Doctoral Student Handbook

2015 - 2016

Counseling Psychology Program
Department of Counseling and Educational Psychology
School of Education
Wright Education Building, 4th Floor
Indiana University
Bloomington, Indiana 47405-1005
Phone: (812) 856-8300
FAX: (812) 856-8333

Electronic Mail Address:
cep@indiana.edu

Web Address:
http://education.indiana.edu/graduate/programs/counseling-psychology/index.html
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WELCOME

Dear Doctoral Student,

Welcome to Indiana University and the Program of Counseling Psychology, a unit of the Department of Counseling and Educational Psychology. Learning to maneuver through a doctoral program is a challenge that requires more than keen intellect. It requires planning, mapping out a schedule, clearing a set of hurdles, and wading through a seemingly endless amount of paperwork. This handbook will help to lessen the challenges and provide a guide to answer many of your important questions.

Read this handbook carefully in order to familiarize yourself with program requirements. Continue to refer to the handbook at regular intervals throughout your tenure as a doctoral student. Many forms are included which can be copied and used. Although the handbook provides a wide array of information, it should not be considered a substitute for regular meetings with your advisor. You are encouraged to meet with your advisor at least once each semester to discuss professional issues, consult on requirements, talk about scheduling, and share any concerns you may be experiencing.

It is very important that you check your IU email regularly for updates and announcements. Email messages provide critical information, including registration and Office of Graduate Studies deadlines, assistantship opportunities, career opportunities for graduates and those near graduation, and information on research grants.

This handbook is revised annually to provide information to current and future students; however, any handbook is always a work in progress. We are indebted to counseling psychology faculty and students who developed earlier versions. In addition, I want to thank the Counseling and Educational Psychology support staff who have provided tremendous support in the development of web pages and support materials. On behalf of the counseling psychology program, I hope this handbook is useful as you progress through your program.

Sincerely,

Y. Barry Chung, Ph.D.
Professor and Program Director of Counseling Psychology
I. INTRODUCTION AND HISTORY

Who are we? Where do we come from? What has influenced us and, importantly, what drives our mission in teaching, research, and theory development? This section presents an overview of the program, program goals, objectives, and competencies.

Our doctoral program emerged out of the former doctoral program in Guidance and Counseling. It was officially recognized by the university as a Counseling Psychology program in 1985. The program was provisionally accredited by the American Psychological Association (www.apa.org) in 1988 and fully accredited in 1991. The last accreditation was in 2011, when we received the full 7-year accreditation. Since its inception, the program has subscribed to the scientist-practitioner model of training, as will be described later in this handbook.

Our primary source of pride and joy is our students. A typical new cohort consists of around 8 students, although the number varies from year to year. They bring impeccable credentials and represent every region of the country. Our cohorts are racially/ethnically diverse and inclusive of students from the U.S. and other countries. Our annual placement of students in pre-doctoral internship programs is excellent. We are committed to assisting our students through the process of completing their doctoral studies and enthusiastic about their accomplishments during their academic tenures. Graduates of the program are employed in counseling centers, clinics, correctional facilities, private practice, health care facilities, and schools and universities around the country and the world.

During our brief history, the program has undergone several important and positive changes. Prominent among these changes is the move in 1992 to the new W. W. Wright Education Building, home of the School of Education. The Center for Human Growth relocated from a building on Eighth Street to the Education building. This building’s state of the art technology has tremendously enhanced our teaching and training capabilities. During one APA site visit, a senior visitor commented that our facilities and technology surpass any program that he was familiar with.

Finally, the program has evolved into a strong contributor to research and scholarly activities of the field by both faculty and students. Our efforts have resulted in numerous publications and presentations at professional meetings. Our faculty members have achieved numerous honors (e.g., Fellows), have held presidencies in divisions of the American Psychological Association, and are deemed nationally and internationally recognized leaders in their respective areas of research, scholarship, and service.
II. PROGRAM OVERVIEW

A. Program Model and Goals
At Indiana University, we believe in training counseling psychologists who adhere to the scientist-practitioner model. Moreover, we strive for a culturally-informed integration of science and practice. Hence, program students and faculty are committed to professional development that integrates and embraces the interaction among culture, science, and practice. Specifically, we train students to appreciate the strengths and limitations of diverse research paradigms and methods, examine the practical implications of research findings, use scientific knowledge to inform the practice of psychology, and integrate cultural awareness, knowledge, and skills into all aspects of research and practice. This model is further elucidated by the program goals listed below and in Appendix A.

Program Goals:
1. Students will develop the abilities to integrate science and practice and optimally develop a knowledge base wherein science informs their clinical approaches and practice informs their scholarly endeavors.

2. Students will develop the awareness, knowledge, and skills with regard to the effective application of psychological principles with an understanding of and respect for the differing worldviews of a broad range of individuals.

3. Students will make meaningful contributions and demonstrate professionalism as counseling psychologists.

B. Indiana University’s Competency Cube
Adapting from many of the competency models available, the Indiana University Counseling Psychology Program has been directly influenced by Rodolfa et al.’s (2005) cube model. Rodolfa et al. separated competencies into two major categories (foundational competencies and functional competencies). In their model, foundational competencies are the knowledge, skills, attitudes, and values that provide the underpinning or foundation for the day-to-day tasks that psychologists perform. In the Indiana University Counseling Psychology model, the foundational competencies arise from our Program Objectives: professional knowledge, scientific mindedness, cultural awareness of self and others, multicultural skills, ethical adherence, and professional contribution.

Rodolfa et al. (2005) identified six categories of Functional Competencies that encompass the major functions that psychologists are expected to perform. Our training model includes training in each of these six areas: (a) assessment/diagnosis/conceptualization, (b) intervention, (c) consultation, (d) research/evaluation, (e) supervision/teaching, and (f) management/administration.
The third dimension of the cube concerns the formal *Program Milestones* that are conducted by the faculty (i.e., program advancement, readiness for internship, readiness for graduation). In Rodolfa et al.’s (2005) cube, the z-axis is labeled *Stages of Professional Development*.

As the cube illustrates, the three dimensions (*Foundational Competencies, Functional Competencies, and Program Milestones*) are interactive and related. For example, a student may be evaluated for program advancement (*Program Milestones*) concerning their psychological knowledge (*Foundational Competency*) as they conduct assessments (*Functional Competency*).

C. **Program Objectives and Competencies**

Closely tied to the program’s goals are our objectives. These objectives describe in detail the program’s expectations for students and are accompanied by student competencies. The IU Counseling Psychology faculty concurs with Epstein and Hunderts’ (2002) definition of competencies as “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (p. 227). Students should be aware from their initial matriculation into the IU Counseling Psychology program that faculty, training staff, supervisors, and other persons professionally affiliated with the program have a professional, ethical, and
potentially legal mandate to ensure, to the degree that is possible, that graduates of the IU Counseling Psychology program are competent professionals.

The IU Counseling Psychology program is committed to the scientist-practitioner model and, therefore, students are expected to perform satisfactorily in both domains and in the integration of science and practice. Consistent with recent literature related to competencies in professional psychology (see Fouad et al., 2009; Kaslow et al., 2009), the program provides students with behavioral descriptors of expected competencies. Listed below are the program objectives and expected student competencies.

**Objective 1.1:** Students have knowledge of the historical, theoretical, and scientific foundations of psychology, with special emphasis on counseling psychology. (Descriptor: Psychological knowledge)

*Competency 1.1.a. Students demonstrate knowledge of historic and systemic foundations of psychology.*

*Competency 1.1.b. Students demonstrate the ability to apply the professional core of counseling psychology as it pertains to research and practice (e.g., counseling theories, multicultural issues, evidence-based interventions, ethics, career development).*

*Competency 1.1.c. Students demonstrate an understanding of human development and how behavior is shaped by the interplay of biological, cognitive, affective, and social influences.*

*Competency 1.1.d. Students demonstrate knowledge of psychological measurement and the ability to use psychological assessments.*

*Competency 1.1.e. Students demonstrate knowledge of individual differences in behavior, functional and dysfunctional aspects of behavior, and psychopathology and diagnosis.*

**Objective 1.2:** Students develop a scientifically-minded approach to research and practice that embraces the integration of both. (Descriptor: Scientific mindedness)

*Competency 1.2.a. Students demonstrate the ability to conduct research that advances the field of counseling psychology.*

*Competency 1.2.b. Students demonstrate the ability to provide and evaluate interventions that alleviate suffering and promote health and*
well-being.

*Competency 1.2.c.* Students demonstrate the ability to receive and provide supervision.

*Competency 1.2.d.* Students contribute to the understanding of the integration of science and practice.

**Objective 2.1:** Students have knowledge and awareness of self and others as shaped by individual and cultural diversity (e.g., differences based on socioeconomic status, gender, race, ethnicity, culture, religion, sexual orientation, gender identity and expression, disability, and age) and context. (Descriptor: Cultural awareness of self and others)

*Competency 2.1.a.* Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others.

*Competency 2.1.b.* Students demonstrate awareness, knowledge, and skills regarding the understanding of others’ dimensions of diversity and its role in interactions with others.

**Objective 2.2:** Students attain multicultural skills in the science and practice of counseling psychology. (Descriptor: Multicultural skills)

*Competency 2.2.a.* Students demonstrate ability to design and implement culturally sensitive research studies.

*Competency 2.2.b.* Students demonstrate culturally sensitive assessment/diagnosis skills.

*Competency 2.2.c.* Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.

**Objective 3.1:** Students conduct themselves in a professional manner. (Descriptor: Professional conduct)

*Competency 3.1.a.* Students articulate their emerging professional identity as a counseling psychologist.

*Competency 3.1.b.* Students demonstrate concern for the welfare of others.

*Competency 3.1.c.* Students exhibit a professional deportment.

*Competency 3.1.d.* Students demonstrate integrity in all professional interactions.
Objective 3.2: Students adhere to the APA Ethical Principles and Code of Conduct. (Descriptor: Ethical adherence)

Competency 3.2.a. Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct.

Competency 3.2.b. Students apply ethical principles in practice, research, and other professional roles.

Competency 3.2.c. Students behave in an ethical manner and accept responsibility for their actions.

Objective 3.3: Students make meaningful contributions to the field of counseling psychology. (Descriptor: Professional contributions)

Competency 3.3.a. Students demonstrate awareness of professional issues in the field.

Competency 3.3.b Students make a contribution to the professional discourse of the field.

D. Competency Benchmarks
The Indiana University Counseling Psychology program is dedicated to training exemplary counseling psychologists who adhere to the scientist-practitioner model. Students should be aware that students’ competencies, dispositions, and behaviors are continually evaluated while they are enrolled in the program. As the IU Counseling Psychology training model is developmental and sequential in nature, so too is the formal evaluation of student competencies. As articulated in the IU Counseling Psychology Competencies and Benchmarks, there are three formal milestones in the program where students are formally evaluated to determine if they can progress to the next developmental level. These formal reviews of student competencies are in addition to the faculty annual review of doctoral students. Furthermore, students need to be aware that there is continual monitoring of student performances, and that problems in performance may be identified at any point in a student’s program. If a serious problem occurs, the faculty may determine that remedial actions are necessary (see Section VIII. ACCOUNTABILITY AND EVALUATION in this handbook).

Listed in Appendix B are the Program Benchmarks that students must achieve in order to advance in the program, to be approved for internship, and to graduate from the IU Counseling Psychology program. These benchmarks encompass various indicators of competence such as grades, supervisors’ evaluations of clinical skills, evaluation of research, and performance on qualifying examinations. Please review these benchmarks closely, because
you must comply with each benchmark for the competencies.

1. **Program Milestone One: Program Advancement**
   After admission to the doctoral program, doctoral students are reviewed for advancement in the program after they have completed two semesters of G624/G625 (Advance Practicum in Counseling Psychology) at the Center for Human Growth. For students entering the Counseling Psychology program with a master’s degree, this process occurs typically in May of their first year. For students entering the program without a master’s degree in counseling, this process occurs in May of their second year.

   **In order to advance in the program and enroll in G624/G625 in advanced settings, students must:**
   - Receive a grade of B or better in G615
   - Receive a grade of B or better in G622
   - Receive a grade of B in both semesters of G624/G625 completed at the Center for Human Growth
   - Receive a grade of B or better on Change Model presentation in G624
   - Receive marks of Satisfactory or Exemplary on the final CHG Evaluation Form (Appendix C, which is completed at the end of the second semester of G625 that is taken at the Center for Human Growth. Items that are assigned a score of NA [Not Applicable] designation are exempt from this requirement.)
   - Receive a grade of B or better in G600
     - Receive a grade of B or better on Science and Practice paper in G600
     - Receive a grade of B or better on the Professional Identity paper in G600
     - Receive a grade of B or better on written assignments regarding ethical and legal issues in G600
     - Demonstrate ability to use an ethical decision-making model, as evidenced by grade of B or better in Final Exam in G600
- Demonstrate knowledge of requirements for licensure as a professional psychologist, as evidenced by a grade of B or better on the licensure assignment in G600
  - Receive a grade of B or better in G685
    - Score 70% or better on the IU Institutional Review Board (IRB) Exam
    - Received a grade of B or better on final project (i.e., design a research study) in G685
  - Receive a Grade of B or better in G575 or equivalent
  - Participate in program functions (e.g., interviewing of doctoral applicants)

*Note: the above criteria correspond to the Program Benchmarks that are included in Appendix B.*

2. **Program Milestone Two: Internship Readiness**
   The second major milestone concerns the evaluation of students’ readiness for internship.

   **Before students can apply for internship, they must complete all of the requirements listed above and the following:**

   - Receive marks of Satisfactory or Exemplary on the Advanced Practicum Evaluation Form (Appendix D) from supervisors at approved practicum sites (Items assigned a score of NA [Not Applicable] designation are exempt from this requirement.)
   - Receive a grade of B or better in P601, either P624 or Psy667, P540 or P544, P566, and P514
   - Receive a B or better in Y502, Y521, Y527, Y604, Y611
   - Receive a grade of B or better in P591 and P691
     - Receive a grade of B or better on cognitive test battery report
     - Receive a grade of B or better on integrated personality assessment
   - Receive a passing score on each section of the Qualifying Examination
3. **Program Milestone Three: Graduation Readiness**

The final evaluation of students is related to students’ overall preparation and whether they have met the requirements for graduation. This third evaluation not only determines if students are able to graduate from the IU Counseling Psychology Program, but also determines if students are prepared to function as professional counseling psychologists. This concluding evaluation, once again, focuses on students’ abilities to realize the scientist-practitioner model.

**In order to graduate from the IU Counseling Psychology program students must complete all of the requirements listed above, as well as:**

- Complete an internship at an APA accredited internship site (non-APA accredited internships may be approved by the Director of Training on a case-by-case basis)

- Write and defend a dissertation that is approved by the student’s Research Committee which must contribute to the field of counseling psychology and include a discussion of how cultural dimensions may influence the student’s findings

- Submit a manuscript for publication. This manuscript must be based on work done during the counseling psychology doctoral program at Indiana University. The student’s advisor will determine whether the student’s contribution and authorship will satisfy this requirement. This requirement will be documented as part of the checklist submitted by the Program Director to the Office of Graduate Studies.

**E. Evaluation of Dispositions and Professionalism**

As the Indiana University Counseling Psychology program is dedicated to graduating competent, ethical, and effective counseling psychologists, students and trainees should be aware that faculty, supervisors, and training staff will be evaluating students’ professionalism and competence in areas
other than coursework, seminars, research activities, qualifying examinations, and other program related requirements. These evaluations include, but are not limited to:

(a) Interpersonal skills with other students, faculty, Indiana University staff, allied professionals, and other pertinent professionals

(b) Professional behavior as described by the American Psychological Association’s *Ethical Principles of Psychologists and Code Of Conduct;* Indiana University’s *Code of Student Rights, Responsibilities, and Conduct;* IU Counseling Psychology Program’s *Doctoral Student Handbook;* and the *Handbook of the Center for Human Growth*

(c) Self-awareness, self-reflection, and the ability to monitor one’s emotions and behaviors in interacting with clients, peers, faculty, staff, and allied professionals

(d) Openness to feedback and the ability to incorporate feedback provided by program related personnel

(e) Respect for other individuals and a commitment to assisting all clients regardless of sex, race, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity and expression, disability, and age. Students are expected to endorse the values statement addressing diversity that was developed by the Council of Counseling Psychology Training Programs (see Appendix E).

(f) Resolution of problems that interfere with professional performance and satisfactory progress in the program

**Ethical Behavior:**
Although ethical behavior and competencies are included IU Competencies Cube, the importance of ethical behavior cannot be overstated. It is in the best interest of the community for its members to adhere to ethical principles established by the American Psychological Association and to engage in sound ethical decision-making.

**Expectations:**
The APA Code of Ethics (2002) states that psychologists strive to benefit those with whom they work and take care to do no harm (p. 1062). These ethical standards also extend to our community. Ethically appropriate behavior enhances the integrity of the community and decreases the likelihood of harm to an individual and/or the community at large. Ignoring such behavior can be as egregious as ethically inappropriate behavior.
F. Funding
The School of Education works very hard each year to secure funding for its students, especially for the members of the first year cohort. Even though funding is not always assured or secured, the faculty applies for various fellowships and positions which may apply to the new cohort members prior to them being on campus. After their first year, each student should proactively seek an assistantship at the start of the Spring semester for the following academic year.

Assistantship opportunities through the School of Education are listed throughout the year on the School of Education website http://education.indiana.edu/. These positions usually include Associate Instructor (AI) and graduate assistantships (GA), as well as other funding opportunities. A certain number of competitive Associate Instructor appointments are therefore used to support doctoral students during the course of their studies. Most assistantships involve a stipend, tuition remission, and health insurance.

Students receiving an AI position are required to enroll in P650 (College Teaching and Instruction) for two credits in the Fall of the first semester they teach and one in the fall of the second year they teach. Occasionally, opportunities to gain additional teaching experience become available on a voluntary basis through partnering with a faculty member.

A list of funding opportunities and contact information is available below for your convenience. However, these are only suggestions and students are encouraged to look for other sorts of funding.

Funding Opportunities

Known and Current

- Center for Human Growth Assistant Director
  - Position includes observing intakes, supervising master’s students and other duties as required by the Director. Requires a two-year commitment.
  - Contact Dr. Lynn Gilman (lygilman@indiana.edu)
- Center for Urban and Multicultural Education (CUME)
  - Position includes carrying out research in schools. Requires working in Indianapolis.
  - Contact Shanna Stuckey (cume@iupui.edu)
- IU Residential Programs & Services
  - Information can be found at http://www.rps.indiana.edu/gra.cfm. Housing included.
- Office of Early Field Experiences, GA Coordinator
  - Information can be found at http://education.indiana.edu/undergraduate/teaching.html
- Contact Tyna Hunnicutt (thunnicut@indiana.edu)
- **Office of Instructional Consulting GA**
  - Position includes providing technology assistance to the School of Education. More information can be found at [http://www.indiana.edu/~icy/](http://www.indiana.edu/~icy/)
  - Contact Karen Hallett-Rupp (hallett@indiana.edu)
- **Research Assistant**
  - Position includes completing research tasks as needed. Availability dependent on grant funding.
  - Your advisor.
- **School of Education Careers Office, Career Advisor**
  - Position includes meeting with Education students, as well as teaching half-semester courses on behalf of the Careers Office.
- **Teaching (G203, F200, & Counseling Minor classes, SoE)**
  - Position includes teaching three courses in two semesters.
  - Contact Catherine Gray (catgray@indiana.edu)
- **Teaching (Student Academic Center)**
  - Position includes teaching courses for students on academic probation. More information at [http://sac.indiana.edu/gradEmploy](http://sac.indiana.edu/gradEmploy)
  - Contact Molly Burke (sac@indiana.edu)
- **Teaching (E300 & M300, SoE)**
  - Position includes teaching cultural awareness classes.
  - Contact Carol-Anne Hossler (chossler@indianan.edu)
- **Teaching (P251, SoE)**
  - Position includes teaching a psychology course designed for education majors.
  - Contact Anne Stright (astright@indiana.edu)

### Historic, but not Current

- **Teaching (Criminal Justice)**
  - Position includes teaching courses for the Criminal Justice department.
  - Contact Dr. Roger Levesque (rlevesqu@indiana.edu)
- **GROUPS Student Services (this is a paid, grant-funded practicum position)**
  - Position includes serving as a counselor for students involved in the GROUPS program. Acts as both a practicum and funding position.
  - Contact Roger Gildersleeve (rgilder@indiana.edu)

### III. CURRICULUM AND REQUIREMENTS

#### A. Graduation Checklist
The following list serves as a guide for the steps that you will complete in order to be able to graduate from our program.

- Admission to the program
- Appointment of Advisory Committee (Form)
- Program of Studies Committee approves Program of Studies Approval (Meeting and Form)
- Complete Early Inquiry (Form)
- Written portion of Major Qualifying Examinations
Minor Qualifying Exams
Oral Qualifying Examination and Nomination to Candidacy (Meeting and Form)
Admission to Candidacy
Appointment of Dissertation Research Committee (Form)
Dissertation Proposal Approval (Meeting and Form)
Pre-doctoral year-long internship
Announcement of Dissertation Defense
Oral Defense of Dissertation (Meeting and Form)
Submission of Dissertation Manuscript
Degree Conferral

B. Program Timeline
Below is a depiction of the timeline by which the above requirements should be completed. Please be sure to check this timeline frequently as you progress through the program, as many of the program steps are staggered such that one must be completed before you can progress to the next.
C. Advising
Upon matriculation, students are assigned an advisor based on their declared or tentative area of concentration, personal preferences, and faculty load. (Note: see Section XII, “Program Faculty”, for a description of faculty interests). Students may change advisors if they find a professor who is a more suitable match and if that faculty member is able to serve as his/her advisor. Students typically meet with their advisors regularly; however, they should make an appointment to meet at least once each semester to discuss their progress and to make decisions about course selections. Students are encouraged to initiate these contacts by emailing their advisors prior to course registration.
D. Course Requirements

1. Major: Counseling Psychology

The intent of the sequence of courses in the major area is to help ground students in counseling psychology and prepare them as effective scientist-practitioners. Courses from related areas of study may be added if their relevance to the major can be demonstrated, and if approval is secured. Requests for adding courses are made to the student’s advisor initially, and then to the Program of Studies Committee (also known as the “Advisory Committee” members. Three hours of inquiry coursework in the major are required, in addition to the Inquiry Core component. Inquiry coursework in the major for Counseling Psychology includes 3 credits of G685 Seminar in Counseling Research Methods. Although the School of Education requires all doctoral students to take a minimum of 36 hours in the major, the Counseling Psychology program requires all the following courses:

- G522 Counseling Theories (3 credits, **must be taken concurrently with G523**)
- G523 Laboratory in Counseling and Guidance (3 credits, **must be taken concurrently with G522**)
- G524 Practicum in Counseling (3 credits; G522 and G523, or their equivalents, are pre-requisites for enrollment in G524)
- G532 Introduction to Group Counseling (3 credits)
- G552 Career Counseling: Theory/Practice (3 credits)
- G567 Introduction to Marriage and Family Counseling (3 credits)
- G575 Multicultural Counseling (3 credits)
- G600 Pro-Seminar in Counseling Psychology (3 credits; this course may be credited toward the substantive core requirement but cannot double count in computing total credit hours)

- G650 Advanced Multicultural Counseling, Career Development, and Consultation (3 credits; to be re-numbered as G602 upon future approval)
- G622 Advanced Theories of Counseling (3 credits)
- G624 Advanced Practicum in Counseling Psychology (2 credits)

- G625 Advanced Practicum: Individual Supervision (1 credit enrolled under the faculty supervisor's section. If supervised by off-site supervisor, enroll under IU Training Director’s section)
- G615 Psychopathology and Advanced Diagnosis (3 credits)
- G763 Advanced Practicum in Counseling Supervision (3 credits; 1 credit in fall semester, 2 credits in either spring or summer depending on program needs)
- P655 Cognitive Assessment and Intervention (4 credits)
- P691 Personality Assessment and Intervention (3 credits)
- G685 Seminar in Counseling Research Methods (Inquiry Linkage, 3 credits)

2. Inquiry Core (Minimum: 15 Hours)
This program component emphasizes inquiry methodology skills (both quantitative and qualitative), which provide a broad basis for conducting original research. Only 15 credits of inquiry are required. However, if students take all of their inquiry courses at Indiana University, the total will be 17 credits because of the two labs associated with Y502 and Y604. Students are encouraged to take their inquiry courses as early as possible because these courses will be useful to the conceptualization and completion of the Early Inquiry project and dissertation. The following are the required courses:

- Y502 & Y500 Intermediate Statistics (4 credits)
- Y527 Educational Assessment and Psychological Measurement (3 credits)
- Y604 & Y500 Multivariate Analysis in Educational Research (4 credits)
- Elect 2 courses from the following:
  - Y521 Methodological Approaches to Educational Inquiry (3 credits)
  - Y611 Qualitative Inquiry in Education (3 credits)
  - Other approved graduate level inquiry courses

3. Minor (Minimum: 12 Hours)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary minor is also possible. If courses in the minor are from more than one program area, a written description of the minor's underlying theme must be provided along with a rationale for each course's contribution to that theme. This written description is typically limited to two pages and submitted to the student’s Program of Studies Committee. **Major area courses (those within the Counseling Psychology program) may not be used in the minor.** A few minors that have been selected by doctoral students in recent years include educational inquiry, human development, sport psychology, public health, organizational behavior, gender studies, and various interdisciplinary studies. A list of approved minors that other students have done is available on the CPSO website. You may
use these as a guide when designing your own minor.

4. Electives or Second Minor
The School of Education requires a minimum of 6 elective credit hours intended to ensure that students have flexibility in their programs from stipulating all of the minimum 90 credit hours of the doctoral program. It is expected that most students will have more than six elective credit hours. It should also be noted that at least 27 hours in the student’s program must come from outside the major. Most students take Additional Psychological Foundations courses as their electives or second minor.

Additional Psychological Foundations Requirements
Courses in this area satisfy additional accreditation requirements of the American Psychological Association. These courses also satisfy psychology licensure requirements in many states. Because these courses are unique requirements in the Counseling Psychology program, they can in some cases double count in one of the areas listed above.

- History and systems
  P601 Educational and Historical Foundations of Psychology (3 credits)

- Biological aspects of behavior
  P624 Brain Research Applied to Educational and Clinical Practice (3 credits) OR
  Psy667 Neuropsychopharmacology (3 credits)

- Cognitive aspects of behavior
  P540 Learning and Cognition in Education (3 credits) OR
  P544 Applied Cognition and Learning Strategies (3 credits)

- Social aspects of behavior
  G656 Social Bases of Behavior (3 credits)

- Human development
  P514 Lifespan Development (3 credits)

5. Dissertation (Total 15 hours)
Twelve hours of G799 Doctoral Dissertation are required. In addition, 3 hours of G795 Dissertation Proposal Preparation must be taken. See Section VI. RESEARCH of this handbook for more detailed information.

6. Internship (Total 3 hours)
Three credit hours of G699: Internship in Counseling Psychology must be taken during your year-long pre-doctoral internship (1 credit in each of the three terms: Fall, Spring, and Summer). An end-of-year evaluation from your internship training director must be submitted to the IU Counseling Psychology Program Director to receive a grade for G699.
E. Course Sequencing
Course sequencing, including the number of years required to complete required coursework, is generally flexible. Students should consult their advisors to determine the best sequence for them as part of the process of developing their Programs of Studies. Although there are some suggestions regarding course sequencing in this handbook, students need to communicate regularly with their advisor.

1. Recommended Sequence of Coursework for Students Entering with a Master’s Degree.
Students entering with a Master’s degree in counseling are typically able to transfer up to 30 credits toward their doctoral degree. These courses must be the substantial equivalent of required courses at IU. For students who have taken more than 30 credits elsewhere that are equivalent to required courses at IU, they do not need to retake such course requirements. They may apply for waiving those requirements beyond the 30 transferrable credits. However, they should identify other courses to take that will be beneficial to their program of study, in order to make up for the credit hours for the waived requirements. The advisor of the student will need to submit a memo to Graduate Studies to justify the special arrangements for the student’s program of study. The rule remains that students may not transfer more than 30 credit hours to IU. The following sequence assumes that you have taken the equivalent of:

G522: Counseling Theories
G523: Laboratory Counseling and Guidance
G524: Practicum in Counseling
G532: Introduction to Group Counseling
G552: Career Counseling
G575: Multicultural Counseling
P514: Lifespan Development
Y521: Methodological Approaches to Educational Inquiry (or another approved inquiry course such as Y520: Strategies of Educational Inquiry)

Fall of Year 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G600</td>
<td>Proseminar in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>G622</td>
<td>Advanced Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>G624†</td>
<td>Advanced Practicum in Counseling Psychology</td>
<td>2</td>
</tr>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
</tbody>
</table>
Y500 & Y502

Intermediate Statistics 4

1This class corresponds to the advanced practicum at the Center for Human Growth (CHG).

### Spring of Year 1

<table>
<thead>
<tr>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>G650</td>
<td>Advanced Multicultural Counseling, Career Development, and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>G685</td>
<td>Seminar in Counseling Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Y604 &amp; Y500</td>
<td>Multivariate Analysis in Educational Research</td>
<td>4</td>
</tr>
<tr>
<td>G615</td>
<td>Psychopathology and Advanced Diagnosis</td>
<td>3</td>
</tr>
</tbody>
</table>

### Summer of Year 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G567</td>
<td>Introduction to Marriage &amp; Family Counseling*</td>
<td>3</td>
</tr>
<tr>
<td>?</td>
<td>Minor Course #1</td>
<td>3</td>
</tr>
</tbody>
</table>

*G567 is only offered in the summer, and it is required for some practicum sites.

### Fall of Year 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>P544</td>
<td>Applied Cognition and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>G625³</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>P601 (formerly P526)</td>
<td>Educational and Historical Foundations of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>P691</td>
<td>Personality Assessment and Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>
Doctoral students should continue to take 1 credit of G625 per semester of practicum, but they should not list it on their program of studies past their second year if they want to be able to defend their dissertations before going on internship.

### Spring of Year 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>G656</td>
<td>Social Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Y611 or another approved inquiry elective</td>
<td>Qualitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>P655</td>
<td>Cognitive Assessment and Intervention*</td>
<td>4</td>
</tr>
</tbody>
</table>

*P655 is often cancelled due to low enrollment, but hopefully it will be offered at least every other spring semester.

### Summer of Year 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Minor Course #2</td>
<td>3</td>
</tr>
<tr>
<td>P540</td>
<td>Learning and Cognition in Education*</td>
<td>3</td>
</tr>
</tbody>
</table>

*If not taking P544 (Applied Cognition and Learning Strategies) in the Fall of second year.

### Fall of Year 3

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G7634</td>
<td>Advanced Practicum in Counseling Supervision</td>
<td>1</td>
</tr>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>P624</td>
<td>Brain Research Applied to Educational and Clinical Practice*</td>
<td>3</td>
</tr>
<tr>
<td>Y527</td>
<td>Educational Assessment and Psychological Measurement</td>
<td>3</td>
</tr>
<tr>
<td>?</td>
<td>Minor Course #3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Contact Dr. Lynn Gilman with questions.
*Students can choose to take Psy667: Psychopharmacology instead, but it is offered infrequently and difficult to get into.
Spring of Year 3

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G763(^5)</td>
<td>Advanced Practicum in Counseling Supervision</td>
<td>2</td>
</tr>
<tr>
<td>G795(^6)</td>
<td>Dissertation Proposal Preparation</td>
<td>3</td>
</tr>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>?</td>
<td>Minor Course #4</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^5\)The timing of the experiential 2 credit portion of G763 is dependent upon program needs; therefore, students must be flexible regarding enrollment in spring versus summer. In the event of summer enrollment, the supervision course covers 12 weeks. Contact Dr. Lynn Gilman with questions.

\(^6\)This class can be taken away from Bloomington if necessary. Regardless, note that there is a section for students in the Bloomington area and a section for students outside the Bloomington area (i.e., on internship). You cannot take G795 and G799 simultaneously.

Fall of Year 4

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G799(^7)</td>
<td>Doctoral Thesis (Dissertation)</td>
<td>6</td>
</tr>
</tbody>
</table>

\(^7\)Note that there is a section for students in the Bloomington area and a section for students outside the Bloomington area (i.e., on internship).

Spring of Year 4

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G799</td>
<td>Doctoral Thesis (Dissertation)</td>
<td>6</td>
</tr>
</tbody>
</table>

Year 5—Pre-doctoral Internship

Enroll in G699: Internship in Counseling Psychology for 1 credit hour in each of Fall, Spring, and Summer terms (a total of 3 hours)
2. Recommended Sequence of Coursework for Students Entering with a Bachelor’s Degree.

### Fall of Year 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G600</td>
<td>Proseminar in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>G522†</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>G523†</td>
<td>Laboratory in Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Y521 or another approved inquiry elective</td>
<td>Methodological Strategies for Educational Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

†G522 and G523 must be taken concurrently. They are also typically offered in the summer.

### Spring of Year 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G524²</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>G532</td>
<td>Introduction to Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>G552</td>
<td>Career Counseling – Theory and Practice*</td>
<td>3</td>
</tr>
<tr>
<td>G575</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>G615</td>
<td>Psychopathology and Advanced Diagnosis</td>
<td>3</td>
</tr>
</tbody>
</table>

²G524 is also taken by Master’s students on the school track in the Spring.

³G552 is also offered in the summer, but the summer course is designed particularly for the Master’s students on the school counseling track; doctoral students are encouraged to take the G552 class offered in the spring.

### Summer of Year 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G567</td>
<td>Introduction to Marriage and Family Counseling*</td>
<td>3</td>
</tr>
<tr>
<td>P514</td>
<td>Lifespan Development: Birth to Death</td>
<td>3</td>
</tr>
</tbody>
</table>

*G567 is only offered in the summer, and it is required for some practicum sites.
## Fall of Year 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>P544</td>
<td>Applied Cognition and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>G622</td>
<td>Advanced Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>G624</td>
<td>Advanced Practicum in Counseling Psychology</td>
<td>2</td>
</tr>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
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</tr>
<tr>
<td>Y500 &amp; Y502</td>
<td>Intermediate Statistics</td>
<td>4</td>
</tr>
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</table>

*This class corresponds to the advanced practicum at the Center for Human Growth (CHG).

## Spring of Year 2

<table>
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<tr>
<th>Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>G650</td>
<td>Advanced Multicultural Counseling, Career Development, and Consultation</td>
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<td>G625</td>
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<td>G685</td>
<td>Seminar in Counseling Research Methods</td>
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<td>Y604 &amp; Y500</td>
<td>Multivariate Analysis</td>
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</tr>
<tr>
<td></td>
<td>Minor Course #1</td>
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*Doctoral students should continue to take 1 credit of G625 per semester of practicum, but they should not list it on their program of studies past their second year if they want to be able to defend their dissertations before going on internship.

## Summer of Year 2

<table>
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<tr>
<th>Number</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>P540</td>
<td>Learning and Cognition in Education*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minor Course #2</td>
<td>3</td>
</tr>
</tbody>
</table>

*If not taking P544 (Applied Cognition and Learning Strategies) in Fall of second year.
### Fall of Year 3

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>G763⁵</td>
<td>Advanced Practicum in Counseling Supervision</td>
<td>1</td>
</tr>
<tr>
<td>P601 (formerly P526)</td>
<td>Educational and Historical Foundations of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>P691</td>
<td>Personality Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Y527</td>
<td>Educational Assessment and Psychological Measurement</td>
<td>3</td>
</tr>
<tr>
<td>P624</td>
<td>Brain Research Applied to Educational and Clinical Practice*</td>
<td>3</td>
</tr>
</tbody>
</table>

*The timing of the experiential 2 credit portion of G763 is dependent upon program needs; therefore, students must be flexible regarding enrollment in spring versus summer. In the event of summer enrollment, the supervision course covers 12 weeks. Contact Dr. Lynn Gilman with questions.

*P624 can be substituted for Psy667 (Neuropsychopharmacology), but Psy667 is not offered often and is also hard to get into.

### Spring of Year 3

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<th>Number</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>G625</td>
<td>Advanced Practicum: Individual Supervision</td>
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<tr>
<td>G763⁶</td>
<td>Advanced Practicum in Counseling Supervision</td>
<td>2</td>
</tr>
<tr>
<td>G656</td>
<td>Social Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
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<td>Cognitive Assessment and Intervention*</td>
<td>4</td>
</tr>
<tr>
<td>Y611 or another approved inquiry elective</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>?</td>
<td>Minor Course #3</td>
<td>3</td>
</tr>
</tbody>
</table>

*It is also possible to take this course during the summer (2 credits). Contact Dr. Lynn Gilman with questions.

*P655 is often cancelled due to low enrollment, but hopefully it will be offered at least every other spring semester.
### Summer of Year 3

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G795(^7)</td>
<td>Dissertation Proposal Preparation</td>
<td>3</td>
</tr>
<tr>
<td>?</td>
<td>Minor Course #4</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^7\)This class can be taken away from Bloomington if necessary. Regardless, note that there is a section for students in the Bloomington area and a section for students outside the Bloomington area (i.e., on internship). You cannot take G795 and G799 simultaneously.

### Fall of Year 4

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G799(^8)</td>
<td>Doctoral Thesis (Dissertation)</td>
<td>6</td>
</tr>
</tbody>
</table>

\(^8\)Note that there is a section for students in the Bloomington area and a section for students outside the Bloomington area (i.e., on internship) if necessary.

### Spring of Year 4

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<tbody>
<tr>
<td>G799</td>
<td>Doctoral Thesis (Dissertation)</td>
<td>6</td>
</tr>
</tbody>
</table>

### Year 5—Doctoral Internship

**Enroll in G699: Internship in Counseling Psychology for 1 credit hour in each of Fall, Spring, and Summer terms (a total of 3 hours).**

Doctoral students admitted with a bachelor’s degree may elect to apply for a master’s degree using course credits already taken for their doctoral degree. The master’s degree will be in Educational Psychology. Students will need to apply for admission and graduation for their master’s degree. Although a master’s degree is not required for the PhD degree, some internship sites do require a Master’s degree.

**F. Registration for courses**

One.IU is a web portal application that provides a central location for online services at Indiana University. Go to [https://one.iu.edu/](https://one.iu.edu/) and you can enroll for classes online each semester, using your IU username and pass phrase, and ten-digit IU ID number. Many courses in the doctoral program require authorization and you will need to contact the instructor of the course via email to obtain permission to register for the class. It is often helpful to do this a couple of weeks before registration begins to ensure that your professors have ample time to grant you permission before you begin the registration process. Students can also use One.IU to make payments, view their Bursar accounts, view their transcript, and access library information. You are
encouraged to spend some time exploring the various sites and information available through One.IU.

**Canvas** via One.IU is Indiana University’s tool for online course management. This high powered tool enhances communications among faculty, staff, and students. There are various features associated with Canvas such as the ability of students to track current and past courses taken, see syllabi, course resources, chat with instructors and classmates, and to obtain other course related information.

**Tentative Schedules:** The Department of Counseling and Educational Psychology will post tentative schedules on the webpage as they are submitted to One.IU. Some students find it helpful to see these tentative schedules.

**G. Important Policies and Forms**

The School of Education Office of Graduate Studies’ website contains important information regarding policies, procedures, and requirements. Students are encouraged to become familiar with School of Education requirements at [http://education.indiana.edu/about/offices/graduate.html](http://education.indiana.edu/about/offices/graduate.html).

Other relevant policies and procedures can be reviewed through the online version of the School of Education Graduate Student Bulletin.

A number of forms must be submitted before a student can graduate with a Ph.D. from Indiana University in Counseling Psychology. The link listed below is a crucial resource for doctoral students as it contains important forms that need to be completed as students progress through the doctoral program. Periodically information may be posted through the doctoral student listserv about deadlines, but the ultimate responsibility for completing all paperwork rests with the students. Therefore, students are encouraged to use this link: [http://education.indiana.edu/students/graduates/doctrnal-guide/index.html](http://education.indiana.edu/students/graduates/doctrnal-guide/index.html)

The following is a list of forms (note: not an exhaustive list) that students must file with the department administrative staff:

1. Appointment of Program of Studies Committee (also known as “Advisory Committee”)
2. Transfer of Credit
3. Early Inquiry Experience Approval
4. Nomination to Candidacy form
5. Nomination of Research Committee form
6. Dissertation Proposal Approval
7. Dissertation Defense Form

A Program of Studies form may be obtained from the Office of Graduate Studies, School of Education, Room 4210, or from their website (see above). The student’s Program of Studies Committee must include two members of the Counseling Psychology faculty and one member representing each declared minor. After members of the committee approve the program of studies, approval is then needed by the Department Chair and the Associate Dean for Graduate Studies. **A completed program of studies form must be**
submitted within one year of matriculation. This is usually done in the second semester of the student’s first year in the program.

Transfer of Credits: Students can transfer up to 30 credits from another institution as long as the course is the substantial equivalent of one of the required courses in the Counseling Psychology program. Students will need to submit to their advisor a copy of the syllabus of the course they believe could be transferred. In many cases, the advisor can make the decision on whether the course is the substantial equivalent of the required course; however, the advisor may ask the student to have the syllabus reviewed by another faculty member with expertise in that area (e.g., a development or inquiry course).

Once courses have been approved for transfer, the student should complete the Request for Transfer of Graduate Credits form. This form should accompany the Program of Studies form. A course can only be transferred if it is current. If a course was taken more than seven years from when the student passes their oral portion of the qualifying examination, it will need to be revalidated. Information on revalidating courses can be found at the website listed above.

Residence: A total of 60 credit hours (including dissertation credits) must be taken at the Bloomington or Indianapolis campuses. Ph.D. students must have two consecutive semesters in a single academic year in which 9 hours of program course work (excluding G799) are completed each semester. The counseling psychology program requires a full-time study which is minimally 8 hours per semester (could be reduced to 6 hours for fellowship or assistantship purposes).

IV. PRACTICUM TRAINING

In accordance with the ASPPB guidelines for practicum experience (October 2008), the IU Counseling Psychology program provides an organized, sequential, and increasingly complex set of training opportunities designed to help our students achieve the associated program goals, objectives, and competencies. In addition, practicum training is designed to help prepare our students for pre-doctoral internship in an increasingly competitive environment. All counseling trainees receive clinical supervision from a faculty member or an appropriately licensed mental health professional in keeping with Indiana state law which requires a minimum of one hour per week of face-to-face individual supervision for trainees providing psychological services.

The program requires each student to obtain and maintain in force Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each student's activities while enrolled in the doctoral program, with limits of not less than $1,000,000 per occurrence and $3,000,000 in the annual aggregate. This coverage can be obtained for $35 per year through the American Psychological Association Insurance Trust: [http://www.apait.org/apait/products/studentliability/](http://www.apait.org/apait/products/studentliability/). The purchase and annual renewal is the responsibility of the student. Renewal notices are often diverted by
the SPAM filter of your email provider so be sure you check your junk folder for your proof of insurance and renewal documents.

In order to prepare students for pre-doctoral internship, the IU Counseling Psychology program strongly encourages students to engage in a minimum of the equivalent of three academic years (six semesters) of clinical fieldwork during their doctoral course of study (not including the student’s fieldwork in a previous master’s degree program). Most clinical placements require a 16-20 hour commitment per week with a range of 25-40% of the trainee’s time spent in direct contact with clients, depending upon the placement site.

The faculty recognizes that this level of time commitment, in addition to coursework, assistantship, and research responsibilities, can be challenging. However, it is in your best interest to be aware of the trends with regard to the accumulation of intervention/assessment hours. Research regarding practicum training hours, using data collected from applicants and from internship training directors, indicates that the mean intervention/assessment hours for applicants applying to university counseling centers is 875 with a range between 590 and 1277. Total practicum site hours ranged from 1571 to 2905 with a mean of 2153. There is debate in the research about the quantity versus quality considerations on these figures and the length of time taken to accumulate the hours (Ko & Rodolfa, 2005; Rodolfa, Owen, & Clark, 2007). Due to the increasing competition for internship match placement, our program recommends that students acquire a minimum of 750-1000 direct contact (intervention and assessment) hours prior to internship application. The most recent match statistics (2015) indicated that the mean reported doctoral intervention hours on the AAPI were 666 with a standard deviation of 311. Mean reported doctoral assessment hours were 216 with a standard deviation of 189. More information about match statistics can be found on the APPIC website: http://appic.org/Match/Match-Statistics. In addition, Rodolfa et al. suggested that practicum students complete somewhere between 1500 and 2000 total practicum site hours in order to prepare for state licensure requirements which may move to eliminate post-doctoral hour requirements, as recommended in the ASPPB model licensure act.

Several practicum opportunities for counseling psychology doctoral students are administered directly by the program, and several are off-site placements to which students may choose to apply based on training interests and goals for internship preparation. Off-site placements not administered by the program must sign a placement agreement and be able to provide individual supervision in accordance with training requirements and Indiana state law. Students are also asked to provide feedback on external practicum sites through an evaluation form (see Appendix F).

*It is imperative that students keep accurate and detailed records of all of their practicum experiences during their graduate career.* To facilitate this process, you are required to use the CEPEX system to keep records of your practicum experience. There will be an orientation about how to use this system.

The number of practicum hours accrued each semester must be submitted to your clinical supervisor and instructor of record for practicum. **You must accumulate**
at least 50 hours of direct contact in order to receive a practicum grade (G625) every semester. These hours will be reviewed by the faculty as part of the readiness for internship endorsement procedure. The number of practicum hours expected by pre-doctoral internship sites varies from site to site, so students are encouraged to visit and explore the APPIC website early in their graduate work in order to get a sense of what different pre-doctoral internship settings are looking for in their intern applicants. In order to qualify for internship application readiness, you will need a minimum of 450 hours of direct contact accrued during your doctoral program.

A. Required Practicum Administered by the Counseling Psychology Program: Center for Human Growth Practicum

All students who enter the doctoral program with a counseling or psychology-related master’s degree that included clinical fieldwork will begin practicum training in the first year of the IU Counseling Psychology doctoral program. Students who enter the program without a master’s degree must fulfill a number of prerequisites during their first year in the program prior to placement in the CHG for practicum. Please see the recommended Course Sequencing for the specific requirements. The practicum experience consists of a 2-credit-hour classroom portion during the first semester, and approximately 12 to 16 hours per week of clinical experience and supervision throughout practicum. Practicum students complete a two-semester (30 weeks) training experience at the Center for Human Growth (CHG). Students can expect to carry a caseload of approximately 4 to 6 clients per week. Students must attend an orientation session at the CHG prior to beginning this first practicum. Formative feedback is provided throughout the practicum experience with summative evaluation at the end of each semester. A copy of the practicum evaluation is included in Appendix C.

The CHG is our department’s training clinic, featuring digital video recording capabilities and electronic medical record-keeping. The Center for Human Growth was established in 1970 as a training clinic providing affordable counseling services to the local community. Each counselor receives extensive supervision from a faculty member who teaches the practicum course and an individual supervisor who meets for one hour per week of face-to-face supervision in addition to the group supervision provided in class. The practicum experience at the CHG is designed to help the trainee develop basic clinical competencies. These include conducting intake interviews according to the established CHG protocol, and providing treatment or making an appropriate referral to meet the clients’ needs if those needs are beyond the scope of clinical competence available at the CHG.

Beginning with the 2013-14 academic year, the CHG began offering counseling services in Spanish through a program called CHG Unidos. In January of 2015 we began offering services in Mandarin. International language services are provided based on counselor availability.

Faculty supervisors are Rex Stockton, Ed.D., Indiana Licensed
B. Advanced Practica (See Dr. Lynn Gilman for additional information about these practica)
During subsequent semesters of field experience, students must enroll in a minimum of one credit of G625 each semester they engage in clinical work. Students should begin their inquiries into the 2nd year placement around mid-February of their first year and should contact the Director of Training or the Field Placement Coordinator (Dr. Gilman) for the list of approved sites. In many cases, information about placement will be distributed or discussed during the G600 (Professional Seminar) course. Sites must be approved by the training director and for those sites that are non-IU entities we must have a signed affiliation agreement on file. Students receive formative feedback and performance evaluation by the clinical supervisor at the end of each semester, which is also shared with the program faculty.

C. Program Administered Practica

1. Ivy Tech Counseling and Outreach Program (IT-COP) Counselor Positions – Advanced Practicum (1 to 3 advanced students per year)
The Ivy Tech Outreach program primarily provides individual counseling services to Ivy Tech Community College students. There is also the opportunity to provide outreach presentations, group counseling, and couples counseling (if appropriate coursework has been completed and a qualified supervisor is available). This program provides counseling experience with a college population consisting of both traditional and non-traditional students with a range of presenting issues. Counselors typically hold hours for one or two days a week at Ivy Tech and have caseloads of approximately 6-8 clients per week. These positions are open to students who have completed the first-year practicum at the CHG. Faculty Licensed Supervisor: Dr. Lynn Gilman, Ph.D., HSPP

2. Ivy Tech Counseling and Outreach Program (IT-COP) Coordinator Position—Advanced Practicum (1 advanced student per year)
The coordinator position of this outreach program provides both counseling and valuable administrative experience. The coordinator typically spends the equivalent of two full days at Ivy Tech and can carry a caseload of approximately 6-8 clients per week.

While the coordinator does not provide clinical supervision to the other counselors, the coordinator is the primary administrative contact for the program. The coordinator is also responsible for producing an end of semester and end of year report regarding the services provided to Ivy Tech. This position is open to advanced
students who have completed their CHG practicum and preferably an additional field experience.

*Faculty Licensed Supervisor: Dr. Lynn Gilman, Ph.D., HSPP*

3. **OASIS Program Coordinator and CHG Outreach Practicum** – Advanced Practicum (1 advanced student per year)

The Outreach and Assistance for International Students and Scholars (OASIS) is an outreach program affiliated with the CHG that provides services to international students and scholars to share their experiences and concerns, and learn new perspectives and skills as they adjust to a new cultural environment. This practicum position provides the opportunity to gain experience coordinating and participating in diversity outreach activities on campus, and to increase multicultural awareness and competence. The primary mode of intervention is support or psychoeducational groups conducted in collaboration with the International Center, which is open to all international students and scholars. The coordinator is expected to facilitate the development and planning of the group program in collaboration with the OASIS team made up of master’s and doctoral level trainees, and to coordinate the communication among CHG and other campus organizations and personnel. In addition to the OASIS program, the position is responsible for coordination of general CHG outreach activities including campus health fairs, national mental health screening days, Resident Assistant training, and working with community agencies to cultivate referral relationships. The coordinator has the opportunity to expand the outreach efforts to different counseling modalities and different multicultural student and community organizations.

*Faculty Licensed Supervisor: Dr. Lynn Gilman, Ph.D., HSPP*

4. **IU Athletics Department – Sport and Performance Psychology**

*Advanced Practicum* (1-2 students per year)

The practicum in sport psychology provides supervised training to doctoral students in counseling psychology who want to gain experience in providing psychological services to intercollegiate student-athletes at Indiana University. Practicum students will get the opportunity to provide a variety of services, including but not limited to athletic performance enhancement interventions and individual counseling with student-athletes, outreach programming to teams and coaches, individualized support to specific teams, training with coaches, and other services that will be supervised by a licensed psychologist and IU sport psychology consultant.

*Faculty Supervisor: Jesse Steinfeldt, Ph.D. and Licensed Supervisor: Andrew Shea, Ph.D., HSPP*

**D. Off-Site Advanced Practicum Opportunities**

Students may also choose to pursue practicum opportunities that are not directly administered by the IU Counseling Psychology program. Students must enroll in at least one credit of G625 to participate in
these off-site field experiences. When available, web links to each site are provided for easy access to more information. This list changes as opportunities change. Students are therefore encouraged to be active in their information gathering/research of these and other opportunities.

1. IU Counseling and Psychological Services (2-3 students per year) University Counseling Center
   *Director of Practicum Training: Brad Stepp, Psy.D., HSPP*
   [http://www.indiana.edu/~health/departments/caps.html](http://www.indiana.edu/~health/departments/caps.html)

2. IUB SMART/AAIP (number of students varies by year) Currently this program does not maintain a separate website, so summary information is provided here. SMART/AAIP is an alcohol and substance use assessment and intervention program that works in collaboration with the student ethics office and campus judicial system to provide services to students who have violated the IU Bloomington campus alcohol/substance policies. SMART, which stands for Successfully Managing Alcohol Responsibly & Together, is a project designed for students to examine their use of alcohol in a safe, confidential, and educational way. Counselors conduct a structured interview regarding substance use and provide psychoeducational material to students who are referred to the program by the campus judicial system.
   *Contact: Jackie Daniels (812) 856-3898 or danieljm@indiana.edu*
   [http://studentaffairs.iub.edu/oasis/](http://studentaffairs.iub.edu/oasis/)

3. IUPUI Counseling and Psychological Services (number of students varies by year)
   University Counseling Center
   *Emily Williams, PsyD, HSPP, Assistant Director - Graduate Student Training*
   Phone: (317) 274-2548 [http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/index.shtml](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/index.shtml)

4. Butler University Counseling and Consultation Services (number of students varies by year)
   Note: Trainees who complete their practicum at CCS will not be considered for the Doctoral Internship Program if they apply in subsequent years.
   *Practicum Coordinator: Shana Markle, Ph.D., HSPP*
   [https://umbraco.butler.edu/counseling-services/](https://umbraco.butler.edu/counseling-services/)

5. IU Health-Charis Center for Eating Disorders
   *Contact: Natalie Cumberlander Zolicoffer, Ph.D. HSPP*
   Indiana University Health
   6640 Intech Blvd. Suite 195
   Indianapolis, IN 46278
   (317) 295-0608 (office)
   (317) 295-0622 (fax)
http://iuhealth.org/methodist/behavioral-health/charis-center-for-eating-disorders/

6. Meridian Health (includes assessment experiences)
   Outpatient pain treatment and mental health center in Carmel, IN
   Contact: Dr. Ari Gleckman at agleckman@meridianhealthgroup.com

7. Centerstone (Number of students varies by year) Community mental health center (includes assessment experiences) Clinical Supervisor:
   http://centerstone.org/

   Cognitive, emotional, behavioral, and personality testing for children, adolescents, and adults
   Contact: Dr. Jill A. Christopher, Psy.D., H.S.P.P.
   jill@christopherandassociates.com

9. Lindeman & Associates
   Dr. Dawn H. Lindeman, M.S., Ph.D., N.C.C., HSPP
   DawnLindeman@live.com

10. Purdue CAPS
    Contact: Doug Bennett at dbennett@purdue.edu or at (765) 494-6995
    www.purdue.edu/caps
    http://www.purdue.edu/caps/pages/practicum/index.shtml?whichMenu=menu1

E. Outreach Practica. These hours, which are considered direct contact but not clinical intervention hours, offer students the chance to gain a non-clinical skill which is common to most counseling positions. These practica involve such activities as psychoeducational presentations, event coordination, mental health screenings, etc., and can help students to be more competitive applicants for advanced practicums and internship placement.

1. IU CAPS General Outreach
   Supervisor: Chris Meno, Ph.D., HSPP

2. IU CAPS Diversity Outreach
   Supervisor: Paul Toth, Ph.D., HSPP

F. Additional Off-Site Opportunities to Explore - The following Sites have taken Counseling Psychology students in the past but have not in the last 2 years. This could be due to lack of student interest or changes in leadership within the organization. Students are encouraged to research/explore these opportunities directly if
interested:

1. Bloomington Hospital Stress Care
   Short-term inpatient services
   http://www.bloomingtonhospital.org/oth/Page.asp?PageID=OTH000420

2. IU Groups Program – Healthy Links Advanced Practicum
   http://www.indiana.edu/~groups/stusup.htm

3. DePauw University Counseling Services
   http://www.depauw.edu/studentlife/wellness/counseling-services/

4. Damar Services
   Developmental disabilities and residential treatment
   http://www.damar.org/about.cfm

5. Roudebush VA Hospital Inpatient and Outpatient services
   http://www.indianapolis.va.gov/services/mentalhealth.asp

V. QUALIFYING EXAMINATION AND CANDIDACY

A. Qualifying Examination
   The doctoral major of Counseling Psychology requires that all students successfully pass written and oral qualifying examinations. The purpose of qualifying examinations is to synthesize and integrate existing knowledge and demonstrate critical thinking skills.

   Counseling psychology students can take the major portion of their qualifying examination in either October, March, or July. Students must have successfully completed their Early Inquiry project before they can register to take the qualifying examination. Emails are sent to students informing them of the registration process and students must register for the exam. The doctoral qualifying examination in Counseling Psychology has four parts:

   • Part 1 (Major Concentration) is a sit-down, closed-book examination. This part of the examination addresses Ethical Issues in Counseling Psychology. This portion of the exam will last no more than 4 hours.
   • Part 2 (Major Concentration) is a take home portion of the examination that contains questions in three areas: Area 1 focuses on the Practice of Counseling Psychology, Area 2 on Research in Counseling Psychology, and Area 3 on Professional/Identity Issues in Counseling Psychology. The written, take home portion must be completed within 4 weeks.
   • Part 3 is a minor area qualifying examination. Determination of the minor qualifying examination is frequently made by the minor representative on the student’s Program of Studies Committee. However, some departments have policies regarding their minor
qualifying examinations which will be reviewed on an individual basis. The student should collaborate with their minor advisor to access information regarding outside department policies. In some cases, the student’s minor advisor may decide to waive the requirement for a minor exam.

- Part 4 is an oral examination with the student’s Program of Studies committee, typically scheduled within four weeks of submission of the take home portion of the exam.

Students should complete the take home portion individually. There is a 20-page per question limit. Paper should be double spaced and typed (APA style). Please note that each of the take home questions carries equal weight and should receive equal attention and effort. In answering the questions students may use any relevant resource material. Answers and questions should not be discussed with anyone. When the examination is completed students should turn in both a printed copy and electronic copy (saved to a file) to the department secretary no later than 5:00 p.m. on the deadline date. Both answers and questions must be returned. Students should not keep copies of either the exam questions or answers.

As of the academic year of 2009-2010, entering students must have passed their qualifying exam before being eligible to apply for the predoctoral internship. Students must receive either a Pass or a Pass with Honors on all sections of the qualifying examination and the scoring rubric can be found in Appendix G. Students who fail some or all portions of the qualifying examinations may be allowed to retake these portions. This decision is made by the student’s advisory committee and the department chair, and is based on the student’s overall program performance and the extent of the deficits on the qualifying examinations. Only one retake of the qualifying examinations is allowed.

**B. Admission to Candidacy**

Nomination as a candidate for the doctoral degree is based upon the results of the written and oral qualifying examination, the quality of course work taken at Indiana University, the range and quality of professional experience, and pertinent personal qualifications. When the student’s Program of Studies Committee is satisfied with the student’s progress in the doctoral program, the student is nominated to candidacy. To become a candidate, a student must have completed all coursework listed in her/his program of studies, with the exception of dissertation credits.

Upon satisfactory completion of the oral and written qualifying examination, the nomination to candidacy form provided in the student's file must be completed and signed by the members of the doctoral Program of Studies committee attending the oral examination. Once completed, this form is forwarded to the Office of Graduate Studies. Official notification will be sent by the Associate Dean for Graduate Studies to the student regarding action taken by the doctoral Program of Studies committee. After passing qualifying examinations, the student must enroll each fall and spring semester in either regular course work or dissertation credit until the degree is granted. Ph.D.
students must also register in the summer if they plan to graduate during the summer. If a student does not make satisfactory progress on his/her dissertation three years after passing the qualifying exam, the student will be put on probation and remedial efforts will be considered. Failure to meet requirements of a remediation plan will result in the student being dismissed from the program. For more information on candidacy, see [link](http://www.indiana.edu/~bulletin/iu/edu_grad/2008-2010/doct.shtml#cand)

**VI. RESEARCH**

Graduate students in the program are strongly encouraged to become actively involved in research with faculty members. Typically this occurs in collaboration with the student’s advisor. However, one is free to approach any faculty member about his/her research interests. Graduate students can expect to be involved in different levels of the research process depending on the extent of his/her previous research experience. Students who collaborate in research with faculty members often have the opportunity to present at regional and national conferences and assist in preparing manuscripts for publication in highly regarded books and journals in the field. For a current list of department faculty and their research agendas, go to [link](http://education.indiana.edu/graduate/programs/counseling-psychology/index.html).

**A. Early Inquiry**

One of the major research requirements is the *Early Inquiry Experience*, wherein a student carries out an actual research project prior to the dissertation. Each student must carry out an independent research project, as directed by the student’s advisor or a member of the Program of Studies Committee. The research report resulting from this project must be read and approved by the student's Program of Studies Committee. A copy of the form used by the Program of Studies Committee to evaluate Early Inquiry projects can be found in Appendix H, *Program Benchmarks for Early Inquiry Project*.

**B. Dissertation**

**Credit Hour Requirement**

G795 Dissertation Proposal Preparation (3 credits) - G795 is a required independent study course utilized for the development of a dissertation proposal in Counseling Psychology. Students must have the consent of their prospective dissertation director to enroll. This consent is then officially noted by the director authorizing the student to enroll in the course. Students should be finished or nearly finished with program course work when enrolling in G795. The prospective director of the dissertation plays an active role in the supervision of dissertation proposal writing.

G799 Doctoral Thesis in Counseling Psychology (12 credits) - Twelve hours of G799 Doctoral Dissertation is required after students have successfully completed the qualifying examination and have been advanced to candidacy. Students are expected to enroll in G799 while working toward the completion
of their dissertation and after completing three credits of G795. Students are not permitted to enroll in G795 and G799 in the same semester. Credit may be earned over a period of several semesters. The dissertation, or thesis as it is also called, is an organized scientific contribution to the field of counseling psychology.

Appointment of Doctoral Research Committee
The Research Committee has the responsibility for guiding the student through the dissertation, conducting a final oral defense of the dissertation, and recommending the student for the degree. The committee must be formed at least 6 months prior to the final oral defense but only after admission to candidacy. This process involves completing the nomination of research committee form which provides for a proposed dissertation title and brief prospectus. The prospectus is a one- to two-page document submitted with the nomination of research committee form. The prospectus contains: (1) a clear statement of the questions to be addressed in the study, (2) an outline of the design of the study, (3) the research methods to be used, and (4) a discussion of the contribution of the study. Subsequently, the student is required to submit a more detailed dissertation proposal. This document must be approved by the research committee and department chairperson. Human subjects must be approved at the same time as the research committee is approved and prospectus submitted.

Each research committee must have at least two members from the student's major area of study and one from each minor area, although students typically have only one minor. The minor member must be from outside the major. If the minor filed is not pertinent to the topic of the dissertation, the student may petition to substitute another member from outside the major area. One member must be the committee chair and must be a faculty member in the student's major area. Usually the committee chair is also the dissertation director. However, it is acceptable for another committee member with particular expertise in the area of the study to direct the dissertation. A form for the appointment of the doctoral research committee is available in the Office of Graduate Studies or online. All members of Ph.D. research committees must be members of the University Graduate School faculty. The committee chair and the dissertation director must be full members of the Graduate School faculty (typically tenured associate and full professors). If an associate or affiliate member of the Graduate School faculty has special expertise in the area of the student's research, the research committee chair and the Associate Dean for Graduate Studies may petition the University Graduate School to allow the associate or affiliate faculty member to direct the student's dissertation. If the need arises to change a member of the committee then the student will need to complete a Change of Research Committee Form. This form is available in the Office of Graduate Studies.

The Dissertation Proposal Meeting
The dissertation proposal, including an elaborated statement of purpose, proposed procedures, and defense of the value of the proposed study, should be presented to the chairperson of the research committee. Often students
write the first chapters of their dissertation as their proposal. If the proposal is approved by the chairperson, the student will make arrangements for its presentation for approval at a meeting of the research committee. After the proposal has been approved by the committee, the dissertation will be completed under the guidance of the director. *Students must have their dissertation proposal approved before they can be eligible for the pre-doctoral internship application.* The Counseling Psychology Program requires students to propose their dissertation by October 1st of the Fall when they plan on applying for internship. The *Program Benchmarks for Dissertation Proposal* can be found in Appendix I.

**Human Subjects Protection Information**
Pursuant to federal law and Indiana University policy, all research involving human subjects, conducted by IU investigators, must be reviewed and approved by the Bloomington Human Subjects Committee (HSC). These policies and procedures are designed to provide an efficient avenue for the processing of applications. The smooth flow of applications is the only way to ensure that each research protocol is provided the level of review it deserves. Cooperation by faculty, students, and staff with the Committee is essential if we are to comply with federal and University regulations. The Committee recognizes that the federal regulations and our interpretations of the regulations can be daunting to an investigator on first encounter. The Committee will provide whatever assistance it can to investigators or departments to explain our procedures and to secure compliance with a minimum of delay or disruption of research.

In addition to completing the Research with Human Subjects forms, special training will be required of all students involved in human subjects research. Beginning January 2002, researchers whose studies are reviewed by the full committee will have to document that they have been trained to involve humans in research by passing the IU test for using humans in research before their study will be reviewed. Proof of having passed the test must accompany the application at the time of submission. Failure to provide proof with the application will delay the review until the following month. This applies to all submissions (new, continuation and/or amendment) regardless of funding or rank of the PI, sponsor, and co-investigators.

**Dissertation Manuscript**
In writing their dissertation, students work closely with the dissertation advisor and often with other members of their Dissertation Research Committee. The document *A Guide to the Preparation of theses and Dissertations* is available at [http://graduate.indiana.edu/theses-dissertations/index.shtml](http://graduate.indiana.edu/theses-dissertations/index.shtml). This document contains detailed instructions regarding the preparation and submission of the dissertation. Under the direction of the dissertation chair, a student may use either a traditional dissertation format (4 or 5-chapter model), or a 2-chapter journal-article format (see guidelines in Appendix J). After the Dissertation Research Committee approves of the dissertation, the final version of the dissertation must be submitted electronically.
Final Oral Defense
After completion of the course work and the dissertation, a final oral examination covering the dissertation is scheduled. An announcement of the final examination must be submitted to the Office of Graduate Studies one month (30 days) prior to the examination. Although the focus of this examination, called the oral defense, is on the dissertation, members can also query students on their knowledge of theory, inquiry, research relevant to the cognate and study, and psychological foundations. The examination will be conducted by the entire committee unless in case of extenuating circumstances when arrangements may be made for a member to participate by remote technological means (e.g., phone, videoconferencing, Skype). In addition, because the dissertation is conducted in the spirit of an open forum for the sharing and disseminating of scientific information, additional faculty, students, or staff may elect to attend the defense. Upon successful defense of the dissertation, the faculty will recommend awarding of the Ph.D., which is conferred by the University Graduate School after all documentation is completed. For Counseling Psychology students, the doctoral degree cannot be conferred until the student has completed his or her predoctoral internship. The Program Benchmarks for Dissertation Defense can be found in Appendix K.

VII. PREDOCTORAL INTERNSHIP

All Counseling Psychology doctoral students are required to complete a full year APA accredited pre-doctoral internship or its equivalent. Doctoral students spend their fourth, fifth, or sixth year in the program at a pre-doctoral internship center where they are expected to gain preliminary professional experience under the close supervision of practicing psychologists and other mental health providers. The pre-doctoral internship may be served in a college counseling center, hospital, industrial setting, social service agency, or a combination of these sites. Students are permitted to apply for a full-time internship after they have been approved by the faculty in terms of readiness for internship. Students who will be applying for internships during an academic year must submit their Internship Readiness Application (Appendix L) to the Training Director by October 1st. The following criteria (as adopted by CCPTP on February 9, 2013) must be met in order to be ready for internship applications:

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.

2. Trainee successfully completed a pre-dissertation research experience (i.e., the Early Inquiry project).

3. Trainee passed program’s comprehensive or qualifying exams (or equivalent).

4. Trainee’s dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).

6. Trainee completed at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee’s work. (Note: The 450 hours may include master’s level practica, although some internship sites do not count those hours.)

7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:

   a. Submitting a manuscript (e.g., journal article, book chapter) as an author or co-author (note: this is required by the IU program),

   or

   b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings (note: the IU program requires at least 1 presentation).

8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees’ developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilized evaluations obtained from different faculty and supervisors and covered the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is an organization that exists to provide a service to members who are interested in the training of predoctoral and postdoctoral psychologists as well as the National Match Program. The APPIC Directory lists internship and post-doctoral programs in the United States and Canada that are current members of APPIC. Information about match policies, application procedures, the clearinghouse, and requirements of internship sites can be found at http://www.appic.org.

Students should be aware that they must maintain enrollment at Indiana University between the time that they complete their required coursework and graduation. During the internship year, students should enroll in G699 (Internship in Counseling Psychology) for a total of 3 credit hours (1 in Fall, 1 in Spring, and 1 in Summer). In addition, students may enroll in G901: Advanced Research (6 credits of enrollment at a flat fee).
VIII. ACCOUNTABILITY AND EVALUATION

The Counseling Psychology program, first and foremost, holds itself responsible for the implementation of the letter and spirit of the contents of this document. Accountability for adherence to the policies and procedures outlined in the Doctoral Student Handbook is essential for student, faculty, and overall program cohesiveness. The Counseling Psychology program will disseminate this document in its entirety through multiple venues. It will be made available online through the department website. It will be reviewed during new student orientation and made required reading in G600 (Proseminar in Counseling Psychology). It will be distributed to all faculty members and students in the program as well as to the department chair.

Formal Program Communications
Important information that is relevant to the entire Counseling Psychology program community should be communicated in a timely fashion. This process allows for clear lines of communication and minimizes the potential for ambiguity of changes/modifications within the community that may affect students and/or faculty. Important information to be communicated includes faculty resignations or departures, sabbaticals, leaves of absence, program/curriculum matters, announcements of job searches, and changes in responsibility of personnel. The Director of Training has responsibility for these communications.

Student Evaluations
An important venue for providing faculty to student feedback is through Annual Student Evaluations. The evaluation serves a dual purpose. First, it is used to monitor academic progress and development of training competencies. The faculty meets annually near the end of the spring semester and evaluates every student who has not reached doctoral candidacy. Faculty members then meet with each of their advisees to review their evaluation and give them opportunity to have input. Both the faculty advisor and student sign the evaluation, and a copy is retained in the files. Second, the evaluation also includes an assessment of students’ integration of and adherence to the program policies and procedures in their professional behavior both within the Counseling Psychology program and as representatives of the program in other professional settings. The purpose of this activity is to assess how well students’ academic and professional activities match the programs’ goals, objectives, and competencies. The evaluation indicates areas for improvement and contributions to the program. This annual student evaluation form is included in Appendix M.

Program Evaluation
During the spring semester of each academic year, students will be given an opportunity to evaluate the program. The evaluation will be anonymous and will entail students’ reflections on the program and faculty’s implementation of the program goals, objectives, competencies, and benchmarks. In addition, student focus groups will be conducted to solicit student feedback about the program. Facilitators of the focus groups will summarize student feedback in an anonymous fashion, and present the results to the faculty. The faculty reviews the results of the program evaluation and focus groups, and makes modifications to the program as necessary. The Program Evaluation Survey is included in
Appendix N.

**Process of Providing Feedback**
The process of providing, receiving, and utilizing feedback is integral to individual and professional growth, and also to a healthy and vibrant community. Constructive feedback can be positive and critical; the expectation is that suggestions for improvement accompany critical feedback. Feedback primarily should be behaviorally focused, situation-specific, direct, and given in the spirit of growth and development, intended to assist the pursuit of excellence. These criteria apply whether feedback is given directly or anonymously, and whether it is given from faculty to student or student to faculty. The provider is accountable for the feedback to be given according to these criteria, while the recipient is responsible to being open to the information. Feedback also should be confidential in nature, providing an environment that is most conducive for openness and honesty. Feedback channels exist in two directions: from faculty to students and from students to faculty.

**Faculty to Student Feedback**
Faculty members provide students feedback about their performance, growth, and areas for improvement. Feedback from faculty members can be formal and informal. Formal feedback by way of written evaluations includes Counselor/Supervisor Practicum Evaluations and Annual Student Evaluations. Faculty members use specific forms when providing formal feedback that permit program-wide continuity to this process. Informal feedback can be verbal or written, based on class assignments, discussions, etc. When intended for improvement, feedback should contain guidance on how to improve. Areas for feedback encompass the program goals, objectives, competencies, and benchmarks. Both faculty and students should be cognizant that the process of providing feedback is never to be malicious but to provide guidelines and goals to help students grow and develop.

**Student to Faculty Feedback**
Students also have opportunities to provide feedback to faculty members. However, the power differential between students and faculty is acknowledged, indicating that faculty members bear responsibility for establishing an environment in which student-to-faculty feedback can be given freely, honestly, and respectfully. Feedback to faculty members includes formal written course evaluations, Supervisor Evaluations, and the Program Evaluation Form. The School of Education establishes the protocol for formal course evaluations. Faculty members should demonstrate in a tangible manner their serious consideration of critical feedback. Students can also provide feedback to the faculty through their student representatives. Student representatives can communicate questions, concerns, and comments during scheduled faculty meetings, thus protecting the confidentiality of the student while addressing the concern.

**Revisions to Program Policies and Procedures**
As stated in the program philosophy, the core features of the program are considered stable. However, inasmuch as the program policies and procedures outlined in the ACCOUNTABILITY AND EVALUATION section reflect on the implementation of the program values, they are construed as a work in progress,
always subject to modification. They will be revisited periodically and, as necessary, revised in light of the need for further clarification, accommodation of professional and scientific advances in the field, or adjustment to market-driven realities.

IX. GRIEVANCE PROCESS

Student Rights, Responsibilities, and Conduct
It is in the interest of the Counseling Psychology Program community for students to conduct themselves as responsible citizens of the larger university community. Students are expected to be aware of and comply with the IU Code of Student Rights, Responsibility, and Conduct. This code is available at: http://www.iu.edu/~code/code/index.shtml.

Expectations:
Students are expected to follow the Indiana University Code of Student Rights, Responsibilities, and Code of Conduct. Student rights include the pursuit of education; the right to freedom from discrimination and harassment; access to records and facilities, freedom of association, expression, advocacy, and publication; contribution to university governance; accommodation for individuals with disabilities; rights of students in judicial process; and rights as university employees.

Indiana University students agree to be ethical in participation in the academic community and take responsibility for their statements and actions. Students agree to respect the dignity of others and treat them with civility and understanding. They also agree to use university resources and facilities in an appropriate manner consistent with their purposes.

Guidance:
Students will uphold and follow all codes of conduct. They will obey all university policies and procedures, as well as all local, state, and federal laws. Students will facilitate the learning environment and process as well as plan a program of study. Students will be mindful of the rights of others to use university property. They will maintain and regularly monitor their university accounts. Students will uphold and maintain honesty and integrity.

When a student believes that a member of the university faculty or administration has violated any of his/her rights, an attempt to informally resolve the issue is the recommended first course of action. The student should attempt to resolve the matter by directly discussing the situation with the instructor or person involved. In many situations, a student may want to discuss the matter with his or her advisor. The recommended steps for working toward an informal resolution are as follows:

Conflict Resolution
It is in the interest of the community to resolve serious conflicts as responsibly and expediently as possible.
**Expectations:**
Community members should be empathic and demonstrate an understanding and caring attitude toward other people’s feelings, concerns, and interests. Community members should be sensitive and demonstrate concern and recognition of the impact of their behavior on other people. Community members should take responsibility for the consequences of their behavior.

**Guidance:**
- Decide whether or not to respond to the perceived source of conflict
- If members of the community decide to respond to the perceived source of conflict, they should take the steps described below
- If at any point during the process, the outlined steps are not followed or proceeding in a timely manner, a community member can consult the department chairperson or member of the grievance committee in the School of Education for support, and, if necessary, active facilitation of the process
- The following steps apply to all conflicts among community members, including student-faculty conflicts, student-student conflicts, and faculty-faculty conflicts
- If consulting with others before initiating contact with another party, refer to the APA Ethics Code for consideration of confidentiality issues

**Step 1: Formal Communication**
Make a request for an appointment as an initial attempt to resolve a potential conflict. The request can be either verbal or written but must include: (a) a statement of adherence to the due process and grievance procedures stated herein and (b) a request for a face-to-face meeting. In the spirit of this document, the recipient of the request should respond in a timely manner.

*Example of a Written Communication:*
In accordance with the program’s due process procedures, I am requesting a meeting to discuss a concern.

**Step 2: Timely Acknowledgment and Scheduling of Meeting**
The recipient has a responsibility to reply in a timely manner. (Normally, timely means five business days unless there are mitigating circumstances such as illness or travel). If there is no timely reply, the Director of Training or Department Chair holds the recipient responsible and supports the right of the sender to receive a timely reply. The expectation is that the recipient will reply as soon as possible and ideally reply within five business days. Recipients’ replies and scheduling of appointments may be influenced by mitigating circumstances and external factors (e.g., sabbatical leaves, leave of absences, 10-month appointments, personal situations). If possible, community members communicate these limitations.

**Step 3: Face-to-Face Meeting**
Step 4: Optional Follow-up Clarification
If the potential conflict is not resolved through the face-to-face meeting, the sender may make another attempt at resolution by sending written communication. The written communication will describe the areas of disagreement or misunderstanding. If this option is not applicable, proceed to Step 5.

Step 5: Mediation Meeting
Select mutually agreed upon faculty member(s) for mediation.

Student-Faculty Conflicts
Students in conflict with members of the faculty have several options for mediation. Advisors are the primary advocate for students and normally should be the first option to serve as mediator. If the advisor is not an appropriate mediator in particular cases (e.g., the advisor is involved in the conflict), students should use the next option, which is the second member of the student’s committee (unless the second member also is involved in the conflict) or the Director of Training.

Student-Student Conflicts
Students in conflict with other students should select a mutually agreed upon faculty member in the Counseling Psychology program to mediate the conflict. Possible mediators include advisors, the Director of Training, and other full-time faculty members. In some situations, students may request an adjunct faculty member but with the understanding that they are not bound to the same obligations to the program as full-time faculty members.

Faculty-Faculty Conflicts
Faculty members in conflict with other faculty members should select a mutually agreed upon faculty member in Counseling Psychology, the Director of Training, or the Department Chair. If mediation at this level fails, resolution should be sought at a higher level.

Responsibilities of Mediators
Faculty members who are requested to mediate should readily accept this responsibility. They are required to provide both parties with the written agreement signed by the mediator and all parties involved.

Step 6: Full Faculty Meeting or Meeting with the Department Chair
In the event that conflicts between students and the faculty/program or are not resolved through taking the previous steps, the matter should be referred to the School of Education grievance process. The process, including a directive to the Department Chair to attempt resolution, is described at http://profile.educ.indiana.edu/Portals/28/Policy%20Council/Committees/IUBS oE_appeal_policy_revision.pdf

Termination of Students from the Program
The program seeks to graduate all matriculating students. Therefore, every
reasonable effort will be made to help students succeed, including those who encounter difficulties. Reasonable efforts may include informal support, such as additional advising and/or mentoring, or more formal written remediation plans with specified goals and measurable behavioral indicators of goal attainment. Written remediation plans come in the form of a departmental memo that requires a signature of understanding and agreement by the student. The remediation plan is delivered in a face-to-face meeting with the student, the advisor, the Director of Training, and possibly another faculty member or clinical supervisor involved in the matter. At this meeting, students have an opportunity to express their concerns about the nature of the remediation issues and the associated plan. The specific elements of the remediation plan are adapted from the remediation template available on the APA website on Competency Initiatives in Professional Psychology: http://www.apa.org/ed/graduate/competency.aspx
A copy of the IU Counseling Psychology program remediation plan template can be found in Appendix O.

However, it is understood that even with the opportunity for remediation, some students may not be successful and in some cases, and dismissal from the program may be necessary. Dismissal may be due to any of the following problems: inadequate academic performance, inadequate clinical performance, illegal or ethically inappropriate behavior, academic dishonesty/misconduct (e.g., plagiarism), and mental health concerns that render clinical service provision to others and/or academic success implausible.

Guidance
Whenever a serious concern is raised about a student by another student, faculty member, or outside clinical supervisor, a judicious process will be followed to determine first the seriousness of the concern and, if necessary, an intervention to remediate the student or dismiss the student from the program. The following steps will be undertaken:

- The faculty initially will discuss the case in an executive session.
- The Director of Training will inform the student that a meeting will be set to discuss the concern.
- The student will meet with the Director of Training, the student’s academic advisor, and any other individual involved in the case. The intent will be to achieve an informal resolution.
- If no informal resolution is achieved, a review committee of the program faculty will be assembled.
- The committee will meet to review the case and offer a disposition.
- The student has the right to appeal the committee’s action through the School of Education and University grievance procedures.

Whenever students become aware of a serious concern about another student, they first should indicate their concern to the student directly in a confidential meeting. If they determine that the concern is not a serious problem, they should discontinue the conversation. If they determine that the concern is a serious problem, they should notify a member of the faculty who then has the responsibility of bringing the concern to the full faculty.

If the problem is not resolved to the student’s satisfaction, he/she should contact
the Director of Training or the Chair of the Department of Counseling and Educational Psychology, depending on whom they feel more comfortable approaching.

**Formal Grievance Procedures**

If the matter is not resolved at the departmental level, the School of Education’s Bloomington Student Grievance Hearing Committee (BSGHC) reviews written complaints from any student who believes that his/her rights, as defined in Part I of Indiana University’s *Code of Student Rights, Responsibilities, and Conduct*, may have been violated. The BSGHC reviews cases where students believe their rights have been violated by a member of the faculty or administration (a grievance), or for a student wishing to appeal the action of an instructor taken in response to alleged academic misconduct taking place in a course. Information on this procedure can be found at [http://profile.educ.indiana.edu/Portals/28/Policy%20Council/Committees/IUBSoE_appeal_policy_revision.pdf](http://profile.educ.indiana.edu/Portals/28/Policy%20Council/Committees/IUBSoE_appeal_policy_revision.pdf)

The membership of the Grievance Hearing Committee can be found at the following website: [http://profile.educ.indiana.edu/PolicyCouncil/CurrentCommittees/Standing/GrievanceHearingIUB/tabid/527/Default.aspx](http://profile.educ.indiana.edu/PolicyCouncil/CurrentCommittees/Standing/GrievanceHearingIUB/tabid/527/Default.aspx)

Finally, if a student feels she or he has tried without success to resolve an academic or administrative problem within the department, he/she can contact the Student Advocates Office. More information can be obtained at [http://www2.dsa.indiana.edu/student_advocates/](http://www2.dsa.indiana.edu/student_advocates/)

**X. STUDENT INVOLVEMENT**

At the start of every academic year, the students and faculty of the Counseling Psychology program gather socially to welcome the incoming master’s and doctoral cohorts. In addition, current students in the program volunteer to mentor members of the incoming doctoral cohort during their transition into the doctoral program. Similarly, current students coordinate an informal dinner with doctoral applicants during their interview process. The Counseling Psychology Student Organization also organizes regular social outings that are open to all students and faculty, such as the annual *Battle for the Crimson Psi* softball game. In addition to these programmatic traditions, it is common that students within and among cohorts gather academically as well as socially outside of the classroom.

**A. Counseling Psychology Student Organization (CPSO)**

The CPSO primarily functions as a voice for the students of the Counseling Psychology program and operates as a liaison with the faculty. The group’s mission is to increase the level of transparency between the faculty and student body on programmatic issues and their effect on students. With these goals in mind, the CPSO encourages a collaborative union with students and faculty to promote the enhancement of the student experience in the counseling psychology doctoral program. In addition to
taking an active role in supporting and improving the program’s faculty-student relationship, the CPSO also strives to develop a sense of community within the student body.

**B. Doctoral Student Representation in Governance**

The general purpose of the doctoral student representation is to have doctoral students attend faculty meetings and represent the perspectives of their peers. At the start of each academic year, doctoral students choose two of their peers to represent them. One person serves as President of the CPSO and the other serves as Vice President. These individuals represent the students not only at faculty meetings, but also in other matters of student concern, serving as the formal voice of the student body. Elections will be held and all students in the doctoral program are eligible to vote. If only one student submits a name, then only one representative will be elected. Otherwise, the two students who have the highest number of votes will be elected. In the event of a tie, a second election will be held between the tied candidates.

*Expectations of student representatives:*

- Attend all faculty meetings (both student representatives may but do not have to attend at the same time).
- Submit items to the Director of Training to be put on the agenda for faculty meetings.
- Communicate important items from the faculty meetings that are relevant and non-confidential, via email using the doctoral student listserv.
- Gather information and feedback from doctoral students as necessary and communicate that information to the Director of Training or the program faculty.

Other student representation positions are available for students in the School of Education and the larger Indiana University Bloomington campus. For example, the Graduate Student Professional Organization (GPSO) offers opportunities for students to become involved in campus-wide student representation, so please visit the GPSO website for more information.

**XI. RESOURCES FOR STUDENTS**

**Colloquia**

The CPSO coordinates several colloquia during the academic year. Students are welcome to propose colloquium topics and speakers to CPSO.

**Campus Bus Services**

The universal transportation fee allows pre-paid access for all IU students to all bus services currently being provided by Bloomington Transit and Campus Bus Services, around campus and the city. The program has also funded some improvements in service to provide longer hours, more frequent service, and more reliability, and also includes the *Midnight Special*. The Campus Bus Fleet is 100% accessible as all buses are
equipped with a kneeling feature and a wheelchair ramp. For more information about this service, you may access the Campus Bus Services website at: http://www.iubus.indiana.edu/campus_bus/index.html.

**Campus Recreational Sports (SRSC & HPER)**

The Student Recreational Sports Center (SRSC) is a 204,000 square foot multipurpose sport and fitness facility located on the northeast side of campus. The SRSC offers students free access to the facilities upon presentation of a current IU ID card.

The Campus Recreational Sports also operates a number of University facilities that can be used by groups and individuals for recreational sports activities when they are not being used for academic classes or Recreational Sports programs and services. Both indoor and outdoor facilities accommodate activities ranging from sporting events to tournaments. The facilities are available for short-term use at a fee seven days a week; however, Friday evenings, Saturdays, and Sunday mornings and afternoons are the best times for short-term use during the academic year.

In addition, a variety of sports equipment may be reserved for a fee to be used during your event (e.g., soccer balls, softballs, volleyballs, and miscellaneous items such as tug-of-war ropes and coolers). All equipment is reserved on a first come first serve basis. For more information please visit their website at http://www.iurecsports.org/

**Computer Facilities**

Computers are available in the Department of Counseling and Educational Psychology. In addition, there are four computer labs on the second floor of the Education Building and several in the School of Education Library on the first floor. These labs have Windows and Macintosh computers. The lab computers can carry out complex tasks, and the labs are staffed with full-time consultants.

**Counseling and Psychological Services (CAPS)**

CAPS is a professionally staffed counseling service offering individual, group and couples counseling, as well as psychiatric consultation and treatment. Any kind of concern can be discussed confidentially with a counselor to enhance psychological growth and increase problem solving skills. Depression, anxiety, difficulties in interpersonal relationships, feelings of inadequacy, sexual issues, substance abuse and problems of academic functioning are some of the concerns students often address through counseling.

Approximately 8 percent of IUB students seek counseling at CAPS, which has contact with many more students through its educational and outreach activities. Students come for close to 15,000 clinical visits a year. Students are allowed two free counseling visits, after which they will be charged a per-visit fee.
The CAPS staff members are professional counselors, social workers, psychologists, psychiatrists, and supervised professionals in training. Their specialized training and experience prepares them to deal with a wide range of issues faced by university students. For more information about the services provided and fees, please visit their website at: http://healthcenter.indiana.edu/departments/caps.html

It is important to note that due to CAPS policy, if you decide to seek mental health services through CAPS, you will no longer be eligible to apply for practicum or internship at CAPS. This policy was put in place to protect students from multiple role conflicts associated with being a client and offering clinical services at the same center.

**Disability Services for Students**
This service ensures the accessibility of University programs and services to eligible students. This office works closely with the University community to develop and coordinate the implementation of appropriate accommodations to disability. Accommodations, also called support services, are individually determined based on disability specific need and may include modified testing environments, transportation, sign language interpreters, and assistance with obtaining books in audio format. For more information about these services, please visit the webpage at: http://www2.dsa.indiana.edu/dss/

**Emergency Preparedness Website**
The Emergency Preparedness website has been created by Indiana University in the event of a disaster or emergency. It contains regularly updated news, instructions, and information that are relevant to students’ safety and well-being. The aim of this webpage is to prepare and educate students, faculty, and staff as to what actions the university is taking in situations such as (a) explosion, (b) severe weather conditions, (c) fire, (d) shooter, (e) terrorist attack, or (f) biohazard. During critical situations, IU faculty, staff, and students will receive information and instructions directly through IU-Notify, an integrated e-mail, voice mail, and text messaging system to ensure that all members are safe. For more information about this emergency system, please visit the website at: http://www.indianauniversity.info/

**Financial Resources**
The IUB School of Education has many competitive teaching assistantships and graduate assistantships that are used to support doctoral students during the course of their studies. (As a general rule these assistantships are not available to students seeking master's degrees.) In addition, each Spring the Office of Graduate Studies coordinates efforts of the department chairs to offer a number of fellowship packages to recruit outstanding applicants. Competitive fellowships are available for members of groups traditionally underrepresented in graduate education. To be considered for these assistantships and fellowships, applicants should contact the appropriate chairperson of the department to which they have applied. Indiana University's Office of Student Financial Assistance
works with graduate students regarding federal loans and graduate work-study eligibility. That office can be reached at 812/855-0321 or via the web at: http://www.indiana.edu/~gradgrnt/

**Folders and Mailboxes**

Folders and mailboxes for students are located in the Counseling and Educational Psychology Department. The majority of students are assigned folders and those with teaching assignments are assigned mailboxes. These mailboxes are accessible from 8 a.m. to 5 p.m. weekdays. Students are encouraged to check their mailboxes or folders on a daily basis.

**Gay, Lesbian, Bisexual & Transgender (GLBT) Student Support Center**

The IU GLBT Student Support Service Office provides information, support, mentoring, and counseling to members of the IU campus and the larger community. Through networking, collaborating, education, and outreach, the staff attempts to create a climate where all members of the community are encouraged to promote and defend diversity. Part of the Division of Student Affairs, the Gay, Lesbian, Bisexual, and Transgender Student Support Services office serves as a resource and information center for campus and community individuals, groups, events, and activities.

The office provides a welcoming environment for individuals seeking to grow in their understanding of GLBT issues. Overseen by the GLBT Student Support Services Advisory Board, this office also works in conjunction with IU's student groups, offices and many communities, state and national organizations.

Indiana University offers a variety of support and academic services that may be of special interest to gay, lesbian, bisexual, transgender, and allied individuals. Student organizations and community groups also provide numerous support, social, and educational opportunities. Many of these resources are described in this website. For more detailed information, please visit their webpage at http://www.indiana.edu/~glbt/about-us/

**GradGrants Center**

The GradGrants Center, located in the Main Library, provides Indiana University graduate students with training, one-on-one assistance with proposal writing, and a centralized area to access funding information for fellowships, prizes, awards, independent projects, scholarships, work cooperative programs, and research opportunities. The Center’s services are free to IU graduate students and include access to several funding information databases. The GradGrants Center conducts workshops on grant writing strategies each semester and publishes a bi-monthly newsletter during the academic year. For more information, see http://www.indiana.edu/~gradgrnt/
Graduate and Professional Student Organization
The Graduate and Professional Student Organization (GPSO) was formed to advocate for the rights of graduate and professional students. The GPSO acts as a united voice to express graduate and professional student concerns to the administration, the general student body, and the Bloomington community. The GPSO also hosts regular happy hours during the academic year so that graduate students from all departments have a chance to meet and socialize. The GPSO website contains a good deal of information of interest to graduate students, including information on housing, funding, health and well-being, and living in Bloomington. Visit them at: http://www.indiana.edu/~gpso/

Health Center
The Health Center provides comprehensive health services to meet the medical and psychological needs of students, spouses, and dependents (12 years and older). Included are full service appointment or walk-in medical clinic, pharmacy, lab tests, x-rays, physical examinations, eye clinic, gynecologist services, allergy shots, physical therapy, and Counseling & Psychological Services (CAPS). Health and Wellness Education sponsors programs on a variety of health related topics and maintains a resource center. For more information, please visit their webpage at: http://www.indiana.edu/~health/

International Center
The Leo R. Dowling International Center supports international students, scholars and their families during their time of study at Indiana University. In order to develop a strong sense of a university community, the Center acts as a link among international students, international student organizations, and the Indiana University Bloomington community such as Bloomington Worldwide Friendship (http://bloomingtonworldwidefriendship.org/). The Center celebrates positive aspects of cultural, social, and political diversity among people all over the world. For more information, please visit their website at: http://www.indiana.edu/~intlserv/ic/

Library system at IUB
The Indiana University Libraries comprise one of the leading academic research library systems in North America, providing strong collections, quality service and instructional programs, and leadership in the application of information technologies.

On the Bloomington campus, the Herman B. Wells Library, with its double towers of Indiana limestone, is the visual center of the multi-library system and primarily supports the disciplines of the humanities and social sciences. Especially noteworthy are the collections that support IU’s international and area studies, including interdisciplinary research collections developed in the areas of African Studies, Russian and East European Studies, Uralic and Altaic Studies, East Asian Studies, and West European Studies.
The Wells Library, however, is only one entry point to an entire system and students also have access to branch libraries across campus branch that support specific academic interests. The School of Education (SOE) also houses its own Education Library that offers spaces for students and faculty of SOE to study, interact, research, and learn.

A team of specialists select, manage, and build our research collections, which include more than 7.8 million books in over 900 languages. The materials support every academic discipline on campus, with an emphasis in the humanities and social sciences. Collections also include journals, maps, films, and sound recordings. Users can access more than nearly 700 databases, 60,000 electronic journal titles, and 815,000 electronic books, as well as locally developed digital content. It is also important to note that all IU libraries are open to residents of the state as well as to IU faculty and students. For more information about location and hours please visit the library website at: http://libraries.iub.edu/

**Multicultural Education Student Association (MESA)**
The Multicultural Education Student Association (MESA) was developed to address the needs of minority graduate and undergraduate students towards the goals of the professional development of all members, cultivating community activism, sharing and generating research, aiding in the recruitment and retention of minority students, serving as a clearinghouse for placement and internship opportunities, and developing collaborative relationships with other organizations as they pursue their degree programs at Indiana University Bloomington. An additional goal of the MESA is to form supportive alliances between underrepresented graduate and undergraduate students within the School of Education. For more information, see:
http://education.indiana.edu/MeetUs/tabid/6125/Default.aspx

**Office of International Services**
The Office of International Services, located in Franklin Hall, facilitates international educational interchange at Indiana University through services provided directly or indirectly to students and scholars from abroad and to academic and administrative units on all campuses. They offer assistance ranging from a new student orientation to international student groups and provide information and resources pertaining to travel and security and health insurance. For more information, see:
http://www.indiana.edu/~intlserv/

**Statistical and Mathematical Computing Center**
The Stat/Math Center helps IU community perform statistical and mathematical analyses. The center supports more than 30 statistical and mathematical software packages such as SPSS, RATS, MATLAB, and AutoCAD. The staff at the Stat/Math Center provides consulting services for the use of statistical, mathematical, and GIS software in addition to tutorials, working papers, and software manuals. They also provide a variety of statistical and mathematical software packages through STC labs and central computing systems that can be purchased
and renewed on a yearly basis by students at a limited price. For more information about the center and software packages, please access their website at: http://www.indiana.edu/~statmath/

University Information Technology Services
University Information Technology Services (UITS) at Indiana University, with offices on the Bloomington and Indianapolis campuses, develops and maintains a modern information technology environment throughout the university in support of IU’s vision for excellence in research, teaching, outreach, and lifelong learning.

UITS provides tools and services to support the academic and administrative work of the university, including a high-speed campus network with wireless access, central web hosting, a rich selection of free and low-cost software for personal use, tools and support for instruction and research, and supercomputers for data analysis and visualization. For more information you can access their webpage at http://uits.iu.edu/

Writing Tutorial Service
Located in Ballantine Hall, with a satellite office in the School of Education, the Writing Tutorial Service provides individual tutoring to students on writing projects for any of their courses. WTS offers free help to writers in any phase of the writing process—from brainstorming to outlining, revising to polishing the final draft. Tutorials last for one hour and are designed to deal with specific papers you’re writing, rather than general feedback about your writing. For more information on WTS, see http://www.indiana.edu/~wts/wts/

XII. PROGRAM FACULTY

Y. Barry Chung, Ph.D., University of Illinois at Urbana-Champaign (Professor and Training Director)
Interests: Career development, multicultural counseling, and sexual orientation issues.

Lynn Gilman, Ph.D., HSPP, Indiana University (Clinical Assistant Professor; Director, Center for Human Growth)
Interests: Supervision and counselor training and development.

Catherine Gray, M.A., The University of Texas at Austin (Clinical Lecturer; Master’s Placement Director)
Interests: Professional development of counselors, particularly school guidance counselors; supervision and school counselor training/development.

Jesse Steinfeldt, Ph.D., University of Wisconsin-Milwaukee (Associate Professor)
Interests: Sport psychology, psychological study of men and masculinity, multicultural psychology, Native American empowerment, psychosocial
issues facing student-athletes.

Rex Stockton, Ed.D., Ball State University (Chancellor’s Professor)
*Interests*: Group dynamics and leadership, group leadership instructional, research on the development of therapeutic skills, and international counseling.

Michael Tracy, Ph.D., University of Michigan (Associate Professor)
*Interests*: Family therapy, counseling intervention with special populations, computer applications to service delivery and to counselor training, systems theory.

Ellen Vaughan, Ph.D., University of Miami (Associate Professor)
*Interests*: Latino mental health, substance abuse prevention and intervention, racial/ethnic differences in substance use among adolescents and emerging adults.

Susan Whiston, Ph.D., University of Wyoming (Professor)
*Interests*: Career counseling and interventions, school counseling, outcome research, and assessment in counseling.

Joel Wong, Ph.D., The University of Texas at Austin (Associate Professor)
*Interests*: Asian American mental health, the psychology of men and masculinities, and positive psychology.

*IUPUI–Associated Faculty*

Keith Morran, Ph.D., Indiana University (Professor)
*Interests*: Group dynamics and leadership, group leadership instructional, Group and international counseling, and counselor self-talk.

Floyd “Flip” Robison, Ph.D., Indiana University (Associate Professor)
*Interests*: assessment and diagnostic practice, mental status examination techniques and psychoeducational testing, techniques and processes of small group counseling and classroom guidance, the study of academic advising and class scheduling procedures at the high school level, and gerontological assessment and counseling.

Chalmer Thompson, Ph.D., University of Maryland (Associate Professor)
*Interests*: Psychology of oppression, ecological applications of racial identity theory, therapeutic change processes related to resolution of racism/oppresion, moral psychology.
XIII. OTHER INFORMATION

Faculty and Peer-Nominated Awards
The Counseling Psychology faculty is very proud of our students and their many accomplishments. We choose from an excellent pool of applicants and are committed to the development of each student we accept to the program. We value community and encourage students to learn about and become acquainted with one another.

We present three awards each year to celebrate those students whose accomplishments, we believe, reflect the tenor of our program. The Paul Munger award is faculty-nominated; consequently, students do not apply for the award. The other two awards, the Alan Bell Award and Practicum Student of the Year Award, are peer-nominated.

Paul Munger (1915-1986) was a highly productive scholar who mentored countless graduate students in our program. Professor Munger was regarded by his students and colleagues as a very caring person who cultivated a community atmosphere within the program. His excellence in research and teaching was accompanied by a commitment to comradeship and professional development. Students who display similar levels of excellence in research, teaching, and community building are nominated and elected by counseling faculty each year for the Paul Munger Award. A plaque in the Center for Human Growth displays the names of the Paul Munger awardees. The amount of this monetary award varies from year to year (depending on the number of awardees). Awardees are named each spring.

The Practicum Student of the Year Award was created in 2013 to recognize annually an IU pre-internship counseling psychology student who has demonstrated excellence in her/his clinical skills. Nominations are made by students, faculty, and practicum supervisors for candidates who demonstrate excellence in at least one of the following areas: (a) superior clinical skills based on client outcome data, (b) strong commitment to practicum site, and (c) innovation and/or outstanding contributions to practicum site (e.g., student proposed and implemented a new intervention procedure, or assessment tool). The counseling psychology faculty decides on the award winner via a majority vote.

Making the Best of Your Experience
The Counseling Psychology program strives to do our best to make everyone feel included and welcomed. We are part of a larger whole, the Department of Counseling and Educational Psychology, subsumed still under the School of Education and Indiana University. We believe one of our strengths is recognizing and tapping into our various interconnections with other programs and constituents. We believe this is also an important way for you to succeed and make the best of your experiences here at IU.
We have some incredible resources here, but we strongly believe that the best resources are the people you come to know as peers, the people you pass in the hallways or to whom you direct your questions, and the people you serve in classrooms, work settings, or the community. Students have tapped into the array of talented faculty from within the School of Education and across the campus to serve as their minor advisors or employers for research projects. We urge each of you to participate in the multiple communities that can help define who we are and who we are becoming, and that we can help define recursively. Your years here will be very busy, but we want to encourage you also to live your life as richly as possible. Your peers and advisors will encourage you to lessen the pressures that you will likely face as you negotiate the multiple demands on your time and talents.

Our goal is to maintain a positive and pleasant environment for our students. Each year faculty, students, and staff bring in different dishes and desserts to share at department pitch-ins. The Center for Human Growth is also the site for festivities, with an end-of-the-year ceremony held in late April. Students regularly host parties for various celebrations and our newsletter helps to spread the word of important life events that are occurring among the people in our community.

We invite you into our community and look forward to all the pleasures and challenges that the future holds.
Appendix A
Program Overview
Indiana University Counseling Psychology Program

Model Statement
At Indiana University, we believe in training counseling psychologists who adhere to the scientist-practitioner model. Moreover, we strive for a culturally-informed integration of science and practice. Hence, program students and faculty are committed to professional development that integrates and embraces the interaction among culture, science, and practice.

Goals, Objectives, Competencies

1. Students will develop the abilities to integrate science and practice and optimally develop a knowledge base wherein science informs their clinical approaches and practice informs their scholarly endeavors.

Objective 1.1: Students have knowledge of the historical, theoretical, and scientific foundations of Psychology, with special emphasis on Counseling Psychology.

Competency 1.1.a Students demonstrate knowledge of historic and systemic foundations of psychology.

Competency 1.1.b. Students demonstrate the ability to apply the professional core of Counseling Psychology as it pertains to research and practice (i.e., counseling theories, multicultural issues, evidence-based interventions, ethics, career development,...).

Competency 1.1.c. Students demonstrate an understanding of human development and how behavior is shaped by the interplay of biological, cognitive, affective, and social influences.

Competency 1.1.d. Students demonstrate knowledge of psychological measurement and the ability to use psychological assessments.

Competency 1.1.e. Students demonstrate knowledge of individual differences in behavior, functional and dysfunctional aspects of behavior, and psychopathology and diagnosis.

Objective 1.2: Students have a scientifically-minded approach to research and practice that embraces the integration of both.

Competency 1.2.a. Students demonstrate the ability to conduct research that advances the field of Counseling Psychology.
Competency 1.2.b. Students demonstrate the ability to provide and evaluate interventions that alleviate suffering and promote health and well-being.

Competency 1.2c Students demonstrate the ability to receive and provide supervision.

Competency 1.2.d Students contribute to the understanding of the integration of science and practice.

2. Students will develop the awareness, knowledge, and skills with regard to the effective application of psychological principles with an understanding of and respect for the differing worldviews of a broad range of individuals.

Objective 2.1 Students have knowledge and awareness of self and others as shaped by individual and cultural diversity (e.g., differences based on socioeconomic status, gender, race, ethnicity, culture, religion, sexual orientation, disability, and age) and context.

Competency 2.1.a. Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others.

Competency 2.1.b. Students demonstrate awareness, knowledge, and skills regarding the understanding of others’ dimensions of diversity and its role in interactions with others.

Objective 2.2. Students attain multicultural skills in the science and practice of counseling psychology.

Competency 2.2.a. Students demonstrate ability to design and implement culturally sensitive research studies.

Competency 2.2.b. Students demonstrate culturally sensitive assessment/diagnosis skills.

Competency 2.2.c. Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.

3. Students will make meaningful contributions and demonstrate professionalism as Counseling Psychologists.

Objective 3.1: Students conduct themselves in a professional manner.

Competency 3.1.a. Students articulate their emerging professional identity
as a Counseling Psychologist.

Competency 3.1.b. Students demonstrate concern for the welfare of others.

Competency 3.1.c. Students exhibit a professional deportment.

Competency 3.1.d. Students demonstrate integrity in all professional interactions.

Objective 3.2: Students adhere to the APA Ethical Principles and Code of Conduct

Competency 3.2.a. Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct.

Competency 3.2.b. Students apply ethical principles in practice, research, and other professional roles.

Competency 3.2.c. Students behave in an ethical manner and accept responsibility for their actions.

Objective 3.3: Students make meaningful contributions to the field of Counseling Psychology.

Competency 3.3.a. Students demonstrate awareness of professional issues in the field.

Competency 3.3.b. Students make a contribution to the professional discourse of the field
## Appendix B

<table>
<thead>
<tr>
<th>Competency</th>
<th>Readiness for Advancement in the Program</th>
<th>Readiness for Internship</th>
<th>Readiness for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1.1.a. Students demonstrate knowledge of historic and systemic foundations of psychology.</strong></td>
<td>Students demonstrate knowledge of historic and systemic foundations of psychology, as evidenced by a grade of B or better in P601.</td>
<td>Students demonstrate ability to apply knowledge of Counseling Psychology in practice, as evidenced by a passing score on the Counseling Practice portion of the Qualifying Exam.</td>
<td>Students complete Internship.</td>
</tr>
<tr>
<td><strong>Competency 1.1.b. Students demonstrate the ability to apply the professional core of Counseling Psychology as it pertains to research and practice (i.e., counseling theories, multicultural issues, evidence-based interventions, ethics, career development,...).</strong></td>
<td>Students demonstrate ability to apply professional core of Counseling Psychology as it relates to research and practice, as evidenced by a grade of B or better in G600, G685, G624, and G622.</td>
<td>1. Students demonstrate ability to apply knowledge of Counseling Psychology in practice, as evidenced by a grade of B or better in P601. 2. Students demonstrate ability to apply knowledge of Counseling Psychology in research, as evidenced by a passing score on the Research portion of the Qualifying Exam. 3. Students demonstrate ability to apply knowledge of Counseling Psychology in research, as evidenced by approval of dissertation proposal by a student’s Research Committee.</td>
<td>Students demonstrate ability to apply knowledge of Counseling Psychology in research, as evidenced by approval of dissertation by a student’s Research Committee.</td>
</tr>
<tr>
<td><strong>Competency 1.1.c. Students demonstrate an understanding of human development and how behavior is shaped by the interplay of</strong></td>
<td>1. Students demonstrate understanding of the foundational areas of biological, cognitive, affective,</td>
<td></td>
<td></td>
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</tbody>
</table>


| Competency 1.1.d. Students demonstrate knowledge of psychological measurement and the ability to use psychological assessments. | Students demonstrate knowledge of basic concepts in psychological measurement, as evidenced by a grade of B or better in GS05 or equivalent. | 1. Students demonstrate knowledge of psychological measurement as evidenced by a grade of B or better in Y527  
2. Students demonstrate knowledge of psychological assessments, as evidenced a grade of B or better in P591 and P691.  
3. Students demonstrate ability to use cognitive assessments, as evidenced by a grade of B or better on their cognitive test battery report.  
4. Students demonstrate ability to use personality assessments, as evidenced by a grade of B or better on integrated personality assessment. | Students complete Internship. |

<p>| Competency 1.1.e. Students demonstrate knowledge of scientific method | Students demonstrate | 1. Students demonstrate ability to use scientific method as evidenced by a grade of B or better in prescribed courses. | Students complete Internship. |
| Competency 1.2.a. | Students demonstrate the ability to conduct research that advances the field of Counseling Psychology. | Students demonstrate knowledge of psychological measurement, research methodologies, and techniques of data analysis, as evidenced by receiving a B or better on the final project (i.e., design a research study) in G685. | Students demonstrate ability to select appropriate research methodology based on the research question and current literature base, as evidenced by a student’s Advisory Committee’s approval of Early Inquiry. Students demonstrate ability to conduct research that advances the field of Counseling Psychology, as evidenced by a student’s Research Committee approval of Dissertation Proposal. | Students demonstrate ability to analyze data and interpret results of an investigative endeavor, as evidenced by approval of dissertation by a student’s Research Committee. |
| Competency 1.2.b. | Students demonstrate the ability to provide and articulate evidence-based knowledge | 1. Students demonstrate ability to articulate evidence-based knowledge | 1. Students demonstrate ability to independently evaluate the | Students complete internship. |</p>
<table>
<thead>
<tr>
<th><strong>Competency 1.2.c</strong>. Students demonstrate the ability to receive and provide supervision.</th>
<th>1. Students demonstrate ability to receive and provide supervision as evidenced by a score of Satisfactory or Exemplary on Item 1 on the CHG Evaluation Form.</th>
<th>1. Students demonstrate ability to reflect on supervision process, identify areas of intervention, and take appropriate action to improve as evidenced by a score of Satisfactory or Exemplary on Item 1 on the CHG Evaluation Form.</th>
<th>1. Students demonstrate ability to appropriately respond to supervision, as evidenced by a score of Satisfactory or Exemplary on Item 1 on the CHG Evaluation Form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate interventions that alleviate suffering and promote health and well-being.</td>
<td>Students demonstrate ability to implement evidence-based mechanisms of change, as evidenced by a score of Satisfactory or Exemplary on Item 4 on the CHG Evaluation Form.</td>
<td>Students demonstrate ability to write understandable case conceptualization reports that incorporate evidence-based procedures, as evidenced by a score of Satisfactory or Exemplary on Item XXX on Advanced Practicum Evaluation Form.</td>
<td>Students demonstrate ability to implement evidence-based procedures, as evidenced by a score of Satisfactory or Exemplary on Item XXX on Advanced Practicum Evaluation Form.</td>
</tr>
</tbody>
</table>
| Competency 1.2.d | Students contribute to the understanding of the integration of science and practice. | 1. Students can articulate how science informs practice and practice informs science, as evidenced by a grade of B or better on the Integration of Science and Practice paper in G600.  
2. Students demonstrate ability to integrate science and practice, as evidenced by a grade of B or better on Change Model presentation in G624. | 1. Students demonstrate the ability to investigate empirical questions that are pertinent to clinical practice, as evidenced by approval by Advisory Committee of Early Inquiry project.  
2. Students demonstrate ability to conduct clinical work that is informed by the scientific literature, as evidenced by a passing score on the Counseling Practice portion of the Qualifying Exam. | Students articulate how the findings from their dissertation inform science and practice, as evidenced by approval by a student’s Research Committee. |
| Competency 2.1.a. Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others | 1. Students demonstrate ability to articulate how group values (e.g., ethnicity, gender, disability, sexual orientation...) influence who one is and how one relates to others, as evidenced by a grade of B or better in G575 or equivalent.  
2. Students demonstrate ability to understand and monitor own cultural identities in relation to work with others, as evidenced by a scores of Satisfactory or Exemplary on Item 7 on the CHG Evaluation Form. | Students demonstrate ability to use knowledge of self to monitor effectiveness as a professional, as evidenced by score of Satisfactory or Exemplary on Item 9 on Advanced Practicum Evaluation Form. | Students complete internship. |
| Competency 2.1.b. Students demonstrate awareness, knowledge, and skills regarding the understanding of others' dimensions of diversity and its role in interactions with others | Students demonstrate ability to articulate how culture and context shape behaviors of others, as evidenced by a score of Satisfactory or Exemplary on Items 8 and 9 on the CHG Evaluation Form. | Students demonstrate ability to incorporate feedback about diversity issues in their work with clients, as evidenced by a score of Satisfactory or Exemplary on Item 10 on the Advanced Practicum Evaluation Form. | Students complete internship. |
| Competency 2.2.a. Students can design and implement culturally sensitive research studies | Students demonstrate ability to articulate the ethical risks for conducting research with vulnerable populations (i.e. immigrants, refugees, children), as evidenced by a | Students demonstrate ability to critique their research regarding its cultural sensitivity, as evidenced by a passing score on the Research portion of the Qualifying Exam. | Students demonstrate ability to discuss how cultural dimensions influence their findings on their dissertation, as evidenced by approval of Dissertation by a |
| Competency 2.2.b. | Students demonstrate culturally sensitive assessment/diagnosis skills. | Students demonstrate ability to use assessment skills that incorporate the role of culture, as evidenced by a grade of B or better in P591 and P691.  
2. Students demonstrate ability to discuss the role of cultural context in their clinical diagnosis/assessment, as evidenced by a passing score on the Clinical Practice portion of the Qualifying Exam. | Students complete internship. |
| Competency 2.2.c. | Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes. | Students demonstrate ability to identify cultural differences with one’s clients in supervision, as evidenced by a score of Satisfactory or Exemplary on Item 10 on the CHG Evaluation Form.  
2. Students demonstrate ability to provide culturally sensitive psychotherapeutic services, as evidenced by a score of Satisfactory or Exemplary on Item 11 on the Advanced Practicum Evaluation Form. | Students complete internship. |
<p>| Competency 3.1.a. | Students will | Students demonstrate ability | Students demonstrate ability |
| Competency 3.1.b. Students demonstrate concern for the welfare of others. | Students demonstrate awareness of the need to uphold and protect the welfare of others, as evidenced by a score of Satisfactory or Exemplary on Item 10 on the CHG Evaluation Form. | Students demonstrate ability to consistently act to understand and safeguard the welfare of others, as evidenced by a score of Satisfactory or Exemplary on Item 12 on the Advanced Practicum Evaluation Form. | Students complete internship. |
| Competency 3.1.c. Students exhibit a professional deportment. | Students demonstrate understanding of how to conduct themselves in a professional manner, as evidenced by a score of Satisfactory or Exemplary on Items 11, 12, 13, 14, and 15 on the CHG Evaluation Form. | Students demonstrate professionally appropriate communication and physical conduct, including attire, across different settings, as evidenced by a score of Satisfactory or Exemplary on Item 13 on the Advanced Practicum Evaluation Form. | Students complete internship. |
| Competency 3.1.d. Students demonstrate integrity in all professional interactions. | Students demonstrate an understanding of professional values such as honesty and personal responsibility, as evidenced by a score of Satisfactory or Exemplary on Items 11, 12, 13, 14, and 15 on CHG Evaluation Form. | Students demonstrate ability to recognize situations that challenge adherence to professional values, as evidenced by a score of Satisfactory or Exemplary on Item 14 on the Advanced Practicum Evaluation Form. | Students complete internship. |
| Competency 3.2.a. Students demonstrate knowledge of the APA | Students demonstrate knowledge of ethics and legal issues as | Students demonstrate ability to actively consult with | Students complete internship. |</p>
<table>
<thead>
<tr>
<th>Ethical Principles and Code of Conduct</th>
<th>evidenced by a grade of B or better in the second semester of G600.</th>
<th>supervisor to act upon ethical and legal aspects of practice, as evidenced by a score of Satisfactory or Exemplary on Items 15 and 16 on the Advanced Practicum Evaluation Form.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 3.2.b. Students apply ethical principles in practice, research, and other professional roles.</td>
<td>1. Students demonstrate ability to use an ethical decision-making model, as evidenced by grade of B or better on Final Exam in G600. 2. Students demonstrate ability to readily identify ethical implications in cases and seek supervision, as evidenced by a score of Satisfactory or Exemplary on Items 16, 17, 18, and 19 on the CHG Evaluation Form.</td>
<td>Students demonstrate ability to conduct research in accordance with APA Ethics Code, as evidenced by approval by Advisory Committee of Early Inquiry project.</td>
<td>Students complete internship.</td>
</tr>
<tr>
<td>Competency 3.2.c. Students behave in an ethical manner and accept responsibility for their actions.</td>
<td>Students display a capacity for appropriate boundary management and professional behaviors, as evidenced by a score of Satisfactory or Exemplary on Items 16, 17, 18, and 19 on the CHG Evaluation Form.</td>
<td>Students demonstrate ability to articulate knowledge of own moral principles and ethical values in discussion with supervisors and peers about ethical issues, as evidenced by a score of Satisfactory or Exemplary on Items 15 and 16 on the Advanced Practicum Evaluation Form.</td>
<td>Students complete internship.</td>
</tr>
<tr>
<td>Competency 3.3.a. Student</td>
<td>1. Students demonstrate</td>
<td>1. Students demonstrate ability</td>
<td></td>
</tr>
<tr>
<td>Competency 3.3.b. Students make a contribution to the professional discourse of the field.</td>
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<tr>
<td><strong>demonstrate awareness of professional issues in the field</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>awareness of professional issues in Counseling Psychology, as evidenced by a grade of B or better on the professional issues presentation in G600.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to consume research in Counseling Psychology, as evidenced by a passing score on Professional Identity portion of the Qualifying Exam.</td>
<td></td>
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</tr>
<tr>
<td>Students demonstrate knowledge of requirements for licensure as a professional psychologist, as evidenced by a grade of B or better on the licensure assignment in G600.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' dissertation addresses a meaningful issue in the field, as evidenced by Dissertation Committees' approval of the Dissertation Proposal.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students demonstrate commitment to the Counseling Psychology Program, as evidenced by participation in program functions (e.g., interview weekends, faculty meeting attendance).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate ability to make a contribution to professional discourse in the field, as evidenced by submitting a proposal for a conference presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate ability to make a contribution to professional discourse in the field, as evidenced by submitting a manuscript for publication.</td>
<td></td>
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</tbody>
</table>
Appendix C
Center for Human Growth Practicum Evaluation Form

Indiana University
Department of Counseling and Educational Psychology
Center for Human Growth
G624 Practicum Evaluation – CHG Placement

Student name ___________________________ Semester/Year ___________________

Clinical supervisor ___________________________

Please rate the student’s performance in each of the areas listed on the attached form by circling the appropriate designation using the following scale.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>U = Unsatisfactory</td>
<td>The student is deficient in awareness, knowledge, and/or skill associated with the item being rated and the student needs significant further training and effort to achieve an acceptable standard.</td>
</tr>
<tr>
<td>NI = Needs Improvement</td>
<td>The student has shown some evidence of the awareness, knowledge, and/or skill associated with the item being rated, but performance is inconsistent or there may be examples of poor motivation or minor irresponsibility. It is anticipated that the rating will improve with some further training, supervision, and student effort.</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>The student has shown basic mastery of the knowledge, awareness, and/or skill associated with the item being rated.</td>
</tr>
<tr>
<td>E = Exemplary</td>
<td>The student has exceeded basic mastery of the awareness, knowledge, and/or skill associated with the item being rated and is performing at an advanced level.</td>
</tr>
<tr>
<td>NA= Not Applicable</td>
<td>The student did not have the opportunity to demonstrate competency for the item being rated and/or the evaluator did not have the opportunity to observe this skill.</td>
</tr>
</tbody>
</table>

Space is also provided at the end of each question for open-ended comments. Comments MUST be given if the score given is U or NI.

Please review this evaluation with the student counselor and return the form to the Director of Training, Dr. Y. Barry Chung, Indiana University, Counseling Psychology program, 201 N. Rose, Ave., Room 4056, Bloomington, IN 47405, 812-856-8344

Note: The rating scale and some item content for this evaluation form were adapted from the following sources: The Practicum Competencies Outline (Hatcher & Lassiter, 2007), the Comprehensive Competencies Tracking Document, and the Competency Benchmarks as outlined by Fouad, et al. (2009). These documents available at: http://www.psychtrainingcouncils.org/documents.html and http://www.apa.org/ed/graduate/competency.aspx
The following program objectives and competencies are linked to specific items in this evaluation form. Please consider these as you review and rate the student’s performance.

**Objectives and Competencies**

Objective 1.2: Students develop a scientifically-minded approach to research and practice that embraces the integration of both.

*Competency 1.2.b. Students demonstrate the ability to provide and evaluate interventions that alleviate suffering and promote health and well-being.*

*Competency 1.2.c Students demonstrate the ability to receive and provide supervision.*

Objective 2.1 Students demonstrate knowledge and awareness of self and others as shaped by individual and cultural diversity (e.g., differences based on socioeconomic status, gender, race, ethnicity, culture, religion, sexual orientation, disability, and age) and context.

*Competency 2.1.a. Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others.*

*Competency 2.1.b. Students demonstrate awareness, knowledge, and skills regarding the understanding of others’ dimensions of diversity and its role in interactions with others.*

Objective 2.2. Students demonstrate multicultural skills in the science and practice of counseling psychology.

*Competency 2.2.c. Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.*

Objective 3.1: Students conduct themselves in a professional manner.

*Competency 3.1.b. Students demonstrate concern for the welfare of others.*

*Competency 3.1.c. Students exhibit a professional deportment.*

*Competency 3.1.d. Students demonstrate integrity in all professional interactions.*

Objective 3.2: Students will adhere to the APA Ethical Principles and Code of Conduct

*Competency 3.2.a. Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct.*

*Competency 3.2.b. Students apply ethical principles in practice, research, and other professional roles.*

*Competency 3.2.c. Students behave in an ethical manner and accept responsibility for their actions.*
A. Competencies related to treatment

**Competency 1.2.b:** Students demonstrate the ability to provide and evaluate interventions that alleviate suffering and promote health and well-being.

Student should:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>U</th>
<th>NI</th>
<th>S</th>
<th>E</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate ability to <strong>articulate</strong> evidence-based mechanisms of change that match the client and clinical presentation</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate ability to <strong>implement</strong> evidenced-based mechanisms of change that match the client and clinical presentation</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate ability to provide treatment that is specifically identified by considering various approaches based on psychological theory, research, and case conceptualization.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate ability to evaluate treatment by identifying observable and measureable goals connected to case conceptualization</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

B. Competencies related to supervision

**Competency 1.2.c:** Students demonstrate the ability to receive and provide supervision.

Student should:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>U</th>
<th>NI</th>
<th>S</th>
<th>E</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Demonstrate ability to reflect on supervision process, identify areas of strength, and address areas needing improvement</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate ability to seek supervision to improve performance, present work for feedback, and integrate feedback into performance</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):
C. Competencies related to diversity

Competency 2.1.a. Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others.

Competency 2.1.b. Students demonstrate awareness, knowledge, and skills regarding the understanding of others' dimensions of diversity and its role in interactions with others.

Competency 2.2.c.: Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.

Student should:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>U</th>
<th>NI</th>
<th>S</th>
<th>E</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Demonstrate ability to understand and monitor own cultural identities in relation to work with others (clients, supervisors, colleagues)</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrate ability to articulate how culture and context shape behaviors of others (clients, supervisors, colleagues)</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrate ability to understand how culture and context shape interactions between and among individuals.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrate ability to identify and attend to cultural differences with one’s clients in supervision</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

D. Competencies related to professionalism

Competency 3.1.b.: Students demonstrate concern for the welfare of others.

Competency 3.1.c.: Students exhibit a professional deportment.

Competency 3.1.d.: Students demonstrate integrity in all professional interactions.

Student should:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>U</th>
<th>NI</th>
<th>S</th>
<th>E</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Demonstrate awareness of the need to uphold and protect the welfare of others.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrate understanding of how to conduct oneself in a professional manner.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>12.</td>
<td>Demonstrate an understanding of professional values such as honesty and personal responsibility.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrate knowledge about practicing within one’s competence.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrate ability to complete professional tasks in allotted/appropriate time frame (intake reports, case notes, return phone calls).</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>15.</td>
<td>Demonstrate ability to keep appointments on time and arrive promptly for sessions or meetings.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):
E. Competencies related to ethics

**Competency 3.2.a.: Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct.**

**Competency 3.2.b.: Students apply ethical principles in practice, research, and other professional roles.**

**Competency 3.2.c.: Students behave in an ethical manner and accept responsibility for their actions.**

Student should:

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>16.</strong> Demonstrate basic knowledge of the APA Ethical Principles and Code of Conduct</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>17.</strong> Demonstrate basic knowledge of legal and regulatory issues related to practicum site (confidentiality, HIPAA, informed consent, child and elder abuse reporting)</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>18.</strong> Demonstrate ability to readily identify ethical implications in cases and seek supervision or consultation accordingly</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>19.</strong> Display a capacity for appropriate boundary management and professional behavior</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

F. CHG performance standards

These items reflect site specific standards of performance and associated skills. Student should:

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>20.</strong> Demonstrate ability to conduct a thorough intake interview consistent with the CHG protocol while also engaging the client in the therapeutic process (requires assessment of risk factors such as suicidal ideation, homicidal ideation, substance abuse, and violence in addition to gathering information about the presenting problem).</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>21.</strong> Demonstrate fundamental counseling skills (non-judgmental listening, attending to affect and non-verbal communication, expressing empathy, developing case conceptualization and treatment goals)</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>22.</strong> Demonstrate ability to present case information in a clear and concise manner at weekly staff meetings.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>23.</strong> Demonstrate ability to use electronic client record keeping system for site-related paperwork.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>24.</strong> Demonstrate ability to work with CHG systems for scheduling appointments and recording sessions.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>25.</strong> Demonstrate ability to collaborate with assistant directors, support staff, and clinical supervisors to fulfill site-related responsibilities.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>26.</strong> Participate in site-related outreach and psychoeducational activities.</td>
<td>U</td>
<td>NI</td>
<td>S</td>
<td>E</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):
<table>
<thead>
<tr>
<th>Overall Progress toward Program Objectives and associated Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Psychological knowledge</td>
</tr>
<tr>
<td>1.2 Scientific mindedness</td>
</tr>
<tr>
<td>2.1 Cultural awareness of self and others</td>
</tr>
<tr>
<td>2.2 Multicultural skills</td>
</tr>
<tr>
<td>3.1 Professional conduct</td>
</tr>
<tr>
<td>3.2 Ethical adherence</td>
</tr>
<tr>
<td>3.3 Professional contributions</td>
</tr>
</tbody>
</table>

G. Open ended questions

1. Please identify areas of strength in this student’s performance on site.

2. Please identify areas of growth that may improve the student’s performance on site.

The signatures below indicate that this competence assessment was reviewed and discussed with the student.

Clinical Supervisor signature: ___________________________  Date: ________

Student Counselor signature: _____________________________  Date: ________
G624/G625 Advanced Practicum Evaluation – Advanced Placement Sites

Student name _______________________________  Semester/Year _______________________

Clinical supervisor _________________________ Site Name ____________________________

Please rate the student’s performance in each of the areas listed on the attached form by circling the appropriate designation using the following scale.

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>U = Unsatisfactory</td>
<td>The student is deficient in awareness, knowledge, and/or skill associated with the item being rated and the student needs significant further training and effort to achieve an acceptable standard.</td>
</tr>
<tr>
<td>NI = Needs Improvement</td>
<td>The student has shown some evidence of the awareness, knowledge, and/or skill associated with the item being rated, but performance is inconsistent or there may be examples of poor motivation or minor irresponsibility. It is anticipated that the rating will improve with some further training, supervision, and student effort.</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>The student has shown basic mastery of the knowledge, awareness, and/or skill associated with the item being rated.</td>
</tr>
<tr>
<td>E = Exemplary</td>
<td>The student has exceeded basic mastery of the awareness, knowledge, and/or skill associated with the item being rated and is performing at an advanced level.</td>
</tr>
<tr>
<td>NA = Not Applicable</td>
<td>The student did not have the opportunity to demonstrate competency for the item being rated and/or the evaluator did not have the opportunity to observe this skill.</td>
</tr>
</tbody>
</table>

Space is also provided at the end of each question for open-ended comments. Comments MUST be given if the score given is U or NA.
If the practicum site has an existing evaluation form or procedure, please complete this program form in addition to the site specific procedure. Please review this evaluation with the student and return the form to the Director of Training, Dr. Barry Chung, Indiana University, Counseling Psychology program, 201 N. Rose, Ave., Room 4056, Bloomington, IN 47405, 812-856-8344

Note: The rating scale and some item content for this evaluation form were adapted from the following sources: The Practicum Competencies Outline (Hatcher & Lassiter, 2007), the Comprehensive Competencies Tracking Document, and the Competency Benchmarks as outlined by Fouad, et al. (2009). These documents available at:
The following program objectives and competencies are linked to specific items in this evaluation form. Please consider these as you review and rate the student’s performance.

**Objectives and Competencies**

Objective 1.1: Students have knowledge of the historical, theoretical, and scientific foundations of Psychology, with special emphasis on Counseling Psychology.

*Competency 1.1.e. Students demonstrate knowledge of individual differences in behavior, functional and dysfunctional aspects of behavior, and psychopathology and diagnosis.*

Objective 1.2: Students develop a scientifically-minded approach to research and practice that embraces the integration of both.

*Competency 1.2.b. Students demonstrate the ability to provide and evaluate interventions that alleviate suffering and promote health and well-being.*

*Competency 1.2c Students demonstrate the ability to receive and provide supervision.*

Objective 2.1 Students demonstrate knowledge and awareness of self and others as shaped by individual and cultural diversity (e.g., differences based on socioeconomic status, gender, race, ethnicity, culture, religion, sexual orientation, disability, and age) and context.

*Competency 2.1.a. Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others.*

*Competency 2.1.b. Students demonstrate awareness, knowledge, and skills regarding the understanding of others' dimensions of diversity and its role in interactions with others.*

Objective 3.1: Students conduct themselves in a professional manner.

*Competency 3.1.b. Students demonstrate concern for the welfare of others.*
**Competency 3.1.c. Students exhibit a professional deportment.**

**Competency 3.1.d. Students demonstrate integrity in all professional interactions.**

Objective 2.2. Students demonstrate multicultural skills in the science and practice of counseling psychology.

**Competency 2.2.c. Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.**

---

**A. Competencies related to individual differences and treatment**

**Competency 1.1.e.: Students demonstrate knowledge of individual differences in behavior, functional and dysfunctional aspects of behavior, and psychopathology and diagnosis.**

Student should:

<p>| | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate ability to identify functional and dysfunctional aspects of behavior</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
<tr>
<td>2. Demonstrate ability to identify psychopathology and select appropriate diagnoses</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):
**Competency 1.2.b:** Students demonstrate the ability to provide and evaluate interventions that alleviate suffering and promote health and well-being.

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>Demonstrates fundamental counseling skills (non-judgmental listening, attending to affect and non-verbal communication, expressing empathy, developing case conceptualization and treatment goals)</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate ability to independently evaluate the process and outcome of their psychological interventions and treatment plans</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate ability to write clear case conceptualization reports that incorporate evidence based procedures</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate the ability to implement evidenced-based practice procedures</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

**B. Competencies related to supervision**

**Competency 1.2.c.:** Students demonstrate the ability to receive and provide supervision.

Student should:

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Demonstrate ability to reflect on supervision process, identify areas of strength, and address areas needing improvement</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrate ability to seek supervision to improve performance, present work for feedback, and integrate feedback into performance</td>
<td>U</td>
<td>NI</td>
<td>S</td>
</tr>
</tbody>
</table>

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

**C. Competencies related to diversity**
Competency 2.1.a. Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others.

Competency 2.1.b. Students demonstrate awareness, knowledge, and skills regarding the understanding of others' dimensions of diversity and its role in interactions with others.

Competency 2.2.c.: Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.

Student should:

9. Demonstrate ability to use knowledge of self to monitor effectiveness as a professional

10. Demonstrate ability to incorporate feedback about diversity issues in their work with clients

11. Demonstrate ability to provide culturally sensitive psychotherapeutic services

Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

D. Competencies related to professionalism

Competency 3.1.b.: Students demonstrate concern for the welfare of others.

Competency 3.1.c.: Students exhibit a professional deportment.

Competency 3.1.d.: Students demonstrate integrity in all professional interactions.
E. Competencies related to ethics

Competency 3.2.a.: Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct.

Competency 3.2.c.: Students behave in an ethical manner and accept responsibility for their actions.

Student should:

15. Demonstrate ability to actively consult with supervisor to act upon ethical and legal aspects of practice

16. Demonstrate ability to articulate knowledge of own moral principles and ethical values in discussion with supervisors and peers about ethical issues
Comments (Please comment on how the student has met/not met the above competencies and provide specific examples):

Overall Progress toward Program Objectives and associated Competencies:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Objective 1.1 Psychological knowledge</td>
<td>U NI S E NA</td>
</tr>
<tr>
<td>18. Objective 1.2 Scientific mindedness</td>
<td>U NI S E NA</td>
</tr>
<tr>
<td>19. Objective 2.1 Cultural awareness of self and others</td>
<td>U NI S E NA</td>
</tr>
<tr>
<td>20. Objective 2.2 Multicultural skills</td>
<td>U NI S E NA</td>
</tr>
<tr>
<td>21. Objective 3.1 Professional conduct</td>
<td>U NI S E NA</td>
</tr>
<tr>
<td>22. Objective 3.2 Ethical adherence</td>
<td>U NI S E NA</td>
</tr>
<tr>
<td>23. Objective 3.3 Professional contributions</td>
<td>U NI S E NA</td>
</tr>
</tbody>
</table>

G. Open ended questions

1. Please identify areas of strength in this student's performance on site.
2. Please identify areas of growth that may improve the student’s performance on site.

The signatures below indicate that this competence assessment was reviewed and discussed with the student.

Clinical Supervisor signature: _____________________________  Date: __________

Student Counselor signature: _____________________________  Date: __________
Appendix E

Counseling Psychology Model Training Values Statement Addressing Diversity

Respect for diversity and for values different from one’s own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein “training programs”) in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members’ openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainees recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainees will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainees will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological
services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with counseling psychology’s core values, respect for diversity and for values similar and different from one’s own.

1This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.
Appendix F
Indiana University
External Practicum Site Evaluation Form

This form is to be filled out by students about their experience at their external practicum site. This information will NOT be shared with your site supervisor. The information collected will only be used for the benefit of other students in the program who want to learn more about the various practicum options. Please be as honest as possible. When finished, you can click "Submit form to Dr. Gilman", and your completed form will be emailed to her.

Name of Student
Semester(s) of practicum experience
Name of Practicum Site
Name of site supervisor
Site supervisor degree

SECTION ONE: CLINICAL EXPERIENCES

While at this practicum site, I have had the following experiences: (check all that apply)

Individual therapy
Individual supervision (received)
Group therapy
Group supervision (received)
Couples therapy
Presenting clients at case conferences
Family therapy
Working as part of an interdisciplinary team
Formal assessments/evaluations/testing
Intake assessments
Substance use counseling
Crisis interventions/suicide assessments
Sports psychology
Forensic psychology/competency assessments
Neuropsychology/Pain Management
Consultations
Providing supervision to other counselors
Case Management
While at this site, I worked with the following populations: (check all that apply)

Adults
individuals with addictions
Adolescents
Severely mentally ill
Children
International clients
Geriatric/elderly adults
ELL clients (English Language Learners)
College students
Other (please specify)
LGBTQ individuals
Individuals with disabilities
Incarcerated individuals or court-mandated individuals

SECTION TWO: HOURS COMMITMENT
How many hours per week did you spend at your site?
How many direct clinical contact hours did you get, on average, every week?
How many hours per week, on average, did you spend doing paperwork?
How many hours per week, on average, did you get of individual supervision?
How many hours per week, on average, did you get of group supervision?

SECTION THREE: QUALITY OF SUPERVISION
Please indicate your agreement using the options from the drop-down menu.
I received at least one hour of supervision per week from my site supervisor(s).
The supervisor(s) at my site provided information and teaching that helped me develop as a clinician.
My site supervisor(s) were available when I needed to consult with them.
My supervisors were knowledgeable about multicultural issues and were open to discussing them with me in supervision.
My supervisor gives me clear feedback about my competency and skills.
I feel that I received adequate supervision from my site supervisor(s).

SECTION FOUR: OVERALL QUALITY OF EXPERIENCE
Please indicate your agreement using the options from the drop-down menu.
The practices, services, and professionals at this site follow ethical guidelines. *(Note: if your response to this item is "Disagree" or "Strongly disagree", please make an appointment with Dr. Gilman to discuss your concerns)*

The work expected of students at this site is appropriate.

Overall, my experience at this practicum site has allowed me to develop my skills as a clinician.

I am getting the kind of experiences that I want to get at this practicum site.

This site provides avenues for professional development (e.g. workshops, trainings).

I think that working at this site has allowed me to get experiences that make me a more competitive applicant for internship.

I would recommend this site to my fellow students.

SECTION FIVE: ADDITIONAL COMMENTS

Overall, do you feel as if this site met your expectations?

What I liked most about this site:

What I liked least about this site:

Any additional comments?
Appendix G

Indiana University, Counseling Psychology

Counseling Qualifying Examination Evaluation Form

Criteria for Evaluation of each section

1. **Knowledge of the Literature.** Does the examination demonstrate a comprehensive grasp of the available research and theory in this area (both classic and current articles)? Are insightful comments, ideas, and evaluations of this literature provided? Is the available knowledge used to answer the question?

2. **Coherence/Organization.** Does the answer follow a logical sequence? Does it adequately address each portion of the question and any relevant implications of the question? Is the writing concise, focused, and clear? Is there a sense of unity and sequential flow across the answer?

3. **Synthesis/Critical Thinking.** Does the answer show some attempt at synthesis of the available literature in a way that demonstrates the student’s own understanding of the area? Is there some evidence of originality and a unique perspective on the topic?

4. **Completeness/Elaboration.** Does the work answer the question? Is it thorough? Are the key points elaborated upon? Is there complexity and depth in the discussion? Is adequate information provided?

5. **Relevancy/Accuracy.** Are reviews and comments related to the original topic or question posed? Are substantial, appropriate linkages to existing research and theory literature provided? Are pertinent and current theories and/or practices accurately portrayed?

<table>
<thead>
<tr>
<th>Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass with Honors</strong></td>
<td>Student performance demonstrates excellence beyond his/her present professional developmental stage. Answers to this section of the qualifying exams reflect comprehensive knowledge of the literature, are coherent and organized, demonstrate synthesis and critical thinking, are complete, and are relevant and accurate with regard to the relevant competencies.</td>
</tr>
<tr>
<td><strong>Pass</strong></td>
<td>Student performance demonstrates knowledge in this area at level commensurate with his/her professional developmental stage. Answers to this section of the qualifying exams reflect comprehensive knowledge of the literature, are coherent and organized, demonstrate synthesis and critical thinking, are complete, and are relevant and accurate with regard to the relevant competencies.</td>
</tr>
<tr>
<td><strong>Failure</strong></td>
<td>Student performance in this area is not at a level commensurate with his/her professional development stage. Answers to this section are lacking in one or more of the following areas: comprehensive knowledge of the literature, coherence and organization, synthesis and critical thinking, are complete, and are relevant and accurate with regard to the relevant competencies. <strong>Failure of this section- remediation or retesting recommended:</strong></td>
</tr>
</tbody>
</table>
Part I: Ethics Examination

Evaluate the enclosed examination using the scale on page one of this document. Please keep in mind the relevant competencies for this section.

Related Competencies:

**Competency 3.2.a.** Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct

**Competency 3.2.b.** Students apply ethical principles in practice, research, and other professional roles.

Comments:

Score: ________________

Student's name or code # ____________________ Signature of evaluator ____________________

Date: ____________________
Indiana University, School of Education

Part II: Counseling Practice

Evaluate the enclosed examination using the following scale. You may score each item separately, but please include an over-all score and specify remediation recommended.

Related Competencies:

**Competency 1.1.b.** Students demonstrate the ability to apply the professional core of Counseling Psychology as it pertains to research and practice (i.e., counseling theories, multicultural issues, evidence-based interventions, ethics, career development,...).

**Competency 1.1.c.** Students demonstrate an understanding of human development and how behavior is shaped by the interplay of biological, cognitive, affective, and social influences.

**Competency 1.2.d** Students contribute to the understanding of the integration of science and practice.

**Competency 2.2.b.** Students demonstrate culturally sensitive assessment/diagnosis skills.

**Competency 2.2.c.** Students demonstrate culturally sensitive clinical practice, which includes culture in assessing process and outcomes.

Comments:

Score: _________________

Student’s name or code # __________________ Signature of evaluator

Date: ___________________
Part III: Counseling Research

Evaluate the enclosed examination using the following scale. You may score each item separately, but please include an over-all score and specify remediation recommended.

Related Competencies:

**Competency 1.1.b.** Students demonstrate the ability to apply the professional core of Counseling Psychology as it pertains to research and practice (i.e., counseling theories, multicultural issues, evidence-based interventions, ethics, career development,...).

**Competency 2.2.a.** Students can design and implement culturally sensitive research studies

Comments:

Score: ______________

Student’s name or code #  Signature of evaluator

Date: ________________
Indiana University, School of Education

Part IV: Professional Identity

Evaluate the enclosed examination using the following scale. You may score each item separately, but please include an over-all score and specify remediation recommended.

**Competency 3.1.a.** Students will document an emerging professional identity as a Counseling Psychologist.

**Competency 3.3.a.** Student demonstrate awareness of professional issues in the field

Comments:

Score: ____________________

Student’s name or code #  Signature of evaluator

Date: ____________________
# Counseling Qualifying Examination

<table>
<thead>
<tr>
<th>Overall Quals Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Pass with Honors</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>Pass with Conditions*</td>
</tr>
<tr>
<td>Failure*</td>
</tr>
</tbody>
</table>

* Committee members will meet regarding any discrepancies between readers to determine if remediation or retesting is necessary.

Comments:

Over-all score: __________

Student’s name or code # Signature of evaluator

Date:____________________
Appendix H
Indiana University
Counseling Psychology
Early Inquiry Project Evaluation Form

This form is to be completed by the chair of the student’s program of studies committee.

Name of student: __________________________

Through the early inquiry project, the student has demonstrated the abilities to:

1. Investigate empirical questions that are pertinent to clinical practice.
   Yes □ No □
   
   a. Propose well-defined research questions.
      Yes □ No □
   
   b. Use appropriate methods to address research questions.
      Yes □ No □
   
   c. Articulate clinical implications of research findings.
      Yes □ No □

2. Conduct research in accordance with APA Ethics Code.
   Yes □ No □

3. Present research findings in a clear and concise manner.
   Yes □ No □

Additional comments (optional):

______________________________
Signature of Director of Program of Studies
Name:
Appendix I
Indiana University
Counseling Psychology
Dissertation Proposal Evaluation Form

This form is to be completed by the director of the student’s dissertation committee.

Name of student: __________________________
Through the dissertation proposal, the student has demonstrated the abilities to:
  1. Apply knowledge of counseling psychology in research.
      Yes ☐ No ☐
      (E.g., discusses relevance of research for the field of counseling psychology.)
  2. Conduct research that advances the field of counseling psychology.
      Yes ☐ No ☐
      a. Propose well-defined research questions.
         Yes ☐ No ☐
      b. Propose appropriate methods to address the research questions.
         Yes ☐ No ☐
  3. Address a meaningful issue in the field of counseling psychology.
      Yes ☐ No ☐

Additional comments (optional):

__________________________
Signature of Director of Program of Studies
Name:
Appendix J
Indiana University Bloomington
Counseling Psychology Doctoral Program
Journal-Article Dissertation Format Guidelines
(Approved by the Counseling Psychology Faculty on April 14, 2014)

Introduction

With the approval of their dissertation advisors, counseling psychology doctoral students may elect to use either (a) the traditional 4 or 5-chapter dissertation format or (b) the journal-article dissertation format described in this document. The purposes of the journal-article dissertation format are to: (a) train doctoral students to report research findings in a format traditionally used by their scientific and professional communities; (b) allow students to demonstrate their knowledge and scholarship on the dissertation topic in an extensive literature review article; (c) facilitate submission of publications based on the two manuscripts produced for the dissertation; and (d) allow for other students and professionals to review the candidate’s dissertation research in a concise reporting format. What follows are guidelines for creating the proposal and the final defense document.

Dissertation Proposal

The dissertation proposal is a written document of a proposed dissertation research project. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The proposal should include the following sections:

- A cover page following the format requirements of the University Graduate School. The title of the dissertation should be identical to the title of Chapter 2 described below.
- Table of contents
- Chapter 1 is a critical review of literature on the dissertation topic. The purpose of this chapter is to demonstrate that the doctoral candidate has sufficient knowledge of the literature on the dissertation topic, as well as scholarship in reviewing this literature. The focus of Chapter 1 should be on a critical analysis of the literature (not just a summary of the literature). To this end, Chapter 1 should demonstrate one or more of the following: (a) evaluation of strengths and limitations in theories and research, (b) identification of research questions for future research, (c) reconciliation of conflicting research findings, (d) synthesis of two or more bodies of literature, (e) development of new theories or theoretical frameworks/models, and (f) new interpretations of previous research. This chapter is expected to be conceptually related to the introduction section in Chapter 2, but should have a broader scope and application (i.e., it should not be written to lead to the specific purpose and research questions/hypotheses in Chapter 2). After reviewing relevant literature, candidates are expected to discuss implications for research, practice, education, or social advocacy in Chapter 1. Chapters 1 and 2 should be sufficiently independent of each other such that they can be submitted as separate publications (e.g., texts are not identical between the two chapters). Chapter 1 is suggested to be no more than 40 pages (all inclusive), and should be titled “Literature Review.” Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of no more than 150 words; (c) literature review and discussion of implications; (d) References section; and (e) if applicable, tables and figures. It is
expected that appropriate sections and section headings will be created for this chapter. Ultimately, Chapter 1 should be written like a conceptual journal article.

- Chapter 2 is the empirical research proposal for the dissertation study. It is suggested to be no more than 40 pages (all inclusive), and should use a title different from Chapter 1, to accurately represent the purpose of the study. Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of no more than 150 words; (c) introduction section (without “Introduction” as section heading); (d) Method section; (e) References section; and (f) if applicable, tables or figures. The introduction section should review literature in a way that leads to and supports the purpose and research questions/hypotheses of the study. The Method section should include the typical subsections of (a) Participants, (b) Instruments (or Measures), and (c) Procedure. However, appropriate deviations from these standard subsections are allowed as directed by the dissertation committee. Because Chapter 2 is a research proposal, the Method section should be written in future tense.

- Appendices. Candidates may use appendices to provide the dissertation committee with additional materials related to the dissertation research (e.g., sample copies of measures or instruments, informed consent forms, permission letters from relevant organizations or individuals). Use APA style to present appendices. All appendices should be referred to in Chapters 1 or 2 (most likely Chapter 2). The decision whether to include materials in the two chapters or in Appendices depends on whether these materials are typically included in journal articles. If certain materials are not typically included in journal articles, such materials should be included in Appendices instead of Chapters 1 or 2.

- Except the cover page and table of contents, all pages of the dissertation should be numbered sequentially across all chapters and sections, rather than starting with page 1 with each chapter or section.

The Final Dissertation

The final dissertation is written after the dissertation study is completed, and will be presented to the dissertation committee for a final defense meeting. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The document should include the following sections:

- A cover page following format requirements of the School of Education. The title of the dissertation should be identical to the title of Chapter 2 described below.
- Table of contents
- An optional Acknowledgement section for acknowledging the contributions of various individuals and organizations to the dissertation project. This section may be added before or after the final dissertation defense.
- Chapter 1 as described previously. If appropriate or required by the dissertation committee, the candidate may need to make revisions since the proposal defense. Chapter 1 is suggested to be no more than 40 pages (all inclusive).
- Chapter 2 as described previously. The title and introduction section may need revisions as appropriate or as directed by the dissertation committee since the proposal defense. The Abstract and Method sections need to be changed to past tense, plus all appropriate updates and revisions according to how the study was conducted and the results of the study. For the final defense document, the candidate should insert two new sections between Method and References sections: (a) Results and (b) Discussion. These two sections are written to document data analyses and results of the study, and to provide a discussion of the results, respectively. References should be updated to
correspond to what were cited in text. New tables or figures may be added as appropriate, after the References section. Chapter 2 is suggested to be no more than 40 pages (all inclusive).

- Appendices as described previously, plus any new appendices since the proposal defense.
- Except the cover page and table of contents, all pages of the dissertation should be numbered sequentially across all chapters and sections, rather than starting with page 1 with each chapter or section.
- The final version of the dissertation must adhere to all formatting guidelines required by the University Graduate School: http://graduate.indiana.edu/theses-dissertations/formatting/doctoral.shtml
Appendix K
Indiana University
Counseling Psychology
Dissertation Defense Evaluation Form

This form is to be completed by the director of the student’s dissertation committee.

Name of student: _______________________
Through the dissertation defense, the student has demonstrated the abilities to:

1. Apply knowledge of counseling psychology in research.
   Yes ☐ No ☐
   (E.g., discusses relevance of research for the field of counseling psychology.)

2. Conduct a methodologically rigorous empirical research project.
   Yes ☐ No ☐

3. Articulate how research findings inform science and practice.
   Yes ☐ No ☐
   a. Discuss implications of research findings for psychological practice.
      Yes ☐ No ☐
   b. Discuss implications of research findings for future research.
      Yes ☐ No ☐

4. Discuss how cultural dimensions influence research findings.
   Yes ☐ No ☐

Additional comments (optional):

Signature of Director of Program of Studies
Name:
Appendix L
Indiana University
Counseling Psychology Program
Internship Readiness Application Form

The Indiana University Counseling Psychology program faculty has an obligation to evaluate students annually and determine students’ level of competence in accordance with the program goals and objectives. As a part of our ongoing assessment and the need to document internship readiness, you must complete this application that includes self-assessment of internship readiness. This required self-evaluation of competencies is designed to be a self-reflective process that informs both the faculty and yourself of your current level of performance as a counseling psychologist in-training. Self-reflection on competence should continue throughout your professional career and this is one step in that continual process.

* If previous remedial plans regarding building competencies have not been met, the student is encouraged not to apply for internship until those competencies are demonstrated.

**Please remember that this form is just one piece of information that the Counseling Psychology faculty will use in determining your readiness for internship. Please see the IU Counseling Psychology program’s Competencies and Benchmarks for a detailed description of expected competencies and behavioral indicators. Non-approval to apply for internship does not automatically mean dismissal from the program, but it does reflect that appropriate competencies are not being demonstrated in a consistent manner.

Please submit this form and all required documents to the Training Director, Dr. Y. Barry Chung, by October 1.

DEMOGRAPHIC INFORMATION
Name:
Advisor:

PROGRAM MILESTONES
1. Please attach a transcript (unofficial version from One.IU is acceptable) that documents all your doctoral program courses and grades.

2. Did you receive a grade of B or better on your cognitive test battery reports for P591? Yes □ No □

3. Did you receive a grade of B or better on your personality assessment reports for P691? Yes □ No □

4. Have you successfully completed your early inquiry project? Yes □ No □

5. Have you passed all parts of your qualifying examination? Yes □ No □
If no, please explain your current status concerning your qualifying examination:

6. Have you been admitted to doctoral candidacy? Yes ☐ No ☐

7. Have you completed all of your coursework? Yes ☐ No ☐
   If no, what are the remaining courses and when will they be taken?

8. Have you submitted a manuscript for publication? Yes ☐ No ☐

9. Have you assembled your dissertation committee? Yes ☐ No ☐

10. Have you successfully defended your dissertation proposal? Yes ☐ No ☐
    Please provide date of dissertation proposal ______________________

**CLINICAL EXPERIENCE**
Please list all practicum experiences you have had to this date starting with your most recent practicum setting:

<table>
<thead>
<tr>
<th>Site Starting Date/Ending Date</th>
<th>Supervisor</th>
<th># of Direct Hours</th>
</tr>
</thead>
</table>

Do you have at least 450 face-to-face contact hours of practicum assessment/intervention and at least 150 hours of group/individual supervision by a qualified supervisor (including master’s level practica)? Yes ☐ No ☐

If not, please describe how these minimum hours will be met and the timeline of completion.

**INTERNSHIP SITES**
The Counseling Psychology program expects students to apply to a minimum of 6 internship sites. However, if you are unable to meet this requirement because of extenuating circumstances, you may explain your rationale for applying to fewer than 6 sites. Your application will be reviewed by the Counseling Psychology faculty and approved on a case-by-case basis.

Please state the number of internship sites you intend to apply for: _____

Please provide a tentative list of all the internship sites you intend to apply for:

If you intend to apply to fewer than 6 sites, please provide a detailed description of your rationale for doing so.
### Appendix M

**INDIANA UNIVERSITY**  
**COUNSELING PSYCHOLOGY**  
**STUDENT EVALUATION BY FACULTY**

**Student Name:**  
**Advisor:**  
**Year in Program:** 1 2 3 4 5 On internship  
**Other:**  
**Date of Evaluation:**

The following are the training competencies of the Indiana University Counseling Psychology Program. Please rate the student on each competency using the following ratings:

<table>
<thead>
<tr>
<th>Exceeds Competency</th>
<th>Student’s performance in this area exceeds his/her developmental stage in the program as defined by program benchmarks. Student is performing at an advanced level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets competency</td>
<td>Student’s performance in this area is competent and commensurate with his/her developmental stage as defined by program benchmarks.</td>
</tr>
<tr>
<td>Needs Remediation</td>
<td>Student’s performance in this area is below his or her developmental stage as defined by the program benchmarks and needs further training and effort for competency.</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Student has not yet received training or taken coursework in a particular competency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Corresponding Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern for the welfare of others.</td>
<td>3.1.b; Needs remediation</td>
<td>Meets Competency</td>
</tr>
<tr>
<td>Professional conduct.</td>
<td>3.1.c; Needs remediation</td>
<td>Meets Competency</td>
</tr>
<tr>
<td>Integrity in all professional interactions.</td>
<td>3.1.d; Needs remediation</td>
<td>Meets Competency</td>
</tr>
<tr>
<td>Attitudes essential for lifelong learning, scholarly inquiry, and professional problem solving. (Please indicate —NA if student has not completed G600 and G685.)</td>
<td>3.3a; 3.3b</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Knowledge of historic and systemic foundations of psychology. (Please indicate —NA if student has not completed P601.)</td>
<td>1.1.a; 1.1.b</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Knowledge of the biological aspects of behavior. (Please indicate —NA if student has not completed P601.)</td>
<td>1.1.b; 1.1.c</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>completed P624 or Psy667.</td>
<td>Knowledge of the cognitive aspects of behavior. (Please indicate —NA if student has not completed P540/4 and P591.)</td>
<td>1.1b; 1.1c</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Knowledge of the affective aspects of behavior (e.g., emotions and mood). (Please indicate —NA if student has not completed one semester of G624 and G622.)</td>
<td>1.1b; 1.1c</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Knowledge of psychological measurement. (Please indicate —NA if student has not completed G505 and Y527.)</td>
<td>1.1d</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Ability to use psychological assessments. (Please indicate —NA if student has not completed all of the following courses: P591, P691, and G615.)</td>
<td>1.1d</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Knowledge of individual differences in behavior. (Please indicate —NA if student has not completed all of the following courses: G615, G622, and G624.)</td>
<td>1.1e</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Knowledge of human development. (Please indicate —NA if student has not completed P514 or an equivalent course.)</td>
<td>1.1a; 1.1c</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Knowledge of functional and dysfunctional aspects of behavior, psychopathology, and diagnosis. (Please indicate —NA if student has not completed G615.)</td>
<td>1.1e</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Ability to conduct research that advances the field of Counseling Psychology (Please indicate —NA if student has not completed Y520 or Y521 and G685).</td>
<td>1.2a</td>
<td>Needs remediation</td>
</tr>
<tr>
<td>Ability to use techniques of data analysis in research. (Please indicate —NA if student has not</td>
<td>1.2a</td>
<td>Needs remediation</td>
</tr>
</tbody>
</table>
completed all of the following courses: Y502, Y604, and Y611 or another course in qualitative research.

<p>| Ability to provide interventions that alleviate suffering and promote health and well-being. (Please indicate —NA if student has not completed G622 and one semester of G624.) | 1.2.b | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Ability to evaluate interventions that alleviate suffering and promote health and well-being. (Please indicate —NA if student has not completed all of the following courses: G622, at least one semester of G624, and G685.) | 1.2.b | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Knowledge of theories and methods of consultation. (Please indicate —NA if student has not completed G645.) | 1.1b | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Ability to receive supervision. (Please indicate —NA if you have not completed at least one semester of G624.) | 1.2.c | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Ability to provide supervision. (Please indicate —NA if student has not completed 3 credits of G763.) | 1.2.c | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Understanding of the integration of science and practice. (Please indicate —NA if student has not completed G622, G685, and one semester of G600.) | 1.2.d | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Awareness, knowledge, and skills regarding the understanding of student’s own dimensions of diversity and attitudes towards diverse others. (Please indicate —NA if student has not completed G575 or an equivalent course.) | 2.1.a | Needs remediation | Meets Competency | Exceeds Competency | NA |
| Awareness, knowledge, and skills regarding the understanding of others' | 2.1.b | Needs remediation | Meets Competency | Exceeds Competency | NA |</p>
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Needs remediation</th>
<th>Meets Competency</th>
<th>Exceeds Competency</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions of diversity and its role in interactions with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Please indicate —NA if student has not completed G575, G615, G622, G645 and at least one semester of G600 and G624.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to design and implement culturally sensitive research studies.</td>
<td>2.2.a</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
<tr>
<td>(Please indicate —NA if student has not completed G685 and the Institutional Review Board exam.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally sensitive assessment/diagnosis skills.</td>
<td>2.2.b</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
<tr>
<td>(Please indicate —NA if student has not completed G615 and G575 or an equivalent course.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally sensitive clinical practice, which includes culture in assessing process and outcomes. (Please indicate —NA if student has not completed G575 or an equivalent course and one semester of G622.)</td>
<td>2.2.c</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
<tr>
<td>Articulation of one’s emerging professional identity as a Counseling Psychologist. (Please indicate —NA if you have not completed one semester of G600.)</td>
<td>3.1.a</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledge of the APA Ethical Principles and Code of Conduct.</td>
<td>3.2.a</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
<tr>
<td>(Please indicate —NA if student has not completed 3 credits of G600.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of ethical principles in practice and other professional roles. (Please indicate —NA if student has not completed 3 credits of G600 and at least one semester of G624.)</td>
<td>3.2.b</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
<tr>
<td>Application of ethical principles in research (Please indicate —NA if student has not completed 3 credits of G600 and G685.)</td>
<td>3.2.b</td>
<td>Meets Competency</td>
<td>Exceeds Competency</td>
<td>NA</td>
</tr>
</tbody>
</table>
Demonstrate ethical behavior and the acceptance of responsibility for one’s actions. (Please indicate —NA if student has not completed 3 credits of G600.)

<table>
<thead>
<tr>
<th>3.2.c</th>
<th>Needs remediation</th>
<th>Meets Competency</th>
<th>Exceeds Competency</th>
<th>NA</th>
</tr>
</thead>
</table>

Awareness of professional issues in counseling psychology. (Please indicate —NA if student has not completed 3 credits of G600.)

<table>
<thead>
<tr>
<th>3.3.a</th>
<th>Needs remediation</th>
<th>Meets Competency</th>
<th>Exceeds Competency</th>
<th>NA</th>
</tr>
</thead>
</table>

Contribution to the professional discourse of counseling psychology. (Please indicate —NA if student has not completed your first year in the program.)

<table>
<thead>
<tr>
<th>3.3.b</th>
<th>Needs remediation</th>
<th>Meets Competency</th>
<th>Exceeds Competency</th>
<th>NA</th>
</tr>
</thead>
</table>

Please describe student’s strengths in and contributions to the Counseling Psychology Program.

Please describe areas for improvement and, if necessary, goals for improvement in the Counseling Psychology Program. For competencies rated as —in need of remediation, please complete a Doctoral Trainee Remediation Plan.

Overall Rating (Use the Program Benchmarks document to determine readiness)

_____ ready for advancement in program
This page is for students to respond to the annual evaluation. For example, if a student feels the faculty may have misperceived a situation or overlooked some information such as a conference presentation, the student can respond here:

__________________________________________  ____________
Student signature                        Date

This page is for students to respond to the annual evaluation. For example, if a student feels the faculty may have misperceived a situation or overlooked some information such as a conference presentation, the student can respond here:
Appendix N

INDIANA UNIVERSITY
COUNSELING PSYCHOLOGY
PROGRAM EVALUATION SURVEY

Your responses to this survey are anonymous. We will not link your responses to your identity.

Please indicate the extent to which you agree with the following statements. Indicate −NA if a particular item does not apply to you. For example, if you have not completed a practicum at the CHG, indicate −NA for the items related to the CHG.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I am satisfied with my experience in the Counseling Psychology Program.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>Overall, I am satisfied with the courses I have taken in the Counseling Psychology Program.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>Overall, I am satisfied with the research training I have received in the Counseling Psychology Program.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>Overall, I am satisfied with the clinical training I have received in the Counseling Psychology Program.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>In general, the faculty members of the Counseling Psychology Program have a good relationship with each other.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>In general, students have a good relationship with faculty members in the Counseling Psychology Program.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>In general, students in the Counseling Psychology Program have a good relationship with each other.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>In general, I have a good relationship with my advisor.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>The Counseling Psychology Program provides a welcoming environment for students to express feedback to faculty.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>Decisions made by counseling psychology faculty are communicated to students in a timely fashion.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>I feel a sense of belonging to the Counseling Psychology Program.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>My advisor is committed to mentoring me.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>My advisor responds to my emails in a timely fashion.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>I am satisfied with the guidance provided by my advisor on the courses I should take.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
<td>----</td>
</tr>
<tr>
<td>I am satisfied with the guidance provided by the chair of my early inquiry project. (Please indicate -NA if you have not formed your program of studies committee.)</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>I am satisfied with the guidance provided by the director of my dissertation committee. (Please indicate -NA if you have not formed your dissertation committee.)</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>The Counseling Psychology Program is committed to fostering a climate that supports multiculturalism.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>Counseling Psychology faculty members provide a climate that is welcoming to racial/ethnic minority and international students.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>Due process procedures for the resolution of conflicts are clearly communicated to students.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>The culture and climate of the CHG is professional.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>The culture and climate of the CHG is supportive of student learning.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>My experience in the CHG has helped develop my clinical skills.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>As a result of my experience in the CHG, I have learned to apply ethical and professional standards of practice.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
<tr>
<td>My experience in the CHG has prepared me for future clinical experiences.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>NA</td>
</tr>
</tbody>
</table>

The following are the training competencies of the Indiana University Counseling Psychology Program. Please indicate the degree to which the Indiana University Counseling Psychology Program has prepared you thus far for each competency. It is possible that not all the items apply to you; please indicate -NA if you have not received training or taken coursework in a particular competency at Indiana University.

<table>
<thead>
<tr>
<th>Concern for the welfare of others.</th>
<th>Little Preparation</th>
<th>Below Average Preparation</th>
<th>Above Average Preparation</th>
<th>Superior Preparation</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional conduct.</td>
<td>Little Preparation</td>
<td>Below Average Preparation</td>
<td>Above Average Preparation</td>
<td>Superior Preparation</td>
<td>NA</td>
</tr>
<tr>
<td>Integrity in all professional interactions.</td>
<td>Little Preparation</td>
<td>Below Average Preparation</td>
<td>Above Average Preparation</td>
<td>Superior Preparation</td>
<td>NA</td>
</tr>
<tr>
<td>Attitudes essential for lifelong learning, scholarly inquiry, and professional problem solving. (Please indicate -NA if you have not completed G600 and G685.)</td>
<td>Little Preparation</td>
<td>Below Average Preparation</td>
<td>Above Average Preparation</td>
<td>Superior Preparation</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledge of historic and systemic</td>
<td>Little Preparation</td>
<td>Below Average Preparation</td>
<td>Above Average Preparation</td>
<td>Superior Preparation</td>
<td>NA</td>
</tr>
<tr>
<td>Topic</td>
<td>Preparation</td>
<td>Preparation</td>
<td>Preparation</td>
<td>Preparation</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Knowledge of the biological aspects of behavior. (Please indicate —NA if you have not completed P624 or Psy67.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Knowledge of the cognitive aspects of behavior. (Please indicate —NA if you have not completed P540/4 and P591.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Knowledge of the affective aspects of behavior (e.g., emotions and mood). (Please indicate —NA if you have not completed one semester of G624 and G622.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Knowledge of psychological measurement. (Please indicate —NA if you have not completed G505 and Y527.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Ability to use psychological assessments. (Please indicate —NA if you have not completed all of the following courses: P591, P691, and G615.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Knowledge of individual differences in behavior. (Please indicate —NA if you have not completed all of the following courses: G615, G622, and G624.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Knowledge of human development. (Please indicate —NA if you have not completed P514 or an equivalent course.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Knowledge of functional and dysfunctional aspects of behavior, psychopathology, and diagnosis. (Please indicate —NA if you have not completed G615.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Ability to conduct research that advances the field of Counseling Psychology (Please indicate —NA if you have not completed Y520 or Y521 and G685).</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Ability to use techniques of data analysis in research. (Please indicate —NA if you have not completed all of the following courses: Y502, Y604, and Y611 or another course in qualitative research.)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Ability to provide interventions that alleviate suffering and promote health and well-being. (Please indicate —NA if you have not completed G622 and one semester of G624).</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Ability to evaluate interventions that alleviate suffering and promote health and well-being. (Please indicate —NA)</td>
<td>Little</td>
<td>Below</td>
<td>Average</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little Preparation</td>
<td>Below Average Preparation</td>
<td>Average Preparation</td>
<td>Superior Preparation</td>
<td>NA</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------</td>
<td>--------------------------</td>
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<td>----------------------</td>
<td>----</td>
</tr>
<tr>
<td>Knowledge of theories and methods of consultation. (Please indicate —NA if you have not completed G645.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to receive supervision. (Please indicate —NA if you have not completed at least one semester of G624.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to provide supervision. (Please indicate —NA if you have not completed 3 credits of G763.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of the integration of science and practice. (Please indicate —NA if you have not completed G622 and one semester of G600.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness, knowledge, and skills regarding the understanding of your own dimensions of diversity and attitudes towards diverse others. (Please indicate —NA if you have not completed G575 or an equivalent course.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness, knowledge, and skills regarding the understanding of others' dimensions of diversity and its role in interactions with others. (Please indicate —NA if you have not completed G575, G615, G622, G645 and at least one semester of G600 and G624.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to design and implement culturally sensitive research studies. (Please indicate —NA if you have not completed G685 and the Institutional Review Board exam.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally sensitive assessment/diagnosis skills. (Please indicate —NA if you have not completed G615 and G575 or an equivalent course.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally sensitive clinical practice, which includes culture in assessing process and outcomes. (Please indicate —NA if you have not completed G575 or an equivalent course and one semester of G622.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation of one’s emerging professional identity as a Counseling Psychologist. (Please indicate —NA if you have not completed one semester of G600.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of the APA Ethical Principles and Code of Conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following questions relate to your overall assessment of the Counseling Psychology Program.

In the box below, please describe your perceptions of strengths in the Counseling Psychology Program.

In the box below, please describe your perceptions of areas for improvement in the Counseling Psychology Program.
Appendix O
Indiana University Bloomington
Counseling Psychology Program
Doctoral Trainee Remediation Plan

Date of Remediation Plan Meeting:  
Name of Trainee:  
Faculty Advisor:  
Primary Clinical Supervisor:  
Names of All Persons Present at the Meeting:  
All Additional Pertinent Supervisors/Faculty:  
Date for Follow-up Meeting(s):  

_Circle all competency domains in which the trainee’s performance does not meet the benchmark:_

**Program Objectives & Foundational Competencies:**  
1.1 Psychological Knowledge; 1.2 Scientific Mindedness;  
2.1 Cultural Awareness of self and others; 2.2 Multicultural Skills;  
3.1 Professional Conduct. 3.2 Ethical Adherence; 3.3 Professional contributions

**Functional Competencies:**  
Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management/Administration

Please include the following in the remediation plan documentation:  
- Description of the problem(s) in each competency domain circled above:  
- Date(s) the problem(s) was brought to the trainee’s attention and by whom:  
- Steps already taken by the trainee to rectify the problem(s) that was identified:  
- Steps already taken by the supervisor(s)/faculty to address the problem(s):

The written remediation plan should address each of the following items  
1. Competency Domain/essential components in question  
2. Problem behaviors in question  
3. Expectations for acceptable performance (behavioral benchmarks)  
4. Trainee’s responsibilities/actions  
5. Advisor/supervisor responsibilities/actions  
6. Timeframe for achieving acceptable performance  
7. Assessment methods  
8. Dates of evaluation of progress  
9. Consequences for unsuccessful remediation

I, ________________________, have reviewed the above remediation plan with my primary advisor/supervisor, and any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

<table>
<thead>
<tr>
<th>Trainee Name</th>
<th>Date</th>
<th>Training Director</th>
<th>Date</th>
</tr>
</thead>
</table>


Trainee’s comments (Feel free to use additional pages):

All supervisors/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

<table>
<thead>
<tr>
<th>Remediation Plan Follow-up</th>
<th>Summative Evaluation of Remediation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up Meeting(s): Date(s):</td>
<td>In Attendance:</td>
</tr>
<tr>
<td>The summative evaluation should address each of the following items</td>
<td></td>
</tr>
<tr>
<td>1. Competency domain/essential components in question</td>
<td></td>
</tr>
<tr>
<td>2. Expectations for acceptable performance (behavioral benchmarks)</td>
<td></td>
</tr>
<tr>
<td>3. Outcomes of behavioral benchmarks</td>
<td></td>
</tr>
<tr>
<td>4. Next steps (e.g., remediation satisfactorily completed; remediation continued and plan modified; next evaluation date if necessary)</td>
<td></td>
</tr>
</tbody>
</table>

I, ________, have reviewed the above summative evaluation of my remediation plan with my primary advisor-supervisor, and any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

<table>
<thead>
<tr>
<th>Trainee</th>
<th>Date</th>
<th>Training Director</th>
<th>Date</th>
</tr>
</thead>
</table>

Trainee’s comments (Feel free to use additional pages):