 200 hours of supervision divided approximately equally between individual one-to-one and small-group supervision formats, and 400 additional hours of indirect service and other practicum-related activities (e.g., writing case notes and client reports, conceptualizing cases and developing intervention strategies, preparing for supervision, consulting informally with colleagues, waiting for client appointments, and reviewing relevant texts and articles). It should be emphasized that 1,000 hours is the minimum number of practicum hours required. Given recent supply and demand issues related to APA approved pre-doctoral internship placements, students are strongly encouraged to accumulate more hours than is necessary to meet this requirement.

As part of the program's diversity and multicultural counseling requirement, at least 60 of the required 400 hours of direct service must be with clients from diverse and underrepresented groups. These hours spent working with underserved clientele are self-reported by students in their Practicum Activity Logs. Examples of diverse clientele include, but are not limited to, ethnic and cultural minorities, people with disabilities, gay/lesbian/bisexual/transgendered individuals, refugees, immigrants, individuals with AIDS or who are HIV positive, older adults, international students, people experiencing economic deprivation, disadvantaged children and youth, as well as other underrepresented groups with special needs such as religious minorities.

In addition, at least 60 of the required 400 hours (15%) of direct service must emphasize

the systematic gathering of information for the purpose of client assessment and conceptualization. Diagnostic interviewing and use of psychological tests and inventories are examples of assessment activities. Hours spent providing assessment services are self-reported by students in their Practicum Activity Logs.

Finally, students must co-lead at least 3 counseling, psychotherapy, or psychoeducational groups as part of the 400 required hours of direct client service. Co-leadership of group interventions is self-reported by students in their Practicum Activity Logs. Prerequisites for group leadership are completion of EDPS 7350 Group Psychotherapy Theory and Application) and at least one semester of EDPS 7710 (Practicum in Counseling Psychology).

Satisfactory completion of all practicum requirements, including the required 1,000 minimum hours, meets the supervised experience eligibility requirements of most predoctoral internship training sites and develops well-qualified and attractive internship candidates. A more detailed description of Field Practicum Policies and Procedures is located in Appendix B of the Counseling Psychology Program Handbook.

Some behavioral healthcare training sites (e.g., VA hospitals) require 1200-1500 total practicum hours. For additional information concerning such exceptions, consult with the program training director, field practicum coordinator, and/or the latest APPIC Directory available in the department main office or on the web at <http://www.appic.org/>. See Appendix B in this Handbook for additional details about practicum policies and procedures.

Students may arrange demonstration therapy experiences for themselves. Credentialed professionals working in the community, not regularly involved in departmental teaching or research advisement, provide doctoral students with individual or group counseling/psychotherapy experiences. The program encourages use of sliding fee schedules, but students are responsible for making their own financial arrangements with their therapists. This is not a

required part of the program but is available for interested students. For details, see your faculty adviser or the program's training director.

VII. AUTHORSHIP/ CO-AUTHORSHIP ON PUBLICATION/ PRESENTATION

Students are expected to contribute scholarship to the profession during their tenure in the graduate program. As such, students are required to author or co-author a scholarly article submitted for publication to a peer-reviewed journal and to present at a regional or national professional conference prior to graduation. It is expected that work submitted for publication or presentation will be conducted at the University of Utah. Students should consult their advisors for guidance on what documentation will constitute adherence to this requirement. Documentation of compliance with this requirement must be available in the student's file.

VII. PRE-DISSERTATION RESEARCH PROJECT

All students entering the Ph.D. program in Counseling Psychology are expected to complete a Pre-dissertation Research Project (PDRP), which is articulated (see Appendix I) through a

contract between the student's program advisor and the student. The PDRP will be carried out within the formalized research teams within a two year time period. These teams meet semester during the regular academic year during the student's first two years of his or her program of study. Once completed, the PDRP is submitted for review and ratification by the CP Committee as meeting the standard of a PDRP. This endorsement then allows the student to petition the CP Committee to sit for the doctoral comprehensive examination so that the student can then be admitted to doctoral candidacy. The steps in completing the PDRP are as follows:

1. All students, whether entering with a bachelor's or master's degree (including those who have completed a master's thesis), must complete a pre-dissertation research project.
2. The student registers for 2 credit hours of Research Seminar (EDPS 6960) fall and spring semesters of the first academic year and 1 credit hour of EDPS 6960 of the fall and spring semesters of the 2nd academic year (a total of 6 credit hours of EDPS 6960 in this two-year interval).
3. Research Seminar (EDPS 6960) requirements are satisfied through the research team that is directed by a CCP faculty advisor. Student attendance at the Research Seminar is required. Students failing to attend on a regular basis may receive a NC (no credit) grade and be required to repeat this course prior to being authorized to sit for the doctoral qualifying examination.
4. At the beginning of the fall semester the student and the faculty advisor develop a pre-dissertation research project plan. The nature and design of this project plan is guided by the faculty advisor's research expertise and skill. The content of the research project should be consistent with the faculty advisor's research interests. A formal contract is then established between the student and the faculty advisor that includes a student commitment to complete a final Pre-dissertation Research Product to demonstrate fulfillment of the EDPS 6960 research seminar competency expectation. This contract must be approved by a majority vote of the CCP faculty no later than the mid-year faculty evaluation meeting (third Monday of November) but may be approved at any regularly scheduled CCP faculty meeting.
5. The pre-dissertation research product will be completed before the student's final evaluation in the student's 2nd year of her or his program of study. A mid-year evaluation will be conducted for all second year students to assess progress towards meeting the pre-dissertation research project.
6. Students who do not have an approved final PDRP project can register for qualifying exams and check the Conditional Registration box on the application. In order to be permitted to actually sit for the exam, however, the student must have submitted her or his final PDRP to the Training Director by August 1 (for fall exam cycle) or December 1 (for spring exam cycle) **and** must have the PDRP approved by the faculty at least 5 days prior to the first Qualifying Exam period. These deadlines are consistent with existing requirements that final PDRPs must be submitted at least two weeks prior to a normally scheduled faculty meeting. Under this new policy, faculty will have sufficient time to review and make final determination of a final PDRP at one of the first two regularly scheduled faculty meetings of the semester.
7. A completed pre-dissertation research contract along with the final pre-dissertation research product must be submitted on or before the end of the student's second year in the program. Evaluations of completed pre-dissertation research products and contracts will be reviewed at any regularly scheduled CCP faculty meeting. A student's research product must be submitted at least two weeks prior to the regularly scheduled faculty meeting to accommodate distribution to faculty for evaluation.

8. If the student is unable to complete the research product within the two year time frame, the student's program of study will receive a probationary designation and the student must petition the CCP committee for up to, but more than, a one year extension. An extension **MUST** be approved by a formal vote by the CCP faculty and will be considered an "exceptional circumstance" as part of the student's program progress. Students receiving such extensions will automatically be designated for ongoing mid-year student evaluations. Once the pre-dissertation research project requirement is completed, the student can then formally appeal to the CP Committee to request removal of the probationary designation from the student's program of study.

VIII. DOCTORAL QUALIFYING EXAMINATION

The Doctoral Qualifying Examination (sometimes called the "preliminary" exam or "prelims") is an essential pre-requisite for advancing a student's program of study to doctoral candidacy. Upon successful completion of the doctoral qualifying examination the student is formally admitted by the Graduate School to formal candidacy for the Ph.D. degree. To be eligible to sit for this doctoral qualifying examination the student must have: (1) completed the pre-dissertation research project and received approval of completion of this project by the Counseling Psychology Committee; (2) organized a doctoral supervisory committee that has been approved by the Department of Educational Psychology and by the Graduate School; (3) filed a program of studies for the Ph.D. degree that has been approved by the Department of Educational Psychology; (4) provided evidence there is no probationary designation on the program of study. This means, for example, that there are no outstanding incompletes or issues on official course transcripts or in the student's permanent academic file; and (5) been endorsed to take prelim exams by the student's supervisory committee.

The doctoral qualifying examination is divided into two sections: Section I is a written qualifying examination that is administered by the CP Committee twice yearly in fall and spring semesters according to the printed schedule published by the CP Program. Students intending to take the doctoral qualifying examination must submit their completed doctoral qualifying examination registration form to the department office by the date specified in the ***current (at the time the student wishes to take prelims) University of Utah Department of Educational Psychology Counseling Psychology Program Doctoral Qualifying Examination Guide*** issued at the time the student plans to take the examination.

In the written section of the examination, faculty evaluate students' written answers to questions that represent the following six knowledge domains:

1. Measurement and Assessment
2. Vocational Psychology and Career Development
3. Research and Interventions in Counseling Psychology
4. Methods of Quantitative Research Design and Analysis
5. Ethical, Legal, and Professional Issues in Psychology
6. Multicultural Counseling and Human Diversity

The second section of the doctoral qualifying examination consists of an oral examination. The oral section is a professional/counseling skills domain that is evaluated through a work sample that is submitted to the Counseling Psychology Program Training Director or the

Prelim Coordinator for initial screening and clearance one week after the written portion of the exam is completed. Approximately one month after completing the written exams, the official oral examination is held, where members of the Counseling Psychology Committee examine the professional/counseling skills of the student as represented in an oral presentation of the work sample material which includes a video- or audiotape presentation of the student's counseling skills.

The most current version of the document titled *University of Utah Department of Educational Psychology Counseling Psychology Program Doctoral Qualifying Examination Guide*, along with the examination registration form, is available on the web at <http://www.ed.utah.edu/edps/SAC/studentinfo-forms.html>. At the time the student is ready to take prelims, she or he should obtain an *up-to-date* copy of the Counseling Psychology Doctoral Qualifying Examination Policies and Procedures. Written questions from previous examinations will be available on line at the above website.

VIII. PREDOCTORAL INTERNSHIP IN COUNSELING PSYCHOLOGY

A predoctoral internship in counseling psychology is required, consisting of one calendar year of full-time or two years of half-time (2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Counseling Psychology Committee. The specific standards the committee has adopted for defining acceptable predoctoral internships are listed in Appendix A of this document.

All Counseling Psychology students are required to complete internships in training agencies accredited by the Commission on Accreditation of the American Psychological Association. Any exceptions to this policy must be approved in advance of applying by the Counseling Psychology Committee.

Some counseling psychology students accept internship placements with agencies in the surrounding community; whereas others accept assignments at various sites around the country. Settings in the local area with organized internship training programs in professional psychology include:

- University of Utah Counseling Center (APA-accredited)
- Veterans Administration Regional Medical Center, Salt Lake City
(APA-accredited)
- Valley Mental Health, Salt Lake City (APA-accredited)
- Primary Children's Medical Center, Psychiatric Services (APA-accredited)
- The Children's Center, Salt Lake City (APPIC-listed)
- University of Utah Neuropsychiatric Institute, Salt Lake City (APA-accredited)
- Brigham Young University Counseling and Career Center (APA-accredited)
- Utah State University Counseling Center (APA-accredited)
- Utah State Hospital (APA-accredited)
- Utah Valley University (APPIC listed)
- Wasatch Mental Health, Provo Utah (APA-accredited)

Prior to sending out applications for internship (s early as October the year prior to going on internship), students must have successfully completed:

- (1) The Pre-dissertation Research Project
- (2) Counseling practicum requirements (may be enrolled in but not completed field practicum)
- (3) Academic requirements listed in Area I (Behavioral Science Core) and Area II (Psychology Practitioner Core) of this outline
- (4) The Doctoral Qualifying Examination
- (5) The Dissertation Proposal and Colloquium

Students must take EDPS 7890, Counseling Psychology Internship Preparation Seminar the fall they apply for internships.

Students must enroll in EDPS 7920, Internship in Counseling Psychology, during fall and spring semesters (1 credit hour per semester) of their internship placement year. In keeping with Graduate School policy, students must enroll in a total of at least 3 credit hours each semester (fall and spring) they are matriculated, including the year they are in residence at their internship assignment. This is usually accomplished by enrolling each semester in 1 hour of EDPS 7920 (Internship) and 2 hours of EDPS 7970 (Thesis Research: Ph.D.). In addition, the APA Committee on Accreditation rules state that all program requirements, including the internship, must be completed prior to awarding the doctoral degree. If you have not defended your dissertation prior to completion of internship, you must continue to be registered for 3 credit hours per semester (fall and spring) until finished.

X. DOCTORAL DISSERTATION RESEARCH

Students are responsible for requesting approval for their doctoral supervisory committee consisting of a chair and four additional faculty, one of whom is appointed by the Director of Graduate Studies (see Appendix F or <http://www.ed.utah.edu/edps/SAC/studentinfo-forms.html> for Supervisory Committee Guidelines). The chair must be a faculty member in the Department of Educational Psychology. At least one member of the committee must represent the Counseling Psychology Committee, and one other member must hold faculty rank in a department other than Educational Psychology.

Dissertation research credits are accumulated under EDPS 7970 (Thesis Research: Ph.D.), and the Graduate School requires that at least 14 dissertation credit hours are represented on the student's transcript. Requirements include an open colloquium meeting on the dissertation proposal conducted by the student's supervisory committee and a final oral defense of the completed dissertation. The student first completes a dissertation proposal, which is formulated in cooperation with the supervisory committee chairperson and later approved by the student's entire committee at the colloquium meeting. Two weeks before the colloquium, the student must give a copy of the proposal to each committee member and one copy to the Academic Program Specialist. A variety of dissertation topics and research methodologies are possible. The student is expected to complete research of scholarly merit and of significance to the field. It is common for the student's dissertation research project to follow from the work that the student has engaged in as part of his or her pre-dissertation research project. The Graduate School requires enrollment in at least 3 semester hours of doctoral coursework credit during the semester the final oral examination is held.

**PROGRAM PLANNING GUIDELINES AND COURSE SEQUENCING, 2013 COHORT:
TIMELINE FOR COMPLETING PROGRAM COMPONENTS**

The outline below represents a typical student who begins with a Bachelor's degree and devotes full time to academic work, including summers (summer courses are not required; however, summer is a good time to take special proficiency electives and work on research). Although students complete the program in a variety of ways, highly motivated students who enter with a Bachelor's degree and work year-round on their programs may complete in 5 years. Students who enroll with a relevant Master's degree may finish in 4 years, depending on the equivalency of their prior graduate coursework determined through consultation with their advisors.

- 1ST YEAR: Take basic courses; develop pre-dissertation research project topic; negotiate pre-dissertation research project proposal with program advisor and develop a contract. Secure approval of pre-dissertation research project contract by CCP faculty.
- 2ND YEAR: Continue basic courses; take core practicum; complete pre-dissertation research project by end of school year and submit the project to the CP Committee for approval. Begin studying for Doctoral Qualifying Examination during summer.
- 3RD YEAR: Complete basic courses; take field practica; organize doctoral supervisory committee; study for Doctoral Qualifying Exam; take Doctoral Qualifying Exam in fall or spring; hold dissertation colloquium (late spring of 3rd year or early fall of 4th year).
- 4TH YEAR: Apply for internships; continue field practica; complete special proficiency; work on dissertation.
- 5TH YEAR: Complete pre doctoral internship in summer; defend dissertation; graduate!

The course sequence on the following page ensures that program requirements and course prerequisites are completed in a timely fashion. Students who enter with a Master's degree will likely modify their schedule based on prior graduate level work that is accepted as meeting program requirements. See your faculty advisor or the program training director to discuss your individual circumstances. Please be aware that courses may not always be scheduled as noted below, as changes in faculty schedules sometimes require schedule adjustments.

Counseling Psychology Ph.D. Course Requirements Students Entering 2013-14 Academic Year

<u>Autumn</u>	<u>Spring</u>	<u>Summer & Other</u>
<p>First Year (2013) EDPS 6200 Coun Theories, 3 EDPS 6210 Counseling Skills, 3 EDPS 7010 Quant Methods I, 3 EDPS 7200 Foundations of CPY, 3 EDPS 6860 Research Seminar, 2</p> <p>14 credit hours</p>	<p>First Year (2014) EDPS 6710 Practicum in Coun, 2 EDPS 7020 Quant Methods II, 6 EDPS 6360 Multicultural Coun, 3 EDPS 7600 Diag Adult Psychopath, 3 EDPS 6860 Research Seminar, 2 [Secure approval of PDRP]</p> <p>16 credit hours</p>	<p>First Year (2014) Special Proficiency/ Elective, 3</p>
<p>Second Year (2014) EDPS 7300 Psychometric Theory, 3 EDPS 7710 Practicum in CPY, 3 EDPS 7220 Ethics, 3 EDPS 7430 Research in CPY, 3 EDPS 6860 Research Seminar, 1 EDPS 7715 Practicum Supervision 3</p> <p>16 credit hours</p>	<p>Second Year (2015) EDPS 7180 Person Assess, 3 EDPS 7400 Adv Research Design, 3 EDPS 7330 Career Dev Th & Assess, 3 EDPS 7710 Practicum in CPY, 3 EDPS 6860 Research Seminar, 1 EDPS 7715 Practicum Supervision 3 [Submit PDRP for approval] [Select Dissertation Committee & complete activities for prelim registration]</p> <p>16 credit hours</p>	<p>Second Year (2015) Special Proficiency/ Elective, 3 [Study for Prelim Exam]</p>
<p>Third Year (2015) EDPS 7130 Cognitive Assess, 3 EDPS 7350 Group Theory & App, 3 EDPS 7480 Supervision Th & Prac, 3 EDPS 7720 Prac in Supervision 1 (optional) EDPS 7770 Field Practicum, 1 Elective 3 [Take Prelim Exam]</p> <p>14 credit hours</p>	<p>Third Year (2016) EDPS 6050 Lifespan Devel, 3 EDPS 7863 Cog-Aff Bases of Beh, 3 EDPS 7460 Psych Consultation, 3 EDPS 7770 Field Practicum, 1 EDPS 7970 Dissertation, 1-4 [Propose Dissertation]</p> <p>13 credit hours</p>	<p>Third Year (2016) Work on Dissertation Special Proficiency/ Elective, 3 Internship Readiness Form & Internship Prep Assignments</p>
<p>Fourth Year (2016) EDPS 7160 Neuropsych, 3 EDPS 7080 History & Systems, 3 EDPS 7890 CPY Intern Prep Seminar, 1 EDPS 7770 Field Practicum, 1 EDPS 7970 Dissertation, 1-4 [Apply for Internship]</p> <p>12-15 credit hours</p>	<p>Fourth Year (2017) EDPS 7550 Soc Psy of Hum Diversity, 3 EDPS 7770 Field Practicum, 1 EDPS 7970 Dissertation, 1-4</p> <p>5-8 credit hours</p>	<p>Fourth Year (2017) Work on Dissertation</p>
<p>Fifth Year (2017) EDPS 7920 Internship in CPY, 1 EDPS 7970 Dissertation, 1-4</p> <p>3 credit hours</p>	<p>Fifth Year (2018) EDPS 7920 Internship in CPY, 1 EDPS 7970 Dissertation, 1-4 [Defend Dissertation]</p> <p>3 credit hours</p>	<p>Fifth Year (2018) Complete Internship [Graduate!]</p>

Electives: Special Proficiency and/or optional additional assessment, intervention courses or practica. When offered, students may wish to lighten their regular (fall-spring) course load by taking these courses in the summer.

Note that ALL students; those admitted with a previous master's degree and those with only a bachelor's degree, are required to establish (and complete) a pre-dissertation research project in fulfillment of the research seminar (EDPS 6860) requirements. Students must sign up each semester for the research seminar for the first two years of the program or until the PDRP is completed. Sign up under your faculty advisor's section (unique number for each faculty research team). After the first two years (or completion of PDRP), it is no longer necessary to register for research seminar; however, most advisors expect their students to continue attending until the end of the program.

Note that students who enter with course credit for required courses or with a master's degree, necessitating adjusting the above schedule, should carefully examine when courses will be offered so that they will not find themselves in a position of needing a course when it is not offered. ***All departures from the curriculum outlined above must be approved by the student's advisor.*** Waivers of courses may be requested from the faculty via the student's advisor.

Note that students MUST be enrolled for at least 3 credit hours in all fall and spring semesters or they will be automatically dismissed from the graduate school and must reapply to be admitted to the doctoral program.

The graduate school specifies that all students complete 14 dissertation credit hours to graduate. Students are encouraged to plan the distribution of dissertation hours to meet this requirement and to be registered for 3 dissertation credits during the semester they defend their dissertation.

Although the Program expects to offer all of the above courses on a regular basis throughout your program, in rare cases it is necessary to adjust program offerings or requirements. You will do best in these circumstances if you are taking courses at the correct time in the proper sequence.

Last Revision August 2013

FACULTY RESEARCH INTERESTS

Students participate in the research seminar (EDPS 6860) during the first four semesters of the program. During this time, you are expected to gain hands-on research experience, identify a pre-dissertation research project topic, and gain approval for your project. Students must complete their pre-dissertation research projects by the end of their second year in the program. Current scholarly interests of Counseling/ Counseling Psychology Faculty are listed below. Other Department faculty are also available to chair student committees, and their research interests are summarized in their profiles found on the Educational Psychology website.

- Jason Burrow-Sanchez: Mood Disorders in Adolescent Populations; Substance Abuse Prevention & Treatment in Adolescent Populations; Multicultural Counseling
- Paul Gore: Vocational Psychology; Computerized Career Guidance; Quantitative Research Methods; Social Cognitive Academic & Career Theory and Research
- Frances Harris: Career Assessment & Counseling; Women's Issues; Human Emotions; LGBT Counseling; Professional Education & Training
- Zac Imel: Psychotherapy Process & Outcome; Advanced Quantitative Research Methodology; Cultural Competence
- Lois Huebner: Evaluation & Consultation; Issues in Single Parenting & Adoption; Health Psychology; Prevention/ Community Interventions
- A.J. Metz: Academic & Career Success of Diverse Populations; School-based Interventions
- Sue Morrow: Psychology of Women & Gender; Qualitative Research Methodology; Lesbian/ Gay/ Bisexual Issues; Trauma & Abuse; Multiculturalism & Social Justice; Feminist Therapy
- Karen Tao: Individuals in Cultural Contexts; Intersectionality; Cultural Influences on Emotional, Academic, & Career Development; Multicultural Competence
- Lauren Weitzman: Career Development of Women, particularly Multiple Role Planning; Feminist Therapy; Consulting Psychology

NOTES

APPENDICES

Appendix A

Standards for Predoctoral Internships

**APPENDIX A:
STANDARDS FOR PREDOCTORAL INTERNSHIPS
(An Overview)**

The Counseling Psychology Program accepts the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC; see their Web Page at <http://www.appic.org/>) for defining acceptable predoctoral internships in counseling psychology. These standards are similar to those employed by the American Psychological Association, The National Register of Health Service Providers in Psychology, the Association of State and Provincial Psychology Boards, and the American Board of Professional Psychology. Internships accredited by the American Psychological Association (or the Canadian Psychological Association) are recognized as meeting the criteria specified in 1 through 14 that follow. All other proposed internships must be approved **in advance** by the Counseling Psychology Committee.

1. A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
2. The internship agency has a clearly designated doctoral-level staff psychologist who is responsible for the integrity and quality of the training program. This psychologist is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists and is present at the training facility for a minimum of 20 hours a week.
3. The internship agency training staff consists of at least two full-time equivalent doctoral-level psychologists who serve as primary supervisors; who are actively licensed, certified, or registered as psychologists by the Board of Examiners in the jurisdiction where the program exists.
4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least 2 hours per week of regularly scheduled individual supervision are provided by one or more doctoral-level licensed psychologists, regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.
5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
6. At least 25% of the trainee's time is in face-to-face psychological services with patients/clients.

7. The internship must provide at least two hours per week of didactic activities such as case conferences, seminars, inservice training, or grand rounds.
8. Internship training is at post-clerkship, post-practicum, and post-externship level and precedes the granting of the doctoral degree.
9. The internship agency has a minimum of two full-time equivalent interns at the internship level of training during any period of training.
10. The internship-level psychology trainees have a title such as "Intern," "Resident," "Fellow," or other designation of trainee status.
11. The internship agency has a written statement or brochure that provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.
12. Internship programs have documented due process procedures, including notice, hearing, and appeal for interns. The procedures are given to interns at the beginning of the training period.
13. The internship experience (minimum 1,500 hours) must be completed in no less than 9 months and no more than 24 months.
14. The internship agency issues a certificate of internship completion that includes the word "Psychology" to all interns successfully completing the program.

Internships may be full-time for one year or half-time for two years (total of 2,000 hours). Students enroll in 1 credit hour of EDPS 7920, Internship in Counseling Psychology, during the Fall and Spring Semesters they are in an internship placement. Thus, a student in a year-long full-time internship will accumulate 2 credit hours of EDPS 7920, whereas a student completing a part-time two-year internship will enroll in 4 credit hours. As specified by Graduate School policy, students must enroll for a total of at least 3 credit hours each semester (Fall and Spring) they are on their internship assignment. This is usually accomplished by enrolling each semester in 1 hour of EDPS 7920 (Internship in Counseling Psychology) and 2 or more hours of EDPS 7970 (Thesis Research: Ph.D.).

APPENDIX B

Field Practicum Policies and Procedures

**COUNSELING PSYCHOLOGY
PROGRAM Department of Educational
Psychology University of Utah**

**Field Practicum Requirements 2011-12
(Updated requirements available when
you register for Field Practicum)**

Objectives: All counseling psychology students complete an integrated and sequential series of counseling practica where they provide various psychological services to clients and receive intensive supervision from faculty and agency supervisors who are licensed mental health practitioners. Upon completion of the core practicum, EDPS 7710, students begin their field practicum training that enables them to develop professional skills, attitudes, and competencies necessary for moving confidently into the pre-doctoral internship phase of their doctoral program.

EDPS 7770, Field Practicum, consists of specialized and advanced placements in various community and university counseling and health services agencies and programs. Supervision is provided on-site by experienced and licensed psychologists and mental health specialists who have been approved by the Counseling Psychology Committee. In most instances, students provide services and receive supervision at a specific training site for an entire academic year beginning Fall Semester through the end of Spring Semester. Most students complete field practica at two or three training sites in addition to the core practicum at the University of Utah Counseling Center. A member of the faculty coordinates the field practicum program and also conducts the bi-weekly *Professional Issues Seminars*, attendance at which is required of all students enrolled in EDPS 7770.

To be eligible for Field Practicum placements, students must have completed successfully EDPS 7710 (Practicum in Counseling Psychology) or a supervised counseling practicum in a previous masters degree program in counseling or clinical psychology. Additional information about the field practicum program is detailed in a later section of this document.

General Requirements of Practicum Training:

1. **Clock Hours.** The Counseling Psychology program requires students to complete successfully at least 1,000 total clock hours of supervised practicum. The 1,000 hours are accumulated in EDPS 7710, Practicum in Counseling Psychology, conducted at the University of Utah Counseling Center, and in EDPS 7770, Field Practicum, where students work as psychology trainees under supervision in various campus and community counseling, health services, mental health, and educational agencies. In most instances students enroll in EDPS 7710 during their second year in the program and in EDPS 7770 during their third and fourth years. The faculty's expectation is that the minimum 1,000 required hours will be divided into at least:

400 hours of direct service to clients including interventions with individuals,

groups, couples, families; assessment of clients; and the delivery of consultation and primary prevention services.

200 hours of supervision including individual one-to-one and small group supervision formats.

400 hours of indirect service and other practicum related activities including video/audio tape review, writing case notes, consulting informally with peers and other professionals, writing assessment reports, informal case conceptualization and treatment planning, supervising less advanced students, etc.

Note that most students accumulate considerably more than the required minimum 1,000 total clock hours, and that the number reported in 2000 by applicants to APA accredited internship sites averaged slightly more than 2,000 hours.

2. **Diversity and Multicultural Counseling Requirement.** At least 60 of the required 400 hours (15%) of direct service must be with clients from diverse and under-represented groups. These 60 hours are accumulated in EDPS 7770 and are self-reported by students in their *Practicum Activity Logs*. Examples of diverse clientele include but are not limited to ethnic minorities, the physically challenged, gays/lesbians/bisexuals/transgendered individuals, refugees, the elderly, those diagnosed with AIDS or who are HIV positive, international students, the economically deprived, disadvantaged children and youth, and other under-represented groups with special needs.
3. **Assessment, Testing, Diagnosis, and Case Formulation Requirement.** In addition, at least 60 of the required 400 hours (15%) of direct service must emphasize the systematic gathering of information for the purpose of client assessment and conceptualization. Diagnostic interviewing and use of psychological tests and inventories are examples of assessment activities. Hours spent providing assessment services are self-reported by students in their practicum activity logs.
4. **Group Intervention Requirement.** Students also must co-lead at least 3 counseling, psychotherapy, and/or psychoeducational groups as part of the 400 required hours of direct client service. Co-leadership of group interventions is self-reported by students in their practicum activity logs. Prerequisites for group leadership are completion of EDPS 7630 (Group Psychotherapy Theory and Application) and completion of at least one quarter of EDPS 7710 (Practicum in Counseling Psychology).

Field Practicum (EDPS 7770) Policies and Procedures:

1. **Eligibility.** Successful completion of prior core practicum training (EDPS 7710) or equivalent experience in a separate masters' degree program as noted above.

2. Training Sites. The Counseling Psychology Committee revises and distributes annually an approved list of field practicum placement sites. See Appendix B of this document for the current approved list. Field practicum training occurs in a variety of campus and community agencies and facilities that are identified and defined as follows:
- a. Each site is classified as either a “mental health therapy” or a “consulting/ educational/ administrative” placement. Sites providing mental health services must meet the supervisory requirements of the Utah Psychology Licensing Board and related mental health specialty boards. This usually means the student must be supervised by a psychologist who has at least two years of post-licensure experience and whose license includes the endorsement to provide mental health therapy services.
 - b. In special circumstances students may apply for placement in agencies not identified on the annual approved list. Such non-listed agencies will be evaluated on the same criteria as those on the annual approved list.
 - c. Some field practicum agencies may compensate students for their work (i.e., provide a wage), but this is the exception rather than the rule as most placements do not include remuneration.
 - d. Students who seek part-time paid employment providing mental health therapy must plan to enroll concurrently in EDPS 7770. Application to do so must be made in advance and requires that (1) the student has completed all prerequisites, and (2) that the employing agency meets the criteria specified in the paragraph that follows.
 - e. Full-time employment of a temporary nature (e.g., limited duration; no intention to continue after graduation) may be acceptable for field practicum credit under certain exceptional circumstances, to be determined in advance by the field practicum coordinator with the concurrence of the Counseling Psychology Committee.
 - f. Full-time employment of a permanent nature (e.g., long-standing position; student intends to continue in the position after graduation) is not acceptable ordinarily as a field practicum placement. Most students who work full time in professional positions will be licensed mental health practitioners (e.g., LPC, LCSW) based on their work in a previous master’s program.
 - g. Students work in only one field practicum setting per term unless cleared in advance by the field practicum coordinator for work in two settings.

3. Criteria for Identifying Approved Field Practicum Sites. The Counseling Psychology Committee is responsible for identifying acceptable field training sites that meet the following criteria:
 - a. The agency agrees to provide the student with regular opportunities to render mental health therapy or consulting/educational/administrative services to clients.
 - b. Professional staff at the field site are committed to training and have developed a program of supervision, mentoring, and case or task management designed to facilitate the student's development.
 - c. A minimum of 1 hour per week of individual one-to-one supervision is provided. The Committee strongly encourages agencies to provide additional group supervision and professional development activities.
 - d. Mental health therapy supervisors must meet the standards outlined in the Utah Psychologist Licensing Act Rules In accordance with Subsections 58-61-304(1)(e) and (f), to be approved by the division in collaboration with the board as a supervisor of psychology or mental health therapy training, an individual shall:
 - be currently licensed in good standing as a psychologist in the jurisdiction in which the supervised training is being performed; and
 - have practiced as a licensed psychologist for not less than 4,000 hours in a period of not less than two years.
 - e. Consulting/educational/administrative supervisors must hold relevant credentials and have had prior experiences that in the judgment of the Counseling Psychology faculty qualify them for a supervisory role.

4. Student Application Procedures:
 - a. At the beginning of each semester and after initial consultation, a student submits and application letter along with a professional resume to the field practicum coordinator.
 - b. The coordinator then contacts training directors or supervisors at the various sites and forwards application materials and resumes.
 - c. Students then are invited by training directors or supervisors at the training sites to interview for a possible field practicum placement.
 - d. Agency training directors inform students and the field practicum coordinator of their selection decisions. Any students not selected consult again with the field practicum coordinator and apply to alternative agencies.

- e. Training assignments extend over the nine-month school year (i.e., Fall and Spring Semesters) and in some circumstances may include the Summer as well. If Summer is part of the Field Practicum training, then the student must enroll for EDPS 7770 during the Summer Term.
- f. All individual field practicum placements must be approved by the field practicum coordinator in advance of enrollment for academic credit.

5. Field Supervisors:

- a. Field supervisors are credentialed psychologists as described by the Psychologist Licensing Act Rules Subsections 58-61-304(1)(e) and (f) whose major work assignment is at the training site and who have special interests and qualifications for training counseling psychology doctoral students.

Field supervisors are responsible for the acts and practices of the supervisee and thus must meet at least weekly in one-to-one supervision. The field supervisor is responsible for following the Psychologist Licensing Act Rules Subsections

<http://www.rules.utah.gov/publicat/code/r156/r156-61.htm> - E10

- Students' performance is monitored regularly by field supervisors who submit *Student Evaluation Forms* to the faculty coordinator at the end of each semester. The evaluation form is supplied by the program and is reviewed with the student and signed by both student and supervisor.
- *Practicum Activity Logs* also are reviewed and signed by the field supervisor before they are submitted with the *Student Evaluation Form* to the faculty coordinator at the end of each semester. The program currently uses a computerized *Practicum Activity Log* that facilitates the eventual compilation of practicum activities that is required when students apply for predoctoral internships. See Appendix C for details.
- Students also complete a brief *Site Evaluation Form* at the end of each semester and submit this to the field practicum coordinator.
- In most circumstances field supervisors are licensed psychologists who also hold clinical faculty rank in the Department of Educational Psychology. Licensed mental health therapists from other relevant specialties with appropriate credentials also are designated occasionally as supervisors.

6. Student Responsibilities:

- Consult with the field practicum coordinator in identifying and securing all placements at field training sites.

- Sign up for at least 1 credit hour of EDPS 7770 for each semester of involvement in field practicum activities. Note this includes Summer term as well as Fall and Spring Semesters.
- Spend 8-20 hours per week working at the field practicum site.
- Meet for a minimum of 1 hour per week in individual one-to-one supervision with the assigned field supervisor and participate in all other scheduled group supervision and professional development activities.
- Be professionally responsible without fail (e.g., be in the agency when scheduled, keep appointments, fulfill assignments, complete reports, dress appropriately, work harmoniously, etc.).
- At the conclusion of each semester submit to the field practicum coordinator a completed *Student Evaluation Form* and *Practicum Activity Log* (both signed by field supervisor and student) and the *Site Evaluation Form*.
- Participate in the bi-weekly required on-campus *Professional Issues Seminar* that is described in a following paragraph.
- Submit a *Practica Completion Form* to the counseling psychology program training director when applying for predoctoral internships that documents the completion of the following requirements:

EDPS is 7770 a graded course; therefore, a grade of a B- is the minimum criteria for passing the course.

Accumulation of at least 1,000 total clock hours of practicum experience including a minimum of 400 direct service hours with clients, 200 hours of supervision, and 400 hours of supporting activities (paragraph 2 above).

Completion of the diversity, assessment, and group therapy requirements as described above.

Regular attendance at the Professional Issues Field Practicum Seminar scheduled during Fall and Spring semesters of each year (or Summer term if the student is enrolled in EDPS 7770 during the Summer).

Purchase occurrence-based (rather than claims-made) professional liability insurance available through the APA Insurance Trust and submit a photocopy of this policy to the field practicum coordinator during Fall semester of each academic year. Insurance application forms are available from:

<http://www.apait.org/apait/products/studentliability/>

7. Professional Issues Field Practicum Seminar:

- a. A primary objective of the seminar is to acquaint students with post-degree professional opportunities and challenges that will be experienced by students on their graduation from the program and entry into the profession. Opportunities will be explored in professional service, academic and research venues. Managed care systems and the contemporary health care marketplace will be considered and students are asked each year to develop or refine their own strategic career development plan.
- b. A secondary objective focuses on ongoing coordination and facilitation of field practicum activities including sharing information about field practicum opportunities.
- c. The Professional Issues Seminar meets twice per month as scheduled by the field practicum coordinator.
- d. Attendance is required of all students enrolled in EDPS 7770. Any excused absences must be arranged in advance with the field practicum coordinator. Field practicum students are asked to keep Monday mornings open so they may participate regularly in the seminar. All counseling psychology students and faculty are invited to attend the seminars.

8. Field Practicum Coordinator:

- a. Develops and maintains working relationships with training directors and supervisors at relevant and varied field practicum agencies and sites.
- b. Organizes and implements the required Professional Issues Seminar that meets regularly during Fall and Spring semesters of each academic year.
- c. Maintains regular contacts with field supervisors and agency training directors including implementing an annual on-campus meeting with agency personnel.
- d. Executes and files each year a signed copy of the program's "Field Practicum Training Agreement" with each off-campus and University of Utah Health Center training site where students are placed.
- e. Coordinates the receipt at the end of each of each semester of completed and signed *Student Evaluation Forms*, *Practicum Activity Logs*, and *Site Evaluation Forms*, and assigns grades of Acredit, @ "incomplete," or Ano credit@ to each student.
- f. Consults regularly with the Counseling Psychology Committee including submitting annually for their approval a list of approved field practicum sites, processing any exceptions or related issues, and refining field practicum

policies.

Appendix A: Definition of Terms for Documenting Practicum Experience

The following definitions are used by students in the Counseling Psychology program at the University of Utah for documenting their practicum experiences. The definitions are adapted from informal guidelines produced originally by the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Council of Counseling Psychology Training Programs (CCPTP), and the Association of Counseling Center Training Agencies (ACCTA).

Practicum hour -- A practicum hour is a clock hour. This actually may be a 50-minute client/patient hour, but is calculated by standard clock hours, not quarter nor semester hours nor number of hours per week multiplied by number of weeks in an academic term.

1. Direct Services -- These are actual clock hours spent in providing direct services to clients/patients and includes:
 1. *Direct interventions* across various client formats (i.e., individuals, couples, families, groups, etc.).
 2. *Assessment* activities including use of psychometric instruments and interview/observation methods. Assessment hours should not be double-listed under intervention services.
 3. *Consultation and primary prevention* including outreach and psychoeducational services to organizations and groups.

These divisions are meant to be mutually exclusive, and hours should not be double-counted across the three categories. The sum of all the subdivisions should equal the "Direct Service Hours" subtotal.

4. Indirect Services -- Vital learning occurs when students focus their efforts on clients or patients outside of the hours they spend in direct intervention, assessment, and consultation activities. Many additional activities qualify including writing reports or process notes, reviewing video or audio tapes, consulting informally with colleagues, interacting with agency staff, reviewing client characteristics and situations, conceptualizing client issues, developing diagnostic formulations, planning interventions, researching relevant scientific and professional literature, and participating in staff development activities related to the provision of services to agency clientele.
 - a. All quantifiable hours spent engaging in such activities should be reported under "indirect services."
 - b. Hours spent supervising or consulting with less advanced student

colleagues should also be reported under "indirect services."

Supervision -- Must include individual one-to-one weekly meetings with a primary supervisor, and may also include supplemental small group formats. Primary supervisors meet individually at least weekly with student trainees, possess credentials that meet state licensing standards (in field placements classified as "mental health therapy"), and focus on the student trainee and the psychological services they are providing to clients.

Group supervision includes case conferences and related learning activities that focus on the provision of services to agency clientele and that occur in small groupings of student trainees and agency staff including at least one responsible supervisor.

Total Practicum Hours is the sum of all hours documented in the above three categories. When students apply for predoctoral internships they usually include all hours accumulated in EDPS 7710 and 7770 through Fall Semester of the year of application. Internship application forms often also ask for an estimate of anticipated additional hours during the Spring semester that follows.

**Field Practicum Site Information for Counseling Psychology,
Department of Educational Psychology, University of Utah**
(updated August 2012)

Higher Education

U of UT: Counseling Center, 201 S. 1460 E., Rm 426, SLC, UT, 84112-9061
Phone: 801.581.6826, Fax: 801.585.6816, Web: <http://www.sa.utah.edu/counsel/>

Training Director: Frances Harris, Ph.D., fharris@sa.utah.edu, meets UT requirement

Supervisors Meeting UT Licensure Requirements:

Frances Harris, Ph.D., 801.581.6826, fharris@sa.utah.edu
Lauren Weitzman, Ph.D., Director, lweitzman@sa.utah.edu
Lois Huebner, Ph.D., Clinical Director, lhuebner@sa.utah.edu
Rob Davies, Ph.D., Asst. Director of Assessment and Technology, rdavies@sa.utah.edu
Glade Ellingson, Ph.D., Asst. Training Director, gellingson@sa.utah.edu
Brian Riedesel, Ph.D., B.C.E.T.S, briedesel@sa.utah.edu

Ancillary Supervisor: Cindy Harling, LCSW, charling@sa.utah.edu

Clients: Outpatient students, staff, faculty at the University of Utah; approximately 2/3 female clients to 1/3 male clients.

Financial Compensation: None for field practicum. Opportunity for Diversity Graduate Assistant position that has a stipend (.5 FTE position), requires registration in field practicum class.

APA Accredited: Yes (2013)

U of U: Women's Resource Center, University Union Room 411, 200 S. Central Campus Dr, SLC, UT, 84112-9061,
Phone: 801.581.8030, Fax: 801.581.6402, Web: <http://www.sa.utah.edu/women/>

Training Director: Donna Hawxhurst, Ph.D., dhawxhurst@sa.utah.edu, meets UT requirement

Supervisors Meeting UT Licensure Requirements:

Kristy Bartley, Ph.D., kbartley@sa.utah.edu, Meets new licensing requirement

Ancillary Supervisor: Debra Daniels, LCSW, ddaniels@sa.utah.edu,

Clients: students, staff, faculty at the University of Utah for individual counseling; women's support groups are open to women in the community as well as campus.

Site Information: Feminist multicultural counseling training site. Trainees are additionally engaged in social justice outreach, programming, and training for 20 hours/week. Application/selection process is competitive.

Financial Compensation: \$1,000 stipend per semester.

APA Accredited: No

Weber State University Counseling and Psychological Services Center, 1114 University Circle, Ogden, UT, 84408-1114
Phone: 801.626.6406, Web: <http://weber.edu/CounselingCenter/>

Training Director: Dianna (Rangel) Able, Ph.D., drangel@weber.edu, meets UT requirement

Supervisors Meeting UT Licensure Requirements:

Lawrence Helmbrecht, Ph.D., lhelmbrecht@weber.edu

Craig Oreshnick, Ph.D., coreshnick@weber.edu

Ancillary Supervisor: Mark Adams, MFT

Clients: student, faculty, and staff at Weber State, primarily an undergraduate institution. Majority of student body is nontraditional; 68% married, 40% full-time employment, lower socio-economic status. Majority Caucasian with Hispanic ethnicity being the largest ethnic diversity.

Financial Compensation: Stipend of \$1500/semester.

APA Accredited: No

Community Mental Health and Specialty Agencies

Ashley Family Clinic, 38 E. 100 N., Vernal, UT, 84078

General Phone: 435.781.8001, Fax: 435.781.8000, Web: <http://ashleyfamilyclinic.com/>

Training Director: Dan Goodkind, Ph.D., 435.828.2545 (cell), meets UT requirements

Clients: rural, linked with court system, including juveniles.

Site Information: Preference for advanced doctoral students with interest and some training in psychological assessment.

Financial Compensation: No funding, but accommodations provided

APA Accredited: No

Psychological Solutions, 4014 S. Highland Dr., Ste 502, SLC UT, 84124

Phone: 435-425-2234, FAX: 435-425-3635

Training Director: Carl Smoot, Ph.D., smoot@hotmail.com, meets UT requirements

Clients: Primarily adults; adolescents, individuals.

Site Information: Assessments of for vocational, rehabilitation, and mental health issues. Novel assessment settings including wilderness therapy assessments.

Financial Compensation: Co-facilitating group. This site pays by assessment to be determined by supervisor.

APA Accredited: No

Rape Recovery Center, 2035 S. 1300 E., SLC, UT, 84103

Phone: 801.467.7280, Web: <http://www.raperecoverycenter.org/>

Training Director: Diana Thomas, M.Ed, LPC, 801.467.7282, d.thomas@raperecoverycenter.org, does not meet UT requirement

Psychologist Supervisors:

Linnea Noyes, PhD, 204 130 East, Salt Lake City, UT 84103 (801) 531-7464

Ancillary Supervisors:

Emily Marcus, LCSW, e.marcus@raperecoverycenter.org

Robin Friedman, LCSW, r.friedman@raperecoverycenter.org

Clients: primary and secondary survivors of sexual violence; individual and group therapy; child sexual abuse, recent abuse, domestic violence; 14 years old to adult; group and individual, teens to 14 year old up, men as well as women; Spanish-speaking clients.

Financial Compensation: Stipend contingent on grants each year.

APA Accredited: No

Salt Lake Valley Mental Health System, 1141 E. 3900 S., Suite A-200, SLC, UT, 84124

Phone: 801.264.2300, Fax: 801.264.2328, Web: <http://www.vmh.com/>

Training Director: Liz McGill, Ph.D., lizm@vmh.com, meets UT requirement

Supervisor Meeting New Licensure Requirements:

John Malouf, Ph.D., 801.539.7000, johnm@vmh.com

James Ricciardi, Ph.D., 801.539.7000, jamesr@vmh.com

Clients: Diverse population.

Site Information: Intensive therapy for children and adolescents. Short and long-term individual therapy, group, marriage and family, chemical dependency and substance abuse therapy, and psychiatric services.

Financial Compensation: Stipend

APA Accredited: No

Shepherd's Staff Christian Counseling Center, 731 E. 8600 S., Sandy, UT, 84094-6312

Phone: 801.561.9987 x26, Fax: 801.561.9987, Web: <http://www.sccc.com/>

Training Director: Rob Pramann, Ph.D., utahssccc@aol.com, meets UT requirement

Clients: Majority non-LDS; majority female; low socio-economic status, older adults and disabled clients; clients who identified as gay as well as numerous clients who have requested help with same sex attraction.

Financial Compensation: \$7.50/day

APA Accredited: No

Department of Corrections (DOC)

Division of Programming, 4717 S. Minuteman Dr., Draper, UT 84020; Phone: 801-627-7822

Training Director: Tammy Hart, LPC

Clients: Adults receiving outpatient and inpatient mental health services in our Draper prison. We have inpatient substance abuse programs in both our Draper and Gunnison prisons – 2 programs for male inmates and one program for female inmates. Large sex offender treatment program in Draper prison. Community treatment centers in Salt Lake (one center for men and one for women,) Provo and Ogden. The community Treatment and Resource Centers (TRC) offer outpatient mental health, substance abuse and life skills to probationers and parolees living in the community. Services include group therapy, individual therapy, and crisis intervention. All types of therapy are offered in all of DOC facilities.

Supervision: Clinical supervisors would be Dept. of Corrections staff with appropriate licensure for the intern. We have Psychologists, LCSWs, and LPCs.

Financial Compensation: none

APA Accredited: No

Behavior Health/Medical/Hospital

Alcohol and Drug Abuse Clinic, Physical Medicine and Rehabilitation, University Health Care,
(unconfirmed site) 30 N. 1900 E., School of Medicine, 1R52, SLC, UT, 84132
Phone: 801.581.6228, Web: <http://healthcare.utah.edu/pmr/services/alcohol.html>

Training Director: Stephen Sheppard, 801.581.6228, stephen.sheppard@hsc.utah.edu

LDS Hospital Geriatrics Clinic - Rehabilitation Psychology Services, 8th Ave and C St., SLC, UT, 84143
Phone: 801.408.8600, Fax: 408.4902
Web:<http://intermountainhealthcare.org/xp/public/lds/hospitalservices/outpatient/geriatrics>

Training Director: Kelly Davis Garrett, Ph.D., meets UT requirement

Supervisors Meeting UT Licensure Requirements: Dr. Katharine Waddell, Ph.D.

Clients: Outpatient

Financial Compensation: None

APA Accredited: No

Primary Children's Medical Center, Safe and Healthy Families Program, 675 East 500 South, Suite 300., Salt Lake City, UT, 84102
Phone: 801.662.3600, Fax: 801.662.3610

Training Director: Brian Thorn, Ph.D., brian.thorn@imail.org, meets UT requirement

Supervisor Meeting UT Licensure Requirements:
Anne Taverne, Ph.D.

Clients: children and families who have been impacted by (suspected) child abuse or family violence.

Financial Compensation: None

APA Accredited: Yes

Salt Lake VA Regional Medical Center, 500 S. Foothill Blvd., SLC, UT, 84148

Phone: 801.584.1269, Fax: 801.584.2507,
Web: http://www.saltlakecity.va.gov/psychology_internship/

Training Director: Edyta.Skarbek@va.gov, meets new licensing requirements.

Supervisor Meeting New Licensure Requirements:

Patrick Miller, Ph.D., Director of Psychology Service, patrick.miller@va.gov, ext. 4572
Steve Allen, Ph.D., (PTSD Clinic), steven.allen@va.gov, ext. 2390,
Gita Rakhsha, Ph.D.

Ancillary Supervisors:

Jennifer Romesser, Psy.D., jennifer.romesser@va.gov, (2009)
Thomas Mullin, Ph.D., thomas.mullin2@va.gov, ext. 2382, (2009)

Financial Compensation: None

APA Accredited: Yes (2012)

University of Utah Neuropsychiatric Institute, 501 S. Chipeta Way, SLC, UT, 84108

Phone: 801.587.3537

Fax: 801.582.8471

Training Director: Sandy Whitehouse, Ph.D., sandra.whitehouse@hsc.utah.edu, meets UT requirement

Ancillary Supervision: Predoctoral interns or postdoctoral residents with one hour of joint supervision per month with a supervisor who does meet UT licensure requirements.

Clients: children, adolescents (day treatment and in-patient) and adults (outpatient).

Site Information: Co-therapy, leading groups with intern or postdoctoral residents

Financial Compensation: No

APA Accredited: Yes (2015)

Department of Family and Preventive Medicine, School of Medicine University of Utah

Training Director: Jan Jan Terpstra, M.D.

Assistant Professor of Psychiatry
Director, Medical Student Wellness Program
Director of Medical Student Education in Psychiatry
University of Utah School of Medicine

Licensed Supervisor

Kelly Lundberg, Ph.D

email: jan.terpstra@hsc.utah.edu

Child/Family Agencies and Programs

The Children's Center, 1855 E. Medical Dr., SLC, UT, 84112

Phone: 801.582.5540, Fax: 801.582.5540

Web: <http://www.tccslc.org/index.html>

Training Director: Douglas Goldsmith, Ph.D.,

Educational Assessment and Student Support Center, Department of Ed Psych, U of UT
Phone: 801.581.6068, Fax: 801.581.5566, Website: <http://clinic.edu.utah.edu>

Training Director: Janiece Pompa, Ph.D., 801.581.5806, janiece.l.pompa@m.cc.utah.edu, meets UT requirement

Supervisors Meeting UT Licensure Requirements:

William Jenson, Ph.D., 801.581.6508, bill.jenson@utah.edu
Elaine Clark, Ph.D., 801.581.7968, Elaine.clark@ed.utah.edu

Ancillary Supervisors:

Dan Olympia, Ph.D., 801.581.5858, dan.olympia@utah.edu
Lora Tuesday-Heathfield, Ph.D., 801.581.5579, lora.tuesday-heathfield@utah.edu

Clients: mainly white children and college students with learning disabilities, academic problems, ADHD, autism, behavior problems.

Financial Compensation: No

APA Accredited: No

Independent Practice Settings

Center for Human Potential, 2237 S. 600 E., SLC, UT, 84106
Phone: 801.483.2447, Fax: 801.486.8705, Web: <http://center4humanpotential.com/>

Training Director: Brendan Hallet, Psy.D

Supervisor Meeting UT Licensure Requirements:

Brendan Hallett, Psy.D., brendan@center4humanpotential.com

Clients: Diversity of clients including older, racial and ethnically diverse. Adults only.

Financial Compensation: U of UT stipend.

APA Accredited: No

Comprehensive Psychological Services, 1208 E. 3300 E., SLC, UT, 84106

Phone: 801.483.1600, Fax: 801.483.1610,
Web: <http://www.wecanhelpout.com/contact.htm>

Training Director: Steven A. Szykula, Ph.D., meets UT requirement

Clients: All ages, diversity of ethnicity, race, and gender. Mainly middle socio-economic status.

Financial Compensation: Case by case basis.

APA Accredited: No

Counseling and Assessment Services LCC, 11075 S State St, #28, Sandy, UT, 84070
Phone: 801.501.8444, Fax: 801.501.7317, Web: <http://counselingandassessments.com/>

Training Director: Marilyn Snell, Ph.D., counselingandassessments@hotmail.com, meets UT requirements

Ancillary Supervisor: Jeff Sheffield, jcsheff@earthlink.net

Financial Compensation: None

APA Accredited: No

Deborah Christensen, Ph.D. and Associates, Inc., 12660 S. Fort St., Suite 103, Draper, UT, 84020
Phone: 801.816.1801, Fax: 801.501.0249

Training Director: Deborah Christensen, dchristensenphd@qwestoffice.net, meets UT requirement.

Clients: Representative of SLC, adolescents and adults.

Financial Compensation: Hourly rate

APA Accredited: No

Sandy Counseling Center, 8184 S. Highland Dr., Suite C-8, Sandy, UT, 84093
Phone: 801.944.1666, Fax: 801.944.1698, Email: sandycounseling@msn.com

Training Director: Velda G. McDonald, MFT, does not meet UT requirements

Ancillary Supervisors: AAMFT and Spanish-speaking.

Clients: children and adults, Spanish-speaking.

Financial Compensation: Both stipend and non-stipend placements.

APA Accredited: No

Assessment

Max Gale & Associates, Phone: 801-230-3205 Email: max@summitprogroup.com

Assessment of Youth Involved in the Juvenile Justice System; Observation and Assessment (O & A) programs located in Farmington Bay, Ogden, and Cache Valley.

Supervisor: Max Gale, Ph.D.

Minimum requirement: Graduate level assessment course

Clients: Adolescents with repeated juvenile court charges and in the O&A programs post adjudication in order to receive psychological evaluation.

Financial compensation: The practicum student position(s) pays \$150 per evaluation, the typical evaluation takes around 10 hours. At times students travel to the Cache Valley location a gas reimbursement of \$40 will be provided.

APA Accredited: No

APPENDIX C

Doctoral Qualifying Examination Policies and Procedures (Spring 2013)

(Note that students will be responsible for prelim guide materials from the semester in which they will take the examination. This guide is provided for information purposes only.)

Doctoral Qualifying Examination Policies and Procedures
Spring 2013
Sue Morrow, Exam Coordinator

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COUNSELING PSYCHOLOGY PROGRAM
Department of Educational Psychology
University of Utah
Spring 2013

Doctoral Qualifying Examination: Statement of Purpose

The Doctor of Philosophy (Ph.D.) degree is a research-based advanced academic degree that represents the highest certificate of membership in the academic community. It is not a degree granted solely on the basis of the completion of a prescribed course of study, no matter how faithfully pursued. The Ph.D. is granted to individuals who, in addition to completing a prescribed course of study, conduct original research culminating in the doctoral dissertation and demonstrate the presence of superior qualities of intellectual inquiry and the promise of future scholarly work. The Program admits students of the highest quality who demonstrate the clear potential to earn the Ph.D.

The University of Utah Counseling Psychology Program (“the Program”) administers the Doctoral Qualifying Examination (Prelim Exam) twice yearly. Passing the Prelim Exam is required for admitted graduate students in the Program to be advanced to doctoral level graduate candidacy. Even if you already have completed the master’s degree, your graduate candidacy is not at the doctoral level until you have passed the Prelim Exam. Students register to take the Prelim Exam in approximately the third year of their program of study. Prior to sitting for the Prelim Exam the student and her or his faculty advisor evaluate whether the student is ready to advance to doctoral candidacy. A student who has successfully been advanced to doctoral candidacy through the Graduate School has completed core preparatory course requirements as outlined in the student’s program of study with a B average or above (and no less than a B- in any single course), demonstrated proficiency in research methods through participation on research teams and completing requirements for the Master’s degree or the Pre-Doctoral Research Proposal (PDRP) (depending on cohort year), fulfilled the required counseling practice experiences including the sequential and cumulative practicum courses, and successfully completed and passed the oral and written portions of the Prelim Exam. Once this has been accomplished, advancement to candidacy is the Program’s acknowledgement that the candidate is ready to engage in advanced doctoral work and begin the doctoral dissertation as well as apply for a full-time pre-doctoral internship. (Note: Even if you entered the program with a previous master’s degree, you are still required to attend research teams as described above and complete the PDRP.)

The Prelim Exam is a culminating experience that allows students to integrate, organize, and critically apply their knowledge to the types of real-world problems and issues faced by doctoral level psychologists in research, practice, and professional contexts. Students demonstrate knowledge and skills gained in courses, readings, practical experiences, and research. In keeping with the program goal of developing life-long learners, students’ responses to Prelim Exam questions should reflect an understanding of current developments in the field. The Prelim Exam requires students to demonstrate competency in communicating information at a level commensurate with the doctoral degree that they are pursuing. Specifically, students should be

able to synthesize a broad base of information and articulate that information in a professional manner.

Expectations of students on the Prelim Exam are guided by principles that drive the Program's training model. These can be found in the student Program Handbook. These principles are outlined below:

1. **Science:** The first principle concerns scholarly inquiry in psychology in a variety of professional contexts as it relates to the specialty of counseling psychology. The science of psychology encompasses knowledge about developmental, cognitive/affective, social/cultural, individual, and biological aspects of human functioning, processes of change, and the history and systems of psychology. In addition, it emphasizes basic knowledge in statistical methods and research design.
2. **Practice:** The second principle concerns the professional practice of psychology. We espouse a training paradigm that is sensitive to larger public health and policy issues (e.g., managed care, cultural diversity, and education). This training paradigm includes individual and group intervention theory and application, educational and clinical assessment and diagnosis, consultation and supervision, and evidenced-based approaches to evaluating the efficacy and effectiveness of interventions.
3. **Integration of Science and Practice:** The third principle concerns the integration of science and practice. The science and professional practice of counseling psychology are conceptualized as independent processes wherein science guides professional practice and, in turn, is influenced by demands from the professional arena to meet contemporary health needs.
4. **Individual and Cultural Diversity:** The fourth principle addresses individual and cultural diversity, including, but not limited to age, color, ethnicity, gender, language, national origin, race, religion, sexual orientation, ability/disability, and socioeconomic status. In addition, this principle promotes discussion, research, and intervention related to social justice issues. We view this principle as integral to all of the other principles that support our philosophy.
5. **Optimal Human Functioning and Adaptive Developmental Processes:** The fifth principle emphasizes optimal human functioning and adaptive developmental processes that focus on assets and strengths of the person, group, and community. Although we recognize that part of the science of psychology involves understanding and skill development in conceptualizing, diagnosing, and treating psychological problems and issues, our program also emphasizes normative human functioning in all of its variation and diversity. This focus on optimal human functioning includes examining the individual from a developmental context that emphasizes normative maturational processes.
6. **Professional Identity and Development:** The sixth principle concerns our program's commitment to providing opportunities for students to develop a professional identity in the broader field of psychology and more specifically as a counseling psychologist. It includes a commitment to lifelong learning and professional development, and it is designed to support students developing specializations in areas of personal and

professional interest. This principle reflects the reality that graduates of counseling psychology programs, including our own, develop highly diverse professional and academic pursuits and, using counseling psychology as their foundation, generates careers in a wide array of professional applications and academic and research areas.

7. Legal and Ethical Issues: The seventh principle reflects our commitment to training in professional integrity and ethical behavior. This commitment includes adherence to applicable Utah Statutes and Rules, APA's (2002) Ethical Principles of Psychologists and Code of Conduct, ASPPB's (2005) Code of conduct, as well as relevant professional guidelines in the field.

Doctoral Qualifying Examination Policies and Procedures

The Doctoral Qualifying Examination (also called the Prelim Exam) includes written and oral components. The written component is given twice each year shortly after the start of the fall and spring semesters. [At the request of students, the fall 2013 exam was administered in August, prior to the beginning of the fall semester; a decision will be made about continuing this scheduling based on student feedback.] The written exam is broken up into two 3-day segments with three items being administered during each segment. Three Prelim Exam questions (Segment 1: Measurement and Assessment, Multicultural Counseling and Human Diversity, and Research and Psychological Interventions in Counseling Psychology) will be transmitted by the Prelim Exam Coordinator by e-mail attachment by 8:00 a.m. the Friday of the first segment and must be returned by 8:00 a.m. the following Monday. Three additional Prelim Exam questions (Segment 2: Ethics, Methods of Quantitative Research Design and Analysis, and Vocational Psychology and Career Development) will be transmitted by e-mail attachment by 8:00 a.m. the following Friday and must be returned by 8:00 a.m. the following Monday. Completion of the written component of the Prelim Exam qualifies the student to sit for the oral component. The Counseling Psychology Committee conducts the oral component of the Prelim Exam. The oral component is scheduled approximately three to five weeks after completion of the written exam.

Students must have completed a set of core courses deemed by the faculty as foundational courses prior to taking prelims. Although it is ideal for students to move efficiently through their programs of study and to complete the Prelim Exam in a timely manner, it is also important that they are adequately prepared for the Prelim Exam. Therefore, students should have completed the following courses prior to the semester in which they take prelims:

- ED PS 6200 Counseling Theories and Procedures
- ED PS 6210 Counseling Skills
- ED PS 6360 Multicultural Counseling
- ED PS 6710 Practicum in Counseling
- ED PS 7010 Quantitative Methods I: Foundations of Inferential Statistics
- ED PS 7020 Quantitative Methods II
- ED PS 7180 Personality Assessment

ED PS 7200 Foundations of Counseling Psychology
ED PS 7220 Ethics and Standards in Psychology
ED PS 7300 Psychometric Theory
ED PS 7330 Career Development Theory and Assessment
ED PS 7400 Advanced Research Design
ED PS 7430 Research in Counseling Psychology
ED PS 7600 Diagnostic Adult Psychopathology
ED PS 7710 Practicum in Counseling Psychology (at least one semester)

It is strongly recommended that students take the prelims during the academic year prior to applying for internship. It is a program requirement--and is often a requirement of internship sites as well--that students have passed the Prelim Exam prior to applying for internship. Students are strongly advised to take the Prelim Exam no later than the spring before they apply for internships the following fall.

Please note that, two weeks prior to the oral component of the Prelim Exam, a finished *Case Conceptualization*, along with a copy of the *Outline of Practice Experiences* and *Synopsis of Theoretical Orientation* should be placed in an envelope labeled with the student's name and Prelim Exam date. This should be submitted to the Prelim Exam Director. The *Client Release of Information for Doctoral Qualifying Examination* for clients not seen at the University Counseling Center (UCC) should be included in this envelope. ***Students presenting case conceptualizations of clients from the University of Utah Counseling Center must leave the Client Release form in a sealed envelope addressed to the Prelim Exam Director and then placed in the Staff Associate mailbox at the UCC and must adhere to all instructions in the policy found near the end of this handbook.*** These materials should be completed well in advance of the written component of the Prelim Exam to avoid last-minute problems locating recordings, etc. The Prelim Exam Director reviews the work sample materials for completeness and then distributes them to the Counseling Psychology Examination Committee. As part of this process the Prelim Exam Director schedules a time for each examinee to participate in the oral component of the Prelim Exam.

You must notify the Prelim Exam Director as early as possible during the semester prior to that in which you wish to take the Prelim Exam and turn in all required materials by the deadline specified for either the fall or the spring Prelim Exam (i.e., the last day of finals of Summer semester preceding the fall semester when you plan to take Prelim, or the last day of finals of Fall semester if taking the Prelim Exam in the spring semester). The application process must be completed prior to the end of the semester that precedes the semester the student wishes to take the Prelim Exam. All students will be notified by e-mail one semester in advance of the examination dates, and the Prelim Exam manual will be included as an e-mail attachment.

Schedule for the Doctoral Qualifying Examination

General Schedule for the Written Component of the Doctoral Qualifying Examination

(Administered two times per academic year in fall and spring semesters)

Written Prelim Segment One

1. Measurement and Assessment
2. Research and Interventions in Counseling Psychology
3. Multicultural Counseling and Human Diversity

Written Prelim Segment Two

4. Vocational Psychology and Career Development
5. Methods of Quantitative Research Design and Analysis
6. Ethical, Legal, and Professional Issues in Psychology

3-5 Weeks Following Written Prelims: Oral Examination

Schedule for Spring 2013 Written and Oral Doctoral Comprehensive Examination*

Friday, December 14, 2012, 5pm: All registration materials must be turned in, in a manila envelope directed to the Prelim Coordinator, to JoLynn in the EDPS office, MBH 113. Alternatively, they may be combined into a single scanned or PDF file and e-mailed to the Prelim Coordinator.

Friday, January 18, 2013, 8:00 am: Receive Segment One written prelim questions.

Monday, January 21, 2013, 8:00 am: Turn in Segment One written prelim responses.

Friday, January 25, 2013, 8:00 am: Receive Segment Two written prelim questions.

Monday, January 28, 2013, 8:00 am: Turn in Segment Two written prelim responses.

Thursday, February 14, 2013, 8:00 am: Turn in materials for oral prelims, attention Prelim Coordinator, to JoLynn in the EDPS office, MBH 113.

Friday, February 15, 2013: Prelim Coordinator distributes oral prelim materials to faculty.

Friday, March 1, 2013: Oral Examination (Please reserve the full day until scheduling has been completed. If there are more than 7 students taking the Oral component of the Prelim exam, an additional day will be scheduled Monday, March 4).

**Students unable to participate in prelims on a Friday, Saturday, or Sunday due to religious observations must contact the Prelim Director prior to the registration deadline to make alternative arrangements.*

Registration for the Doctoral Qualifying Examination

Registration to take the Doctoral Qualifying Examination constitutes a contract to receive and complete the examination process. Students wishing to retract their registration prior to receiving their first set of exam questions must petition the faculty (via the Training Director) in writing (either electronically or hard copy) at least one week prior to the start of the written examination process. If a student fails to notify the CP faculty of a desired retraction through the steps outlined above, the student's record will indicate that the student Failed all portions of the Prelim Exam. Once a student has started the written exam process, she or he is obligated to complete the process or receive a failing score. It is assumed that students will take the oral examination the same semester that they take the written portion; exceptions must be requested in writing to the Prelim Coordinator, who will obtain faculty approval. ***If requesting this exception, the letter of request must accompany the Doctoral Qualifying Exam Registration Form and materials.*** Any exceptions to these policies must be authorized by the majority of the CCP faculty, by written petition by the student and her/his advisor.

1. During the semester before the Prelim Exam is scheduled, the prospective examinee should:
 - a. Study for written examination.
 - b. Prepare materials for oral examination by obtaining the advisor's/ dissertation chair's feedback and approval. If the dissertation chair is not a member of the Counseling Psychology faculty, the Prelim Director assumes this advising role.
 - c. Complete all prerequisites for the Doctoral Qualifying Examination (see below).
 - d. Fill out the *Doctoral Qualifying Exam Registration Form* (attached) and notify the Training Director of your intent to take prelims at the next scheduled examination date. ***You must attach a current unofficial transcript of your graduate studies since you began the Ph.D. Program. Also attach a copy of a grade change form for any change in grade that does not appear on the unofficial transcript.***
 - e. Students retaking one or more Prelim Exam questions must include (a) documentation of a remediation plan agreed up by the student and his or her advisor and (b) a letter stating how she or he responded to the remediation plan established following the previous failure of those questions.
 - f. Obtain your Dissertation chairperson's signature on the registration, which certifies that all requirements are fulfilled.
2. Submit the completed Registration Form to the Prelim Director by the due date noted on the Form, which is the last day of finals of the semester preceding that in which you plan

to take Prelim Exam. **Note that several weeks may be required to secure Departmental approval of your Doctoral Supervisory Committee and signatures on your Program of Study, as well as grade changes if needed. In the case of fall Prelims, you may have difficulty contacting faculty in the summer if you do not begin early.** You will be asked to supply the following information on the Prelim Registration Form:

- a. The dates you completed the pre-dissertation research project and that it was approved by the CCP faculty.
 - b. The date the Department approved your doctoral supervisory committee.
 - c. The date your Program of Studies for the Ph.D. Degree was approved by the Department.
 - d. An indication on the Doctoral Qualifying Exam Registration Form that you currently have no outstanding incompletes in any courses (or Incompletes that have, by default, converted to an "E") on your current transcript. In this instance it will be necessary for you to complete the course and obtain a passing grade. In addition, students must not have any grades below a B- in required courses. If you need to complete work or retake a course to make a grade change, you should do so well in advance of the due date for prelim registration, as you must have the grade change appear on your transcript or attach a signed copy of the grade change form to your prelim registration form for it to be accepted.
 - e. The signature of the chair of your supervisory committee endorsing you to take prelims.
3. Attach an unofficial copy of your transcript of your studies to date in the Ph.D. Program, as well as copies of grade change forms for courses on your transcript that show an I, E, or grade below a B- in a required course.

Written Examination Procedures

1. A folder of sample questions from previous prelim exams will be available for students to review.
2. Prior to the beginning of the Prelim Exam, the Prelim Director will send you a test document at your e-mail address. You should respond with a confirmation and attach a test document of your own. This will guard against communication problems on prelim day. You should have a back-up computer option for taking prelims in case of technological problems.
3. You will receive via e-mail the Segment One prelim questions by 8:00 a.m. the Friday of the start of the Prelim Exam, and you must return it by 8:00 a.m. the following Monday. Segment Two questions will be sent the following Friday at 8:00 a.m. and are due the following Monday at 8:00 a.m. **Late returns are not permitted. Failure to return a Prelim Exam question on time will be interpreted as a failed response for the question. In**

addition, failure to return a “good-faith” response to all three questions in the segment will result in having to retake the entire segment at the next scheduled examination period. (This policy was implemented in order that students who respond to all questions in a segment not be compared unfairly to a student who spends the entire period answering only one or two questions.) E-mailing your Prelims involves some risk, and you are responsible for making backup arrangements so that your answers arrive on time.

4. Your answers to exam questions must be typewritten. An MS Word format (.doc, .docx, etc.) is preferred to avoid problems in sending and receiving documents. If you use a Mac, be sure the .doc or .docx extension appears on your document (you can check this by copying yourself on the e-mail). You may use your own computer and word processor or one on campus. If you do not have access to a computer, please notify the Prelim Director well in advance so that appropriate arrangements may be made. ***It is assumed that you will complete the process electronically unless arrangements are made for a different format at least two weeks in advance of the scheduled Prelim Exam. It is your responsibility to be certain that you have a working computer with Internet access.***
5. The maximum page limit permitted for each question is 7 typed, double-spaced pages in 12-point font (not including references). Please adhere carefully to this limit. Do not retype the question on your paper before answering. Follow APA editorial style, except for the following:
 - a. Do not include a cover page.
 - b. **Type your ID# (given to you by the Training Director) only** in the upper right-hand corner of each page.
 - c. Paginate at the **bottom** of each page.
6. Students are to work independently but may use books, articles, the Internet, and notes in their responses (please cite references using APA style). Students are strongly discouraged from relying on personal communications with faculty or supervisors as a means of responding to the Prelim Exam questions.
7. Students should plan to allow for sufficient time to respond to each question. You must show evidence of having given serious effort to every question; otherwise the three questions for the segment will be considered as failed. This is because, although we have tried to allot sufficient time for all questions, if a student answers only two, it gives unfair advantage to the ones that are answered. Faculty must evaluate based on the understanding that you will have approximately 24 hours per question (though we certainly hope you will sleep during part of that time!).

Domains to be Evaluated

The counseling psychology Prelim Exam, written component, includes six questions that cover specific knowledge domains. The oral component includes a written work sample and an oral presentation as noted below.

Knowledge Domains Tested by Written Examination Questions

1. Measurement and Assessment
2. Vocational Psychology and Career Development
3. Research and Interventions in Counseling Psychology
4. Methods of Quantitative Research Design and Analysis
5. Ethical, Legal, and Professional Issues in Psychology
6. Multicultural Counseling and Human Diversity

Professional Skill Domain Evaluated Through Oral Examination

7. Work Sample demonstrating assessment, conceptualization, and intervention skills with an individual, group, or organizational client

Formulation and Evaluation of Exam Questions

The Doctoral Qualifying Examination Director (Prelim Director) and Counseling Psychology Examination Committee (Examination Committee) are composed of Counseling and Counseling Psychology faculty members and associated faculty who have a key role in the education of our students. Appointment to the Examination Committee is made by the Program Director of the Counseling Psychology Program. Doctoral Qualifying Examination (Prelim Exam) questions are written by members of the Examination Committee. Questions reflect an expectation that students are familiar with the broad base of the domain, including, but not restricted to, information contained in the study guide below, which is updated regularly. Faculty who write exam questions also develop criteria for evaluating those questions. These criteria are agreed upon in advance by the writer and readers of each question to contribute to the reliability of the questions and evaluation process.

Students' written answers to the prelim questions are evaluated by the Examination Committee. The Examination Committee does not know the students' identities until after the questions have been evaluated. In addition, students are not given information about which faculty evaluate questions. Faculty are requested to return their evaluations within two weeks following the examination period. The Prelim Director will do everything possible to ensure that students receive feedback by the time they sit for the oral component of the Prelim Exam (approximately one month after beginning the written exams), although this cannot be guaranteed.

Each written response to the written component of the Prelim Exam is graded on a 5-point scale as follows: 5 = Exceptional Response, 4 = Above Average Response, 3 = Acceptable (passing) Response, 2 = Not a Passing Response, 1 = Seriously Flawed Response. The ratings are grounded in the following criteria:

Evaluation Criteria for the Counseling Psychology Written Doctoral Comprehensive Examination

- 5 Excellent. This response fully addresses the relevant essay tasks (presentation of empirical findings and/or documentation of problem-solving skills) and presents a thorough and accurate exploration of the topic. It shows both clarity and depth of thought and focused and coherent organization. The ideas are expressed with superior precision and literacy.
- 4 Above Average. This response addresses all relevant essay tasks and presents a substantial treatment of the topic that demonstrates understanding of the issues. It shows clear and sophisticated thinking and good organization. The ideas are expressed with good command of English syntax and grammatical conventions.
- 3 Acceptable/Passing. This response addresses all the relevant essay tasks and presents a defensible and adequate treatment of the topic. It shows clarity of thought and good organization. The ideas are expressed with good command of English syntax and grammatical conventions.
- 2 Not Pass. This response neglects or distorts one or more of the relevant essay tasks or presents a superficial or underdeveloped treatment of the topic. It may show some clarity of thought while being providing insufficient information to address the essay task . Problems in the organization of the response may be evident. The essay may demonstrate a basic fluency in English, but the writing impedes communication of the respondent's ideas.
- 1 Seriously Flawed. This essay response seriously neglects or distorts one or more of the relevant essay tasks or offers insufficient treatment of the topic. In addition, the response may demonstrate substantial problems with the written analysis, synthesis, and organization of the topic. It may contain recurrent grammatical errors resulting in language that does not communicate respondent's ideas.

Students taking the Prelim Exams are expected, and prepared, to pass the exam upon the first attempt. Three faculty readers independently evaluate each question. Readers use whole numbers (e.g., 3) rather than fractional ratings (e.g., 2.5) in evaluating each question. A passing score is reported to the student if at least two of the independent readers rate the response as a 3.0 or higher. If at least two readers issue a score of 2.0 or lower, the student is failed on that item. Students demonstrating especially strong performance on any given item may be "Passed with Distinction" on that item. Such performance will be noted in the student's file.

Students who fail to pass all portions of the written Prelim Exam will immediately be placed on probationary status. The student will be required to repeat only those portions of the Prelim Exam that are failed and will be required to do so during the next regularly scheduled exam administration. Failure of any question will result in the Program engaging the student in a formal remediation plan that will be established in consultation with the student, the student's advisor, and at least one member of the Counseling Psychology program faculty (preferably one who has some content expertise in the failed domain). This remediation plan will be communicated to the student in writing by the student's program advisor once the details of the formal remediation plan have been approved by the Prelim Director. Students reapplying to take the Prelim Exam in the following semester must include (a) this remediation plan and (b) a letter that specifically articulates how they adhered to the remediation plan.

Students retaking items for a second time will receive those items at a time consistent with their distribution to students taking the exam items for the first time (e.g., consistent with existing Segment One and Two distribution schedules). Students will have exactly 24 hours to complete each item being retaken (e.g., if receiving two retake items on Friday at 8:00 am, responses are to be turned in electronically at 8:00 am on Sunday).

If a student does not pass all portions of the Prelim Exam on a second attempt, she or he must petition the CCP faculty to sit for a third retake of the Prelim Exam. This petition must receive a majority vote of the CCP faculty and will be considered only under extraordinary circumstances. Failure of any portion of the Prelim Exam on a third attempt will result in immediate dismissal from the Counseling Psychology Program.

A student on probation for failing the Prelim Exam must, upon successfully passing the exam, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to progressing in the program.

After completing the written component of the Prelim Exam, the oral component of the Prelim Exam follows and is administered by the Counseling Psychology Program Committee. The content of the oral component of the Prelim Exam includes the work sample that is outlined in the study guide section of this document.

Students with Disabilities

If you have a disability or other issue that may affect your success completing the Prelim Exam, you are strongly encouraged to seek assistance from the Center for Disability Services, 162 Union, 581-5020. If this process leads to the development of recommended accommodations, such accommodations must be presented to the Prelim Director no later than the end of the semester prior to the semester that the student intends to take the Prelim Exam. Seeking assistance from the Center for Disability services is the student's responsibility. Accommodations will be processed by the Prelim Director after consultation with the Counseling Psychology Program Director and the

Center for Disability Services, if appropriate. Unless there is a formal exception, special requests to alter the Prelim Exam need to be communicated and approved through the Counseling Psychology Program Committee prior to taking the Prelim Exam.

In the past, some students have not realized until the Prelim Exam process that a physical, learning, or other kind of disability would affect them seriously enough to require accommodations. If you have any evidence from your past test-taking or intensive writing experiences that you may have trouble with the rigorous Prelim process, we urge you to discuss this situation with Center for Disability Services, your advisor, or the Prelim Coordinator. All such conversations will be held confidential. You are not required to disclose your disability to any program faculty; however, to receive reasonable accommodations, you will need to receive an accommodation letter from CDS.

Student Study Guide for the Written Examination

The purpose of this study guide is to assist you in reviewing and integrating what you have learned in the Counseling Psychology Program to help you prepare for the written component of the Prelim Exam. You should familiarize yourself with the **current course content** of the listed *key courses*. Under most circumstances, current or recently enrolled students will be willing to share their course notes and materials with you. If you are unable to locate this information, please contact the course instructor. Please note that courses taken prior to the Prelim Exam are designed to provide the basic academic foundation for the content areas to be tested. Students are expected, however, to supplement their course learning with knowledge and skills from additional texts, journal articles, and personal and professional experience. *Key texts* may include those texts in use in the key courses as well as other relevant contributions. *Key journals* include those central to the prelim question content domain; we recommend that you familiarize yourself with the relevant content of the domains that are covered by the prelim questions over a time period of at least the past two to three years in the journal(s) listed. You will also find *selected journal articles* with which you should be familiar. Finally, you can rely on experiences and knowledge gained through your research and clinical work while you have been a matriculated student in the Counseling Psychology program.

Recommendations for Study

1. Students are encouraged to consider forming study groups to prepare for the Prelim Exam.

2. Because of changes in the various domains that are covered by the Prelim Exam questions over time, as well as changes in instructors, students may find that the textbooks they used when they took the class are outdated or that new textbooks have been adopted. Because newer texts should contain more current information, students who do not possess those texts are encouraged to obtain them for the purpose of studying for the Prelim Exam. Students in the past have found that placing a request by e-mail to the Counseling Psychology student distribution list (edps-ccp-phd-students@lists.utah.edu) has been useful. Also, copies of many textbooks may be found in the library and can be checked out at no cost.
3. The recommended reading list below is offered neither as a comprehensive nor an exclusive list. Students may find that some of the volumes listed are appropriate as reference sources. Please be sensitive to the needs of all students when checking sources out from our library.
4. You will notice that key courses are listed below for your convenience in identifying course syllabi that may be relevant to your study process. It is important to emphasize that the material covered in most examination questions goes well beyond the limits of specific course work, however. Thus, passing a particular course, even with a grade of "A," does not necessarily reflect your knowledge in the overall domain (which also includes overlap material from other courses, journal articles in the field, and additional recommended study materials).
5. Key journals in each domain are included to encourage you to become familiar with recent trends in the domain. Although you are not expected to know all of the contents in depth, you should familiarize yourself with the state of the field in each area.
6. Although the exam follows a take-home, open-book format, students are expected to begin their preparation for the Prelim Exam well in advance (e.g., 3 – 4 months or more). A comprehensive, integrative understanding of the domains that are covered by the questions in the Prelim Exam is necessary to pass the Prelim Exam questions. Students should be familiar with the journal literature in each area. Students must also be able to access materials that go beyond the books and notes for specific courses and must be able to integrate relevant material from courses other than those noted in the study guide section of this manual.

It is important to emphasize the **comprehensive** and **integrative** nature of the Prelim Exam. That is, you are expected to base your responses on the broad knowledge base to which you have been exposed in your program of study in counseling psychology including independent readings, research, and clinical experience as well as the specific material covered in courses. It is also important to stress that you are being evaluated on your ability to organize and critically apply the resources at your disposal and to communicate your responses in a professional manner.

1. Measurement and Assessment

Key Courses: EDPS 7180, 7300, 7330

Key Texts:

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders*. (4th Ed., Text Revision). Washington, DC: Author.

Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. Fort Worth, TX: Harcourt Brace Jovanovich.

Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th Ed.). New York: Wiley.

Hersen, M. & Thomas, J. C. (2006). *Comprehensive handbook of personality and psychopathology*. Hoboken, NJ: Wiley.

Selected Journal Article:

Cronbach, L., & Meehl, P. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281–302.

Messick, S. (1995). Validity of psychological assessment: Validation of inferences from person's responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50, 741-749

Shavelson, R. J., Webb, N. M., & Rowley, G. L. (1989). Generalizability theory. *American Psychologist*, 44, 922-932.

Key Journals:

Psychological Assessment
Journal of Personality Assessment

2. Vocational Psychology and Career Development

Key Courses: EDPS 7200, 7330

Key Texts:

Brown, S.D., & Lent, R.W. (Eds.). (2005). *Career development and counseling: Putting theory and research to work*. New York: Wiley.

Key Journals:

Journal of Counseling Psychology

Journal of Vocational Behavior

Journal of Career Assessment

Career Development Quarterly

Selected Articles:

Brown, S. D., & Ryan Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown and R. W. Lent (Eds.), *Handbook of Counseling Psychology* (3rd Ed.). New York: Wiley.

Leung, S. A. (1995). Career development and counseling: A multicultural perspective. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling*, pp. 549-566. Thousand Oaks, CA: Sage.

Savickas, M. L., & Baker, D. B. (2005). The history of vocational psychology: Antecedents, origin, and early development. In W. B. Walsh & M. L. Savickas (Eds.), *Handbook of vocational psychology: Theory, research, and practice* (3rd Ed.) (pp. 15-50). Mahwah, NJ: Erlbaum.

3. Research and Interventions in Counseling

Key Courses: EDPS 6200, 7200, 7710, 7430

Key Texts:

Barlow, D. H. (Ed.) (2008). *Clinical handbook of psychological Disorders: A step-by-step treatment manual* (4th Ed.), NY: Guilford.

Cormier, S. & Nurius, P. S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (5th Ed.). Pacific Grove, CA: Brooks/Cole.

Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006). *Evidence-based psychotherapy: Where practice and research meet*. Washington, DC: American Psychological Association.

Lambert, M. J. (2004). *Bergin and Garfield's handbook of psychotherapy and behavior change* (5th Ed.). New York: Wiley.

Norcross, J. C., Hogan, T. P., & Koocher, G. P. (2008). *Clinician's guide to evidence-based practices: Mental health and the addictions*. Oxford, NY: Oxford University Press.

Prochaska, J. O., & Norcross, J. C. (2007). *Systems of psychotherapy: A transtheoretical analysis* (6th Ed.). Belmont, CA: Thomson/Brooks Cole.

Teyber, E. (2000). *Interpersonal process in psychotherapy: A relational approach* (4th ed.). Belmont, CA: Brooks/Cole/Wadsworth.

Wampold, B. E. (2001). *The great psychotherapy debate: Models, methods, and findings*. Mahwah, NJ: Erlbaum.

Key Journals:

Clinical Psychology: Science and Practice
Journal of Counseling Psychology
Journal of Consulting and Clinical Psychology
Psychotherapy
The Counseling Psychologist

4. Methods of Quantitative Research Design and Analysis

Key Courses: EDPS 7010, 7020, 7400

Key Texts:

Edwards, A. L. (1994). *An introduction to linear regression and correlation*. (2nd Ed.). New York: Freeman.

Heppner, P. P., Kivlighan, D. M. Jr., & Wampold, B. E. (1999). *Research design in counseling* (2nd Ed.). Belmont, CA: Brooks/ Cole/ Wadsworth.

Keppel, G. (2004). *Design and analysis: A researcher's handbook* (4th Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Shadish, W. Cook, T. & Campbell, D. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin.

Selected Articles:

Baron, R.M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Cohen, J. (1990). Things I have learned (so far). *American Psychologist*, 45, 1304-1312.

Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.

Crits-Christoph, P. & Mintz, J (1991). Implications of therapist effects for the design and analysis of comparative studies of psychotherapy. *Journal of Consulting and Clinical Psychology* 59: 20-26.

Key Journals:

Psychological Methods

5. Ethical, Legal, and Professional Issues in Psychology

Key Courses: EDPS 7200, 7220, 7710

Key Documents/Texts:

American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct*, which can be found at: <http://www.apa.org/ethics/code2002.html>

Association of State and Provincial Psychology Board's (2005) Code of Conduct, which can be found at: <http://www.asppb.org/publications/model/conduct.aspx>

Information on licensing standards in North America, which can be found at: <http://www.asppb.org>

Current State of Utah "Psychologist Licensing Act," which can be found at: <http://www.dopl.utah.gov/laws/58-61.pdf>

Current State of Utah "Psychologist Licensing Act Rule," which can be found at: <http://www.dopl.utah.gov/laws/R156-61.pdf>

Koocher, G.P. & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd Ed.). Oxford: Oxford University Press.

Pope, K. S., & Vasquez, M. J. T. (2007). *Ethics in Psychotherapy and Counseling: A Practical Guide* (3rd Ed.). San Francisco: Jossey-Bass.

Welfel, E. R. (2010). *Ethics in Counseling & Psychotherapy: Standards, Research, & Emerging Issues* (4th Ed.). Belmont, CA: Thomson Brooks/Cole.

Selected Articles:

American Psychological Association, Board of Professional Affairs' Committee on Professional Standards and Practice (COPPS), (2007). *Record Keeping Guidelines*.
<http://www.apa.org/practice/guidelines/record-keeping.pdf>

American Psychological Association Task Force on Appropriate Therapeutic Responses to Sexual Orientation (2009). *Report of the Task Force on Appropriate Therapeutic Responses to Sexual Orientation*. Washington DC: American Psychological Association. Retrieved online August 22, 2010 from: <http://www.apa.org/pi/lgbt/resources/therapeutic-response.pdf>

American Psychological Association, (2009). *Guidelines for Child Custody Evaluations in Family Law proceedings*. <http://www.apapracticecentral.org/news/guidelines.pdf>

American Psychological Association (2007). Guidelines for psychological practice with girls and women. *American Psychologist*, 62(9), 949-979.

American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.

American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451.

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.

[Note: These APA Practice Guidelines are all available online at:
<http://www.apa.org/practice/prof.html>]

American Psychology-Law Society (2010). *Specialty Guidelines for Forensic Psychology* (Fifth Draft: August 1, 2010). Retrieved online August 22, 2010 from: <http://www.ap-ls.org/aboutpsychlaw/080110sgfpdraft.pdf>

Committee on Legal Issues, American Psychological Association (1996). Strategies for private practitioners coping with subpoenas or compelled testimony for client records of test data. *Professional Psychology: Research and Practice*, 27, 245-251.

Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63 (1), 1-13.

Fowers, B.J. & Davidov, B.J. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61 (6), 581-594.

Kitchener, K. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *The Counseling Psychologist*, 12(3), 43-55.

Knapp, S. & Vandecreek, L. (2004). A Principle-Based Analysis of the 2002 American Psychological Association Ethics Code. *Psychotherapy: Theory, Research, Practice, Training*. 41, 247-254.

Meara, N. M., Schmidt, C. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policies, and character. *The Counseling Psychologist*, 24, 4-77.

Zur, O., Williams, M.H., Lehavot, K., Knapp, S. (2009). Psychotherapist self-disclosure and transparency in the internet age. *Professional Psychology: Research and Practice*, (40) 1, 22-30.

Key Journals:

American Psychologist

Professional Psychology: Research and Practice

Journal of Clinical Psychology, Volume 64(5), 2008 (The entire issue is devoted to applied ethics in psychology practice and serves as an excellent review of the area. Available online in Wiley Interscience at: www.interscience.wiley.com)

6. Multicultural Counseling and Human Diversity

Key Courses: EDPS 6360, other courses in which multicultural content is infused.

Key Texts:

Sue, D. W. & Sue, S. (2003). *Counseling the culturally diverse: Theory and practice* (4th Ed.). New York: Wiley.

Atkinson, D. R., & Hackett, G. (2004). *Counseling diverse populations* (3rd Ed.). San Francisco: McGraw Hill.

Matsumoto, D. (2001). *The Handbook of Culture and Psychology*. New York: Oxford University Press.

Selected Articles:

American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451.

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.

American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59, 236-260.

Pedersen, P.B. (1991). Multiculturalism as a generic approach to counseling. *Journal of Counseling and Development*, 70, 6-12.

Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070-1077.

Oral Examination of Professional Skills

In the Oral component of the Prelim Exam (the Oral Exam), the student demonstrates basic professional competencies in working with individuals and/or groups in a therapeutic context. Students present a work sample to the Counseling Psychology Examination Committee that demonstrates assessment, conceptualization, and intervention skills. The work sample may focus on an individual client, a thematic or unstructured group, or an organization or community. The work sample will include a written comprehensive case conceptualization and a related video or audio file example of the intervention. The Oral Exam is patterned after the specialty examination administered by the American Board of Professional Psychology (ABPP), which we expect many students will complete after they become licensed psychologists. In this regard, the Oral Exam mirrors a task that you will likely engage as a professional psychologist.

The work sample of the Oral Exam consists of two parts: (1) a written synopsis of the student's world view and theoretical orientation to psychotherapy and (2) a focused write-up of a client conceptualization including history, diagnosis and assessment, intervention, and outcomes. Ideally, the client therapy relationship from which the written work sample is based will have been concluded so that the outcome of the case can be reported in its entirety. This also eliminates the possibility of a current client feeling pressured or coerced into participating when the client in fact may not wish to do so. However, if this is not possible, the student should have met with the client or client group over a significant enough period of time that a comprehensive case conceptualization can be developed. It is essential that clients understand that their continued receipt of psychological services will not be affected should they decide not to participate. The counselor is ethically responsible to be certain the client does not feel coerced into agreement; any evidence of reluctance on the part of the client should be taken as an indication that this is not an appropriate client to present for the Oral Exam. Evaluative data on the effects of the intervention (e.g., ongoing measurement of symptoms or functioning) should be included.

The Committee assumes that in almost all instances students will be able to develop a written work sample that represents a client with whom she or he has worked while participating in a

supervised practicum experience. **This should be a case in which you believe you have done exemplary work; every effort should be made to present a case that is no more than 1 year distant from the oral examination.** If there are mitigating circumstances that make this impossible, the student should consult with her or his advisor and the Prelim Director *at the beginning* of the semester before the scheduled date of the oral component of the Doctoral Qualifying Examination in order to arrange for a special training case.

The components of the written work sample for the Oral Exam include:

1. Necessary **release and/or consent forms** from the client (attached) and, where appropriate, from the practicum agency or professional facility where the student was being supervised when the services were provided. This release should indicate the licensed psychologist who supervised the examinee on this case. The release should be provided to the Prelim Director, who will retain this information until the Oral component of the Prelim Exam is completed. Upon completion of the oral component of the Prelim Exam, the information release will be destroyed. A copy of the release should remain in the client's file.
2. A **"Clinical Vitae," a one-page outline of relevant practice experiences** (practica, employment in counseling settings, relevant volunteer experience, etc., that have been supervised by a licensed professional).
3. A **brief synopsis of the student's theoretical model** and world view (no more than 5 pages, double-spaced) as it applies to psychological interventions.
4. A **written conceptualization of the case**, including identifying information and description of the client, population, or situation. Remember, the anonymity of the client(s) must be maintained. The case conceptualization should include at least the following:
 - a. A brief description of the context within which the professional services were rendered, including dates of contact with client.
 - b. The client's presenting problem.
 - c. The client's background and contextual information relevant to the case.
 - d. A comprehensive assessment of the problem or issues presented by the client that includes available psychometric data and leads to a statement of therapeutic objectives. All assessment data should be integrated into this report. A formal diagnosis should be provided using an acceptable diagnostic classification scheme such as the DSM-IV-TR.

- e. A discussion of the intervention methods that were used, including a discussion of how these methods are related to the assessment data, diagnosis, and the treatment objectives of the case.
- f. A summary of the client's situation at the time that the work sample is prepared, including any available outcome evaluation data.

The case conceptualization should be organized in a style that clearly demarcates subtopics, using headings and a style compatible with a presentation to professional colleagues in a staffing situation. A sample outline for a written conceptualization can be found below.

A 20-minute segment of video recording (audio files are discouraged), cued in advance, should be prepared for showing at the oral examination, demonstrating your intervention with the client. This segment should demonstrate your highest quality work and illustrate your use of your theoretical orientation. You may include more than one segment as part of the 20-minute whole if it will best demonstrate your work. Please note that this video recording will not be previewed by the Prelim Director or faculty; however, the student will be expected to play a file segment as part of the oral presentation portion of the Oral Exam. At the Oral Exam, please provide a transcript of the 20-minute segment of video recording that will be shown in the oral examination. It will be most effective if you italicize the interventions that illustrate your theoretical orientation.

The release/consent form, outline of relevant experience, statement of personal model, written case conceptualization, and client release must be **submitted two weeks in advance of the Oral Exam**. This material should be given to the Prelim Director, who will clear these materials and schedule you for the Oral Exam. If your client received counseling services at the University of Utah Counseling Center (UCC), confidential materials (i.e., client release) are left at UCC for the Prelim Director to verify; see below for specific instructions. The Counseling Psychology Examining Committee will receive all of the above materials except the release/consent forms and the video/audio file and transcript at least 7 days prior to the oral examination. ***Note specific instructions below for handling University of Utah Counseling Center materials, and check with other sites about any special protocols for handling confidential materials from their sites.*** Please note that this clearance by the Prelim Director will ascertain only whether all of the components of the work sample are present and in proper format. No evaluation of the content of the work sample materials will be made at that time. These materials should be of highest professional quality in content and format.

The one-hour Oral Exam will include:

1. A prior review of your work sample materials by members of the Counseling Psychology Examining Committee.
2. A brief welcome and introduction by the Prelim Director.

3. Elaboration of the written material with a video recording sample of your professional skills. After a brief (5-minute) introduction to the case, you will play a 20-minute segment of the recording at the outset of the oral exam to support your written case materials. Please be certain this segment is cued with the machine you will use during the Oral Exam. Your 5-minute introduction should assume that faculty have read your theoretical orientation and client conceptualization and should not repeat information contained therein. Rather, you should orient the faculty to the number of sessions [overall and which session(s) they will see] and any particular things they should look for (e.g., interventions consistent with your theoretical orientation).
4. A 25-minute period of questioning from the faculty related to your recorded presentation of the clinical case, as well as your understanding of your conceptual model as applied to this case. Cultural and ethical issues related to the case will also be discussed and evaluated.
5. A brief evaluation period by the faculty, during which time you will be asked to step out of the room. You will then be asked to return for the committee's decision.

A summary of the Oral Exam procedures follows:

1. After gaining client release, the examinee prepares oral prelim materials. It is advisable that these materials are developed while the examinee has access to feedback from practicum instructors and supervisors.
2. A date for the Oral Exam will be announced by the Prelim Director during the semester before the scheduled exam. You should keep that date open until the specific time for your Exam is scheduled.
3. The examinee will provide to the Prelim Director the components of the written work sample that are noted above two weeks prior to the scheduled date of the Oral Exam. At this time or before, the specific time of your Oral Exam will be scheduled.
4. The Prelim Director will clear the work sample and will copy it for distribution and coordinate Oral Exam times with the Counseling Psychology Examining Committee.
5. The examinee will then participate in the oral portion of the Doctoral Qualifying Examination at the predetermined time and place.

Criteria for evaluation of the Oral Exam include:

1. Demonstration (video segment) of abilities to establish working relationships with clients, observe appropriate boundaries, and conduct purposeful sessions in a manner congruent with the student's theoretical model.

2. Ability to assess, diagnose, and conceptualize client problems; set goals for therapy or consultation; implement relevant and evidence-based interventions; and evaluate when goals are met.
3. Ability to present client material in a comprehensive manner, showing evidence of having utilized a broad range of client disclosures, information, assessment data, and your own study to understand the client, the client's problem; and developing an effective strategy for intervening with the client.
4. Ability to present the case in a manner that is respectful of the client.
5. Attention to issues of culture, human diversity, and client uniqueness.
6. Attention to ethical issues relevant to the case.
7. Integration of your work with client(s) with your theoretical orientation.
8. Organization and professional formatting and appearance of written materials.

Students who fail to pass the Oral Exam will immediately be placed on probationary status. The Program will engage the student in a formal remediation plan that will be established in consultation with the student, the student's advisor, and at least one member of the Counseling Psychology program faculty. This remediation plan will be communicated to the student in writing by the student's program advisor once the details of the formal remediation plan have been approved by the Prelim Director. If the remediation plan requires the student to present again, the student must include (a) this remediation plan and (b) a letter that specifically articulates how she or he adhered to the remediation plan when applying to take Prelims during the next regularly scheduled administration.

If a student does not satisfy the requirements of the remediation plan within the timeline proposed, the student will be dismissed from the program.

A student on probation for failing the Oral Exam must, upon successfully meeting the requirements of the remediation plan, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to progressing in the program.

Client Release of Information for Doctoral Qualifying Examination

I, _____, understand that
(Type client name)

_____ wishes to prepare a professional
(Type counselor's or consultant's name)

presentation based on his/her work with me to submit to the Doctoral Qualifying Examination Committee of the Counseling Psychology Program at the University of Utah. This committee is made up of faculty members in the Department of Educational Psychology, who are licensed psychologists in the state of Utah. I also understand that this information release is subject to the policies and regulations of the human services agency or professional organization that supported and sponsored my work with my counselor/consultant. (Attach any relevant agency documents.)

I give my permission for my counselor/consultant to share with each member of the examination committee a video recorded session, along with a written description of our work together. I also give permission for this information to be discussed by my counselor/consultant in response to questions from members of the committee during an oral examination conducted by the committee. I understand that the purpose of this sharing is to evaluate the counselor' s/ consultant' s progress and skills, and not to assess me, the client. My counselor/ consultant will assign a code name to all materials, and my real name will not be used at any time during the presentation except as it may appear incidentally on the recording.

All information about me will be viewed and discussed confidentially. Please note that recordings and other case material will be transported to a secure location in the Department of Educational Psychology for the duration of the examination. After the evaluation is completed, all materials will be returned to my counselor/consultant for proper storage or disposal according to the policies of the agency in which I saw him/her and the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

I have read and discussed this release of information with my counselor/consultant. I have received a copy of this document for my records.

(Signature of Client) _____
(Date) _____
(Signature of Counselor) _____
(Date)

(Signature of Witness) _____
(Date) _____
(Signature of Supervising Psychologist) _____
(Date)

**Procedures for Oral Prelims:
Working with Video Recordings, Client Files and Client Materials Related to UCC Clients.
Policy Adopted March, 2002**

1. Practicum counselor discusses the request for use of clinical material with the client, and the client signs "Client Release of Information for Doctoral Qualifying Examination." The discussion and the existence of this signed consent form should be noted in "progress notes" in the client's *Titanium* file. The consent form may be photocopied. Original should go in the client's "hard file" and should remain there even after the conclusion of the oral examination. A copy of the Release should also go in the envelope which contains client video recording (see #3 below). Counselors **may not** take a copy of this consent form outside the UCC.
2. All client-related information, including client files and materials (case notes, notes about case notes, etc.) must be kept at UCC, and the confidentiality of these materials must be maintained at all times. Only the final case conceptualization and video recording to be used for the oral prelim may be taken outside the UCC, in accordance with # 7 & 8 below.
3. Practicum counselors may save one or more video recordings of their work with the client. These recordings need to be placed in envelopes, labeled, and envelopes placed in a designated locked filing cabinet in the UCC file room. UCC secretary/receptionists are available to help with this process. UCC will keep these recordings until UCC is notified that they are not needed, or until UCC verifies that the counselor no longer needs them (e.g., student has passed oral prelims, graduated, or left the program).
4. Students preparing for prelims may access their former client's *Titanium* file and OQ-45 data by requesting access from the Associate Director for Assessment and Technology at UCC. This Associate Director will arrange for a time and place for the student to review the *Titanium* file and will also prepare OQ-45 reports as requested. Students should make their requests known in advance and, at the minimum, should allow several days for these arrangements to be made and for reports to be prepared. Students may take notes based on information in the file. These notes may not be taken outside the UCC. UCC will make accommodations for students to use computers at the UCC to write reports, or students may bring their own laptops. If students use personal laptops, notes, drafts, and presentations should be kept on floppy disks or CDs so they can be stored at the UCC, rather than on the hard drive.
5. When the final case presentation is complete, all drafts and preparatory notes should be erased or destroyed.
6. Two weeks prior to the oral exam, the finished Case Conceptualization, along with a copy of the Outline of Practice Experiences and Synopsis of Theoretical Model, should be put in an enveloped labeled with the student's name and prelim date and turned in at the UCC.

UCC staff will put the envelope in a designated file cabinet in the file room. The video recordings should be placed in a second envelope, along with the Release Form, also labeled with the student's name and prelim date. The recording will be stored in the same locked file cabinet.

7. Ten days prior to the orals the Prelim Director will ascertain that the video recording and signed release are in place and will pick up the envelope containing the written supporting materials (but not the video recording or signed release) from the UCC. The Prelim Director will take the envelope to MBH. The Prelim Director is responsible for keeping the confidential documents (Case Conceptualization) in a secure (locked) location. One week in advance of the orals the Prelim Director will make and distribute copies of the documents to the Counseling Psychology Examining Committee. Committee members are responsible for keeping all copies of these case presentations in secure (locked) locations and guarding client confidentiality. Following the oral examination, all confidential documents must be shredded. The Prelim Director will be responsible for this procedure. Unless the client has given explicit written permission, the student may not keep a copy of the Case Conceptualization for his/her personal/professional files.
8. Video recordings must be kept at the UCC in designated locked files, accompanied by a copy of the signed Release until the date of the oral examination. Prelim students may hand-carry this recording to their oral prelim on the day of the prelim. In the event of 8 a.m. orals, students should make arrangements with the UCC Clinical Director. At the end of the examination, the student must return the video recording to the UCC, where it will be destroyed.

Client Conceptualization: CONFIDENTIAL

Client Pseudonym: # **Sessions to Date:**

Counselor: **Presentation Date:**

Client Presentation, Mental Status, & Presenting Problem

Physical appearance of client at initial session and over time; affect; rapport

Mental status

What client described as presenting issues

Background Information & Significant Prior Events

Client demographics: Age; gender; race/ethnicity; socioeconomic status; immigration status; religious/spiritual orientation; sexual orientation; partner & parenthood status; other relevant demographics.

Family background: Type of family (one- or two-parent, alternative family); siblings & location in sibling constellation; SES of family of origin; work background of parents; past and current dynamics with family members (include if deceased and when if known).

Academic/work history: Include current status if student (major, year, GPA). Academic or work difficulties or relevant changes.

Social history: Intimate relationships (current status and relevant history). Friendships/acquaintanceships, social supports.

Identity/ statuses: What are the client's salient identities regarding her/his demographic or other information?

Medical/health/disability history.

Abuse history: Physical, emotional, sexual, neglect, domestic violence (observer, victim, perpetrator).

Substance use history: Drugs, alcohol.

Other issues: Eating issues, sleep issues, etc.

Significant Prior Events: Brief history of events leading up to the problem situation, significant factors that need to be known to understand the setting or the significance of the problem or the persons involved, etc. Include multicultural influences and variables such as race/ethnicity, gender, sexual orientation,

socioeconomic class, age, religion/culture, ability/disability. Also include significant developmental events or issues.

Therapy History

Prior therapy (when, where, what for?)

Date of initial contact for current therapy, frequency and number of sessions, duration of therapy.

Assessment, Diagnosis, Conceptualization

Formal assessment procedures (e.g., instruments used to assess client state, OQ45, Beck, MMPI, Strong, FMTOM): What did you find, and what did it mean? (For example, on the OQ45, indicate the cutoff score and what the client's score means. Do not just report scores without giving an interpretation of their meanings.) In the case of less commonly known instruments, give brief information/ psychometrics.

Clinical assessment procedures: How did you gather relevant information for diagnosis and conceptualization? What key questions did you ask? (e.g., when screening for depression, you may have asked questions about sleep, eating, affect, behaviors. Related to salient identities, how did you assess the relevance to the client's various statuses and identities to the presenting issues?)

DSM diagnosis, all Axes. Briefly explain diagnosis, and give a brief interpretation of salient items in the diagnosis. [Note: some students, because of a humanistic, positive psychology, or feminist/multicultural orientation, are not fond of labels and diagnoses. Indeed, they should be approached critically. However, because the DSM is in common use throughout the mental health field, it is important to be able to use it appropriately and in a way that is congruent with your orientation to therapy. If another rubric is more appropriate, explain in your interpretation.]

Conceptualization: In light of your theoretical orientation to psychotherapy, how do you make sense of the client's issues? How do you understand the origins of your client's distress? How are client problems perpetuated?

Client strengths and coping strategies, especially as they affect the prognosis for successful problem resolution. Include resources, support systems, additional resources.

Goals

How established (client, therapist, collaborative?)

What were they (immediate, intermediate, long term)?

How have goals changed over the course of therapy?

Description of the Therapeutic Relationship and Processes

Describe the therapy relationship; that is, what behaviors and interactions characterized the client-counselor relationship? What did the client say or do that gave you information about how s/he perceived your relationship? How did you use the client-counselor relationship in therapy?

Intervention Strategies and Procedures

Give an overarching description of your interventions (e.g., cognitive behavioral), then describe specific strategies you used with this client. Note that interventions should be targeted to goals of therapy. Give rationale for your use of these interventions, and briefly relate to what is known in the field about the effectiveness of these interventions.

Multicultural Issues & Concerns

These issues should have been integrated into the prior material. If there are additional, specific issues, they may be included here.

Ethical Issues & Concerns

Describe ethical issues or concerns that arose with this client and how you dealt with them. Was the client suicidal, homicidal, or otherwise a danger to self or others? How did you assess for lethality and prevent harm? Did you seek supervision/consultation? Be specific. Were there other issues that emerged (e.g., reporting abuse or HIV status, dual relationships, other), and how did you handle them?

Outcomes of Therapy

Evaluate the outcomes of therapy. How were goals met? How did you know? Did you conduct any post-testing or formal evaluation of the client's progress and outcome? What issues remain(ed) unresolved?

Termination & Referral

If therapy is completed, describe termination and, if applicable, referral. Include your recommendations for further counseling/psychotherapy for this client.

Questions & Issues for Further Consideration

Include any additional comments/ questions to pose to the group (if class).

Keep in mind that there should be a clear relationship among the client's presenting problem and issues that are uncovered over the course of therapy, the goals of therapy,

intervention strategies, and outcomes. All should be mediated by your theoretical orientation to psychotherapy.

Updated 6/12/11

DOCTORAL QUALIFYING EXAM REGISTRATION FORM
Counseling Psychology Program ~ Department of Educational Psychology
Spring 2013

Complete this form electronically, then print and have your dissertation chair sign at bottom.

Name: _____ Date: _____

I intend to take prelims during (semester and year):

E-mail Address for Written Prelim Question Distribution:

To be eligible to take the counseling psychology prelim exam, you must have completed the following:

1. **Successfully Completed Pre-Dissertation Research Project (Or Thesis) & Received Faculty Approval:**

Date approved Pre-Dissertation Research Project or thesis (final): _____

2. I currently have **no outstanding incompletes** on my course of study. Further, I have no incompletes that have turned, by default, to an E grade, nor any grades below a B- minus in a required course (Mark "yes" if you have **no** outstanding incompletes, defaults, or below-acceptable grades): **yes** **no** If no, explain on reverse or a separate sheet. Attach grade change form signed by instructor if grade change has not appeared on your recent transcript.

3. I have taken all of the required core courses outlined in the Prelim Guide: **yes** **no** _

4. **Organized a Doctoral Supervisory Committee:**

Date approved by Department:

5. **Filed your Program of Studies for the Ph.D. Degree:**

Date accepted by Department:

6. **Endorsed to take the Prelim Exam by your advisor (pending completion of above):**

Dissertation Chair's Signature: _____

Date

Return this form, an Unofficial Transcript, and letter documenting remedial work completed (if appropriate) to Prelim Director by 5 pm Friday, December 14, 2012

If retaking one or more exam items, attach approved remediation plan and letter documenting your adherence to that plan

Doctoral Qualifying Examination Evaluation Form

Student Number _____ Reader _____

Question: _____

Rating based on comprehension, documentation, integration, clarity of thought and expression, in addition to stated evaluation criteria. Please circle one rating (no decimal, fractional, or in-between ratings), and write or attach your comments.

Seriously Flawed	Pass	Not Passing	Acceptable Average	Above Exceptional
1	2	3	4	5

Comments (use reverse if needed):

Evaluation Criteria for the Counseling Psychology Written Doctoral Comprehensive Examination

- 5 Excellent. This response fully addresses the relevant essay tasks (presentation of empirical findings and/or documentation of problem-solving skills) and presents a thorough and accurate exploration of the topic. It shows both clarity and depth of thought and focused and coherent organization. The ideas are expressed with superior precision and literacy.

- 4 Above Average. This essay response addresses all relevant essay tasks and presents a substantial treatment of the topic that demonstrates solid understanding of the issues. It shows clear and sophisticated thinking and good organization. The ideas are expressed with good command of English syntax and grammatical conventions.

- 3 Acceptable/Passing. This essay response addresses all the relevant essay tasks and presents a defensible and sound treatment of the topic. It shows clarity of thought and reasonably good organization. The ideas are generally expressed with good command of English syntax and grammatical conventions.

- 2 Not Pass. This essay response neglects or distorts one or more of the relevant essay tasks or presents a superficial, underdeveloped treatment of the topic. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The essay may demonstrate a basic fluency in English, but the writing frequently impedes communication of the writer's ideas.

- 1 Seriously Flawed. This essay response seriously neglects or distorts one or more of the relevant essay tasks or offers only minimal treatment of the topic. Alternatively, it may demonstrate substantial problems with analysis, synthesis, and organization of the topic. It may contain recurrent mechanical errors resulting in language that does not communicate effectively.

APPENDIX D

Ethical Principles of Psychologists and Code of Conduct

Ethical Principles of Psychologists and Code of Conduct 2002

[History and Effective Date Footnote](#)

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INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness

or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably*, *appropriate*, *potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

PRINCIPLE A: BENEFICENCE AND NONMALEFICENCE

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

PRINCIPLE B: FIDELITY AND RESPONSIBILITY

Psychologists establish relationships of trust with those with whom they work. They are aware of

their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

PRINCIPLE C: INTEGRITY

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

PRINCIPLE D: JUSTICE

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

PRINCIPLE E: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. RESOLVING ETHICAL ISSUES

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. COMPETENCE

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their

work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or

terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. HUMAN RELATIONS

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation

or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05,

Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's

relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. PRIVACY AND CONFIDENTIALITY

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. ADVERTISING AND OTHER PUBLIC STATEMENTS

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for

psychology licensure by the state in which they practice.

5.02 Statements by Others

- (a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
- (b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)
- (c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. RECORD KEEPING AND FEES

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person

that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. EDUCATION AND TRAINING

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

- (a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)
- (b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

- (a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)
- (b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

- (a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.
- (b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. RESEARCH AND PUBLICATION

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

- (b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.
- (c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

- (a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.
- (b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.
- (c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)
- (d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.
- (e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.
- (f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.
- (g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

- (a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)
- (b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

- (a) Psychologists take responsibility and credit, including authorship credit, only for work they

have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. ASSESSMENT

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional

Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are

maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on

data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. THERAPY

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close

relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site, <http://www.apa.org/ethics>. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14, 279-282.

American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395.

American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

APPENDIX E

Association of State and Provincial Psychology Boards Code of Conduct

ASPPB CODE OF CONDUCT

(2005 revision)

I. INTRODUCTION

A. Purpose. The rules within this Code of Conduct constitute the standards against which the required professional conduct of a psychologist is measured.

B. Scope. The psychologist shall be governed by this Code of Conduct whenever providing psychological services in any context. This Code shall not supersede state, federal or provincial statutes. This Code shall apply to the conduct of all licensees and applicants, including the applicant's conduct during the period of education, training, and employment which is required for licensure. The term —psychologist, as used within this Code, shall be interpreted accordingly.

C. Responsibility for own actions. The psychologist shall be responsible for his/her own professional decisions and professional actions.

D. Violations. A violation of this Code of Conduct constitutes unprofessional conduct and is sufficient reason for disciplinary action or denial of either original licensure or reinstatement of licensure.

E. Aids to interpretation. Ethics codes and standards for providers promulgated by the American Psychological Association, the Canadian Psychological Association, and other relevant professional groups shall be used as an aid in resolving ambiguities which may arise in the interpretation of this Code of Conduct, except that this Code of Conduct shall prevail whenever any conflict exists between this Code and any professional association standard.

II. DEFINITIONS

A. Client. —Client means one who engages the professional services or advice of a psychologist. Clients may include individuals, couples, families, groups or organizations. In the case of individuals with legal guardians, including minors and legally incompetent adults, the legal guardian shall be the client for decision making purposes, except that the individual receiving services shall be the client for:

1. Issues directly affecting the physical or emotional safety of the individual, such as sexual or other exploitive multiple relationships, and

2. Issues specifically reserved to the individual, and agreed to by the guardian prior to rendering of services, such as confidential communication in a therapy relationship.

B. Confidential information. —Confidential information means information revealed by a client or clients or otherwise obtained by a psychologist, where there is reasonable expectation that because of the relationship between the client(s) and the psychologist, or the circumstances under which the information was revealed or obtained, the information shall not be disclosed by the psychologist without the informed written consent of the client(s).

C. Court order. —Court order means the written or oral communication of a member of the judiciary, or other court magistrate or administrator, if such authority has been lawfully delegated to such magistrate or administrator.

D. Licensed. —Licensed means licensed, certified, registered, or any other term when such term identifies a person whose professional behavior is subject to regulation by the Board.

E. Professional relationship. —Professional relationship means a mutually agreed upon relationship between a psychologist and a client(s) for the purpose of the client(s) obtaining the psychologist's professional expertise.

F. Professional service. —Professional service means all actions of the psychologist in the context of a professional relationship with a client.

G. Supervisee. —Supervisee means any person who functions under the extended authority of the psychologist to provide, or while in training to provide, psychological services

III. RULES OF CONDUCT

A. Competence

1. Limits on practice. The psychologist shall limit practice and supervision to the areas of competence in which proficiency has been gained through education, training, and experience.
2. Maintaining competency. The psychologist shall maintain current competency in the areas in which he/she practices, through continuing education,

consultation, and/or other procedures, in conformance with current standards of scientific and professional knowledge.

3. Accurate representation . A licensee shall accurately represent his or her areas of competence, education, training, experience, and professional affiliations to the board, the public, and colleagues.
4. Adding new services and techniques. The psychologist, when developing competency in a service or technique that is either new to the psychologist or new to the profession, shall engage in ongoing consultation with other psychologists or relevant professionals and shall seek appropriate education and training in the new area. The psychologist shall inform clients of the innovative nature and the known risks associated with the services, so that the client can exercise freedom of choice concerning such services.
5. Referral. The psychologist shall make or recommend referral to other professional, technical, or administrative resources when such referral is clearly in the best interests of the client.
6. Sufficient professional information . A psychologist rendering a formal professional opinion about a person, for example about the fitness of a parent in a custody hearing, shall not do so without direct and substantial professional contact with or a formal assessment of that person.

7. Maintenance and retention of records.

a. The psychologist rendering professional services to an individual client (or a dependent), or services billed to a third party payor, shall maintain professional records that include:

1) the name of the client and other identifying information, 2) the presenting problem(s) or purpose or diagnosis, 3) the fee arrangement, 4) the date and substance of each billed or service-count contractor

service, 5) any test results or other evaluative results obtained and any basic test

data from which they were derived, 6) notation and results of formal consults with other providers, 7) a copy of all test or other evaluative reports prepared as part of the professional relationship, 8) any releases executed by the client

b. To meet the requirements of this rule, so as to provide a formal record for review, but not necessarily for other legal purposes, the psychologist shall assure that all data entries in the professional records are maintained for a period of not less than five years after the last date that service was rendered or for a longer period if required by law.

c. The psychologist shall store and dispose of written, electronic and other records in such a manner as to insure their confidentiality. The psychologist shall maintain the confidentiality of all psychological records in the psychologist's possession or under the psychologist's control except as otherwise provided by law or pursuant to written or signed authorization of a client specifically requesting or authorizing release or disclosure of the client's psychological records.

d. For each person professionally supervised, the psychologist shall maintain for a period of not less than five years after the last date of supervision a record that shall include, among other information, the type, place, and general content of the supervision.

1. Continuity of care. The psychologist shall make arrangements for another appropriate professional or professionals to deal with emergency needs of his/her clients, as appropriate, during periods of his/her foreseeable absences from professional availability.
2. Providing supervision. The psychologist shall exercise appropriate supervision over supervisees, as set forth in the rules and regulations of the Boards.
3. Delegating professional responsibility. The psychologists shall not delegate professional responsibilities to a person not appropriately credentialed or otherwise appropriately qualified to provide such services.

B. Multiple Relationships

1. Definition of multiple relationships. Psychologists recognize that multiple relationships may occur because of the psychologist's present or previous familial, social, emotional, financial, supervisory, political, administrative or legal relationship with the client or a relevant person associated with or related to the client. Psychologists take reasonable steps to ensure that if such a multiple relationship occurs, it is not exploitative of the client or a relevant person associated with or related to the client.

2. Prohibited Multiple Relationships.

- a. A multiple relationship that is exploitative of the client or a relevant person associated with or related to the client is prohibited. Psychologists take all reasonable steps to ensure that any multiple relationships do not impair the psychologist's professional judgment or objectivity or result in a conflict of interest with the client or a relevant person associated with or related to the client.
 - b. Multiple relationships that would not reasonably be expected to impair a psychologist's judgment or objectivity or risk harm to the client or relevant person associated with or related to the client are not expressly prohibited.
3. Sexual Relationships
- a. Psychologists do not engage in sexual intimacies with current clients.
 - b. Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients.
 - c. Psychologists do not terminate the professional relationship to circumvent this standard.
 - d. Psychologists do not accept as therapy clients persons with whom they have engaged in sexual intimacies.
 - e. Psychologists do not engage in sexual intimacies with former clients to whom the psychologist has at any time within the previous 24 months provided a psychological service including but not limited to performing an assessment or rendering counseling, psychotherapeutic, or other professional psychological services for the evaluation, treatment or amelioration of emotional distress or behavioral inadequacy.
 - f. The prohibitions set out in (e) above shall not be limited to the 24-month period but shall extend indefinitely if the client is proven to be clearly vulnerable, by reason of emotional or cognitive disorder, to exploitative influence by the psychologist.

C.

Impairment

- 1. Impaired psychologist. The psychologist shall not undertake or continue a professional relationship with a client when the psychologist is, or could reasonably be

expected by the Board to be, impaired due to mental, emotional, physiologic, pharmacologic, or substance abuse conditions. If such a condition develops after a professional relationship has been initiated, the psychologist shall terminate the relationship in an appropriate manner, shall notify the client in writing of the termination, and shall assist the client in obtaining services from another professional.

D. Client Welfare

1. Providing explanation of procedures. The psychologist shall give a truthful, understandable, and appropriate account of the client's condition to the client or to those responsible for the care of the client. The psychologist shall keep the client fully informed as to the purpose and nature of any evaluation, treatment, or other procedures, and of the client's right to freedom of choice regarding services provided.
2. Termination of services. Whenever professional services are terminated, if feasible, the psychologist shall offer to help locate alternative sources of professional services or assistance when indicated. The psychologist shall terminate a professional relationship when it is reasonably clear that the client is not benefiting from the relationship, and, if feasible, shall prepare the client appropriately for such termination. A psychologist may terminate a professional relationship when threatened or otherwise endangered by the client or another relevant person associated with or related to the client.
3. Stereotyping. The psychologist shall not impose on the client any stereotypes of behavior, values, or roles related to age, gender, religion, race, disability, nationality, sexual orientation, or diagnosis which would interfere with the objective provision of psychological services to the client.
4. Solicitation of business by clients. The psychologist providing services to an individual client shall not induce that client(s) to solicit business on behalf of the psychologist.
5. Referrals on request. The psychologist providing services to a client shall, if feasible, make an appropriate referral of the client to another professional when requested to do so by the client.
6. Harassment. Psychologists do not engage in any verbal or physical behavior with clients which is seductive, demeaning or harassing.

E. Welfare of Supervisees, Research Participants and Students

1. Welfare of supervisees. The psychologist shall not engage in any verbal or physical behavior with supervisees which is seductive, demeaning or harassing or exploit a supervisee in any way --sexually, financially or otherwise.
2. Welfare of research participants. The psychologist shall respect the dignity and protect the welfare of his/her research participants, and shall comply with all relevant statutes and administrative rules concerning treatment of research participants.
3. Welfare of students. The psychologist shall not engage in any verbal or physical behavior with students which is seductive, demeaning or harassing or exploit a student in any way – sexually, financially or otherwise.

F. Protecting Confidentiality of Clients

1. In general. The psychologist shall safeguard the confidential information obtained in the course of practice, teaching, research, or other professional services. With the exceptions set forth below or in accordance with any federal, state or provincial statute or regulation, the psychologist shall disclose confidential information to others only with the informed written consent of the client.
2. Disclosure without informed written consent. The psychologist may disclose confidential information without the informed written consent of the client when the psychologist judges that disclosure is necessary to protect against a clear and substantial risk of imminent serious harm being inflicted by the client on the client or another person. In such case, the psychologist shall limit disclosure of the otherwise confidential information to only those persons and only that content which would be consistent with the standards of the profession in addressing such problems. When the client is an organization, disclosure shall be made only after the psychologist has made a reasonable and unsuccessful attempt to have the problems corrected within the organization.
3. Services involving more than one interested party. In a situation in which more than one party has an appropriate interest in the professional services rendered by the psychologist to a client or clients, the psychologist shall, to the extent possible, clarify to all parties prior to rendering the services the dimensions of confidentiality and professional responsibility that shall pertain in the rendering of services. Such clarification is specifically indicated, among other circumstances, when the client is an organization.

4. Multiple clients. When service is rendered to more than one client during a joint session, for example to a family or a couple or a parent and child or a group, the psychologist shall at the beginning of the professional relationship clarify to all parties the manner in which confidentiality will be handled. All parties shall be given opportunity to discuss and to accept whatever limitations to confidentiality adhere in the situation.
5. Legally dependent clients. At the beginning of a professional relationship, to the extent that the client can understand, the psychologist shall inform a client who is below the age of majority or who has a legal guardian, of the limit the law imposes on the right of confidentiality with respect to his/her communications with the psychologist.
6. Limited access to client records. The psychologist shall limit access to client records to preserve their confidentiality and shall assure that all persons working under the psychologist's authority comply with the requirements for confidentiality of client material.
7. Release of confidential information. The psychologist may release confidential information upon court order, as defined in Section II of this Code, or to conform with state, federal or provincial law, rule, or regulation.
8. Reporting of abuse of children and vulnerable adults. The psychologist shall be familiar with any relevant law concerning the reporting of abuse of children and vulnerable adults, and shall comply with such laws.
9. Discussion of client information among professionals. When rendering professional services as part of a team or when interacting with other appropriate professionals concerning the welfare of the client, the psychologist may share confidential information about the client provided the psychologist takes reasonable steps to assure that all persons receiving the information are informed about the confidential nature of the information and abide by the rules of confidentiality.
10. Disguising confidential information. When case reports or other confidential information is used as the basis of teaching, research, or other published reports, the psychologist shall exercise reasonable care to insure that the reported material is appropriately disguised to prevent client identification.

11. Observation and electronic recording. The psychologist shall ensure that observation or electronic recording of a client occur only with the informed written consent of the client.
12. Confidentiality after termination of professional relationship. The psychologist shall continue to treat as confidential information regarding a client after the professional relationship between the psychologist and the client has ceased.

G. Representation of Services

1. Display of license. The psychologist shall display his/her current (name of jurisdiction) license to practice psychology, on the premises of his/her professional office.
2. Misrepresentation of qualifications. The psychologist shall not misrepresent directly or by implication his/her professional qualifications such as education, experience, or areas of competence.
3. Misrepresentation of affiliations. The psychologist shall not misrepresent directly or by implication his/her affiliations, or the purposes or characteristics of institutions and organizations with which the psychologist is associated.
4. False or misleading information. The psychologist shall not include false or misleading information in public statements concerning professional services offered.
5. Misrepresentation of services or products. The psychologist shall not associate with or permit his/her name to be used in connection with any services or products in such a way as to misrepresent (a) the services or products, (b) the degree of his/her responsibility for the services or products, or (c) the nature of his/her association with the services or products.
6. Correction of misrepresentation by others. The psychologist shall correct others who misrepresent the psychologist's professional qualifications or affiliations.

H. Fees and Statements

1. Disclosure of cost of services. The psychologist shall not mislead or withhold from the client, a prospective client, or third party payor, information about the cost of his/her professional services.

2. Reasonableness of fee. The psychologist shall not exploit the client or responsible payor by charging a fee that is excessive for the services performed or by entering into an exploitive bartering arrangement in lieu of a fee.

I. Assessment Procedures

1. Confidential information. The psychologist shall treat an assessment result or interpretation regarding an individual as confidential information.
2. Communication of results. The psychologist shall accompany communication of results of assessment procedures to the client, parents, legal guardians or other agents of the client by adequate interpretive aids or explanations.
3. Reservations concerning results. The psychologist shall include in his/her report of the results of a formal assessment procedure, for which norms are available, any deficiencies of the assessment norms for the individual assessed and any relevant reservations or qualifications which affect the validity, reliability, or other interpretation of results.
4. Protection of integrity of assessment procedures. The psychologist shall not reproduce or describe in popular publications, lectures, or public presentations psychological tests or other assessment devices in ways that might invalidate them.
5. Information for professional users. The psychologist offering an assessment procedure or automated interpretation service to other professionals shall accompany this offering by a manual or other printed materials which fully describes the development of the assessment procedure or service, the rationale, evidence of validity and reliability, and characteristics of the normative population. The psychologist shall explicitly state the purpose and application for which the procedure is recommended and identify special qualifications required to administer and interpret it properly. The psychologist shall ensure that the advertisements for the assessment procedure or interpretive service are factual and descriptive.

J. Violations of Law

1. Violation of applicable statutes. The psychologist shall not violate any applicable statute or administrative rule regulating the practice of psychology.

2. Use of fraud, misrepresentation, or deception. The psychologist shall not use fraud, misrepresentation, or deception in obtaining a psychology license, in passing a psychology licensing examination, in assisting another to obtain a psychology license or to pass a psychology licensing examination, in billing clients or third party payors, in providing psychological service, in reporting the results of psychological evaluations or services, or in conducting any other activity related to the practice of psychology.

K. Aiding Unauthorized Practice

1. Aiding unauthorized practice. The psychologist shall not aid or abet another person in misrepresenting his/her professional credentials or in illegally engaging in the practice of psychology.
2. Delegating professional responsibility. The psychologist shall not delegate professional responsibilities to a person not appropriately credentialed or otherwise appropriately qualified to provide such services.

L. Reporting Suspected Violations

1. Reporting of violations to Board. The psychologist who has substantial reason to believe that there has been a violation of the statutes or rules of the Board, that might reasonably be expected to harm a client, may report such violation to the Board, or if required by statute shall report to the Board. Unless required by statute, the client's name may be provided only with the written consent of the client.
2. Providing information to client. When a psychologist learns from a client of a possible violation of the statutes or rules of the Board, or when a psychologist receives a request from a client for information on how to file a complaint with the Board, the psychologist has an obligation to inform the client of the standards of practice of psychology and how to file a complaint with the Board

APPENDIX F

Supervisory Committee Guidelines

Supervisory Committee Guidelines and Forms Can Be Found at:

<http://edps.ed.utah.edu/SAC/Info/comguide.pdf>

July 2002

**Department of Educational Psychology
Supervisory Committee Guidelines**

1. Doctoral committee chairpersons will be regular faculty from the Department of Educational Psychology. Regular faculty include professors, associate professors, assistant professors, instructors and honored faculty (Distinguished Professors, Presidential Professors, and University Professors).
2. All members of all committees must hold regular faculty appointments at the University of Utah or must have auxiliary faculty appointments at the University of Utah and be recognized by the department as eligible to participate in research supervision. Auxiliary faculty hold research, clinical, lecturer, adjunct, visiting, or emeritus appointments.
3. Doctoral committees will consist of five faculty members.
 - a. The majority of the members of the committee will be regular faculty in the Department of Educational Psychology.
 - b. At least one member of the committee must be a regular or auxiliary member of the faculty in another department.
 - c. At least one member of the committee must be a regular departmental faculty member who represents the student's program.
 - d. One or two members of the committee may hold auxiliary faculty ranks. Exceptions to these guidelines require a special letter from the department chairperson or director of graduate studies to The Graduate School and approval by the dean of The Graduate School. An exception to policy may be granted to include a professor from another university as a member of the committee. In that case, the department requires a copy of the professor's vitae in addition to a letter of support from the department chair or director of graduate studies and approval by the dean of The Graduate School.

Department of Educational Psychology Policies and Procedures Document

The Director of Graduate Studies (DGS)

Effective Date: February 1, 2002.

A. Duties of the Director of Graduate Studies (DGS):

1. The DGS functions under the direction of the Department Chair. Thus, all actions of the DGS are advisory in nature and come as recommendations to the Department Chair. Specifically, the DGS will recommend the appointment of one within-department thesis/dissertation committee member (*note: should a departmental faculty appointee have concerns about her/his recommendation [by the DGS] to serve on a committee such concerns should be expressed to the Department Chair prior to the Department Chair's final approval of the student supervisory committee).*

After the Department Chair finalizes the membership of the supervisory committee, the student can complete the Graduate School form titled, *University Graduate School Request for Supervisory Committee*. This official form is then reviewed and signed by each faculty thesis/dissertation committee member, formally approved by the Chair of the Department and forwarded to the Dean of the Graduate School for final approval.

2. Attend a once-a-year meeting of the Graduate School and report relevant information to department faculty and administrative staff.
3. Serve as an ex-officio member of the Training Directors' Committee in the Department of Educational Psychology and participate in the monthly meeting of this group.
4. Assure that departmental policies remain consistent with those of the University of Utah Graduate School.
5. Consistent with departmental and Graduate School policy, a majority vote from the student's supervisory committee to pass the thesis/dissertation (dissertation: -3 in favor, 2 opposed or -4 in favor, 1 opposed/Master's thesis: -2 in favor, one opposed) automatically recommends the dissertation/thesis for approval to the Department Chair. However, in such situations where there is a minority dissenting vote from one or more members of the student's supervisory committee on the adequacy of a thesis or dissertation, the DGS will conduct an independent review of the written thesis/dissertation and provide a recommendation with respect to the dissenting minority vote to the Department Chair. Such a DGS review will not affect the committee vote and is for information purposes only. This final review; however, should be conducted prior to final approval of the thesis/dissertation by the Department Chair.

B. The student's dissertation committee is responsible for:

1. Review and approval of the student's Candidacy Form and Program of Study.
2. Review, examination, and approval of the student's dissertation research proposal.
3. Review, examination, and approval of the student's final dissertation.

C. Steps in the Process of Completing a Dissertation

The student discusses her/his research interest with various faculty and through this process decides on a research topic consistent with the student's and her/his proposed chairperson's interests and/or expertise. The student and her or his dissertation committee chair work together to develop a list of potential dissertation committee member(s). If the proposed dissertation committee members agree, the student (in conjunction with her/his committee chair) completes the attached form and delivers it to the department administrative officer assigned to this process (Sherrill Christensen). The administrative

officer checks the form for accuracy and completeness and forwards it to the Director of Graduate Studies (DGS). The DGS, under the direction of the Department Chair, reviews the form and the specific committee membership request. The DGS then recommends a final within-department faculty member to serve on the dissertation committee. A copy of the department's "*Committee Approval Form*" is returned to the student and the original placed in the student's file. Using the Department's Committee Approval form, the student then completes the official Graduate School "*Request for Supervisory Committee*" form. Once completed, the Graduate School form is sent by the Department's responsible administrative officer to the Graduate School for final approval as described in the above paragraph. In most cases, it is anticipated that this process will progress towards Graduate School approval in a timely fashion. If, however, the DGS has concerns about the membership of a specific committee request, working with the Chair of the student's committee the DGS may request a revision to the committee membership. If the student's committee chair has concerns about the DGS's within-department committee member recommendation, this concern can be submitted, in writing, to the Department Chair.

Relevant forms are available on line.

APPENDIX G

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs¹

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.psychtrainingcouncils.org/pubs/NCSPP-%20CCTC%20model%20Student%20Competency.pdf>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

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This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves

and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-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, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable 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.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, 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 in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the

content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

APPENDIX H

Pre-dissertation Research Project Contract

Pre-dissertation Research Project Contract

Student's Name:

Date:

Student's Advisor:

Pre-dissertation Research Project Title:

Brief description of pre-dissertation research project (including the type of project that student will conduct (e.g., empirical study, literature review, instrument evaluation, interviews, pilot data collection, secondary data analysis – three page maximum)

Does this project need GUIRB approval?

If yes, please note that the student must complete University of Utah CITI training for clearance to conduct research with human subjects

I have met with and reviewed the student's pre-dissertation research project and I approve of this project. I will provide oversight and guidance in assisting the student to complete this project within the required two-year time interval

Advisor's Name:

Advisor's Signature

Date: