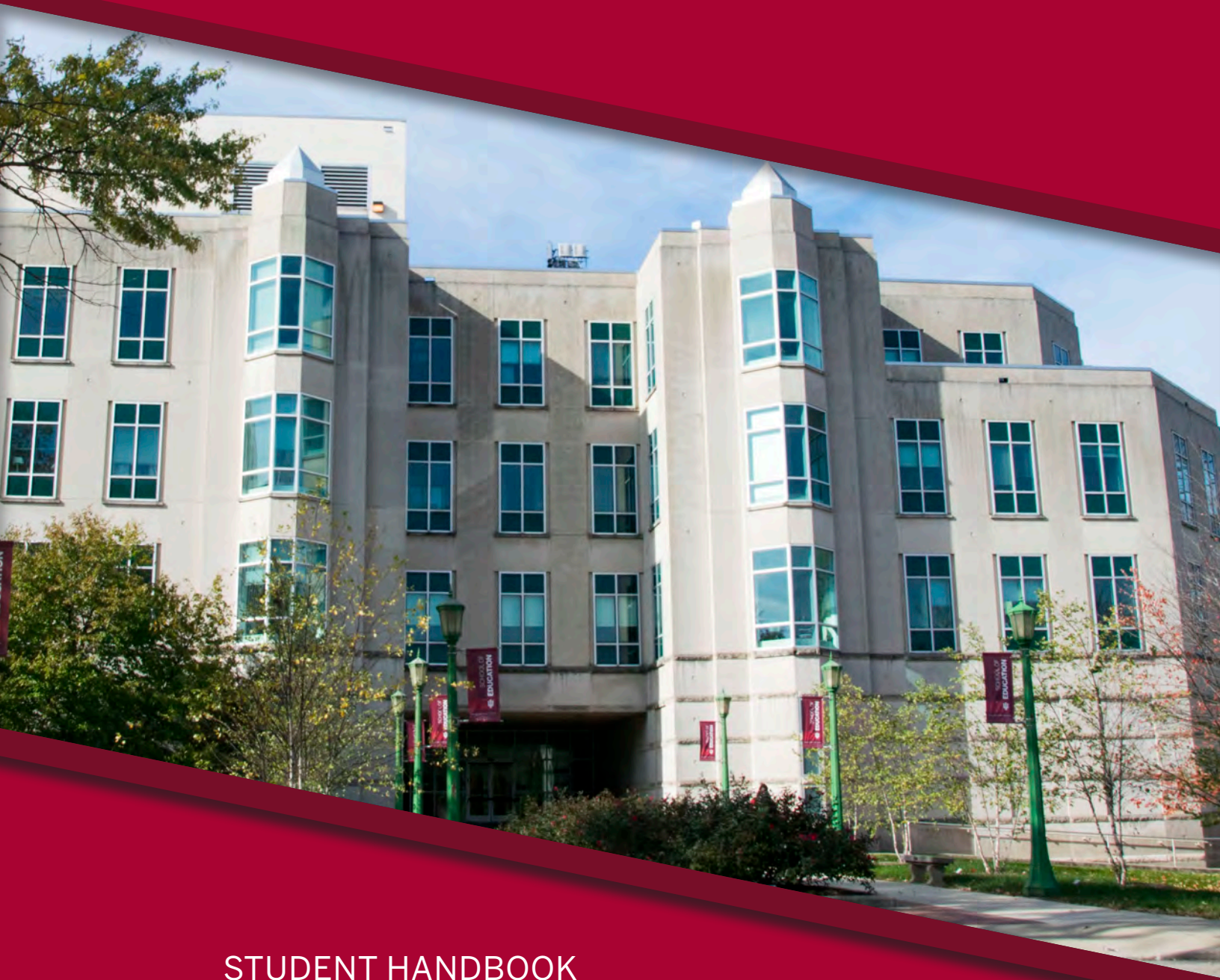**IU** SCHOOL OF EDUCATION

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
Ph.D. **COUNSELING PSYCHOLOGY**

STUDENT HANDBOOK
2023-2024

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Department of Counseling and
Educational Psychology
Bloomington

Doctoral Student Handbook

2023-2024

Counseling Psychology Program

Accredited by the American Psychological Association

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CONTENTS

WELCOME

Dear Doctoral Student,

Welcome to Indiana University and the Counseling Psychology doctoral program. Navigating the start of your doctoral studies is a life-changing experience under any circumstances but in the midst of our post pandemic era we continue to adjust to the impact of that event on our collective wellbeing. (click here for up-to-date COVID-19 information for the Bloomington campus). Despite these challenges, the counseling psychology faculty are dedicated to working with each of you to facilitate a productive and meaningful academic journey. Learning to maneuver through a doctoral program 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 and administrative tasks (mostly in an electronic format these days). This handbook will help address a significant portion of these challenges and provide a guide to answer many of your important questions.

IMPORTANT NOTICE: Please note that the policies and requirements in this handbook generally apply to all cohorts of doctoral students in counseling psychology (not just incoming, first-year students). Hence, it is important for all students, regardless of cohort, to be familiar with updates to the handbook each year. There is one exception to this rule –unless otherwise stated, changes to the coursework in the doctoral curriculum (e.g., a new mandatory course) usually apply prospectively to an incoming cohort rather than to existing cohorts. Existing students typically have the option of switching to a new curriculum (with new course requirements) or adhering to the original curriculum.

Read this handbook carefully to familiarize yourself with program requirements and your rights. Continue to refer to the handbook at regular intervals throughout your time as a doctoral student. Many of our routine forms are included in the handbook for your reference with links to electronic versions used by the School of Education or the program. Although the handbook provides comprehensive information, it is not a substitute for regular meetings with your advisor, consultation with the program director, and guidance from the Office of Graduate Studies. You are encouraged to meet with your advisor regularly to discuss professional issues, consult on requirements, talk about scheduling, and share any concerns you may be experiencing. You are also welcome to meet with your program director as needed throughout your time as a doctoral student.

It is important that you check your **IU email** regularly (at least daily) for updates and announcements. This is the official university communication system. You can expect communication via email regarding new policies and requirements throughout your program. Emails also provide other critical information, including registration and Office of Graduate Studies deadlines, assistantship opportunities, career opportunities for those nearing graduation, and information on research grants.

We revise the handbook annually to provide updated information to current and future students. We are indebted to counseling psychology faculty, staff, and students who developed earlier versions of this document.

Sincerely, Lynn Gilman,
Ph.D. Program Director/Director of Training

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 aims and competencies.

Our doctoral program was officially recognized by the university as the Counseling Psychology Program in 1985. The program was provisionally accredited by the American Psychological Association (www.apa.org) in 1988 and earned full accreditation in 1991. During the most recent accreditation cycle, which occurred in 2017, we received the maximum 10-year accreditation renewal. Since its inception, the program has adhered to the scientist-practitioner model of training, as described later in this handbook.

Our primary source of pride and joy is our students. A typical incoming cohort consists of approximately 6-8 students, although the number varies from year to year (refer to Appendix R for our student admission policy). 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. For example, we have had a 100% match rate among students who applied for internship in the 2015-2022 academic years. 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.

Our program is housed within the Department of Counseling and Educational Psychology in the School of Education. During our brief history, the program has undergone a few positive changes. Prominent among these changes is the relocation of the department, the School of Education, and the Center for Human Growth in 1992 to the W. W. Wright 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 has visited.

Finally, the program has evolved into a strong contributor to research and scholarly activities in the field by both faculty and students. Our efforts have resulted in numerous publications and presentations at professional meetings. Our faculty members have achieved many honors (e.g., APA 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 Training Model and Program Values

The following statement describes our training model:

At Indiana University, we believe in training counseling psychologists who adhere to the scientist-practitioner model with a focus on becoming health service psychologists. Moreover, we strive for a culturally informed integration of science and practice.
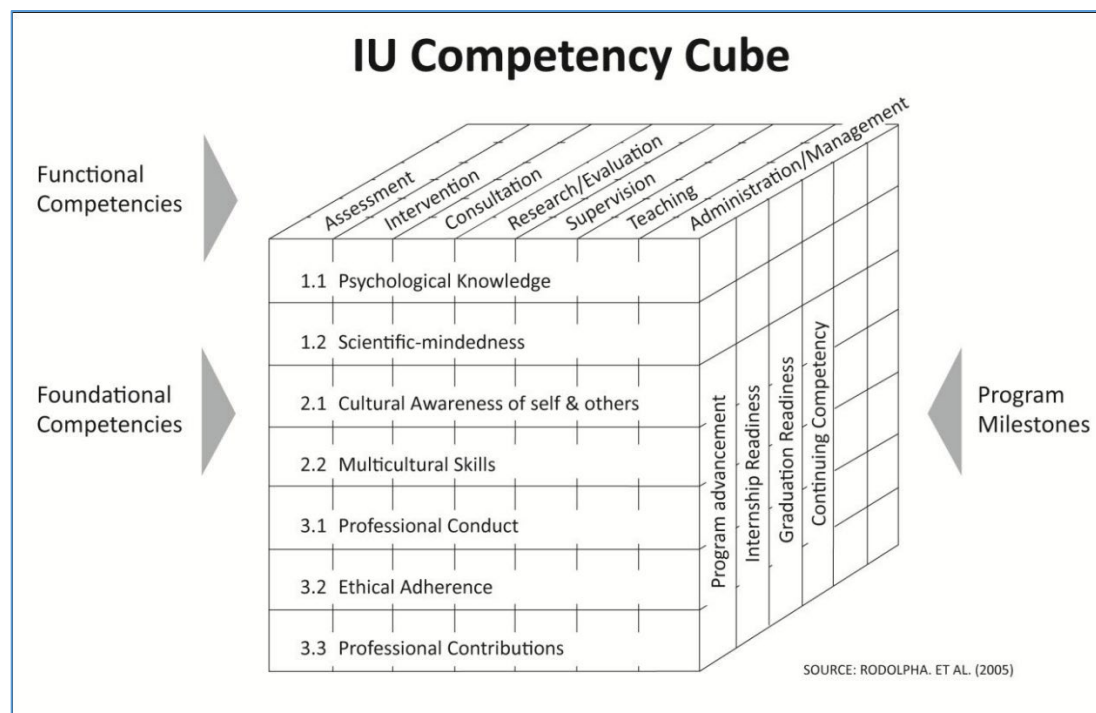
Accordingly, program students and faculty are committed to professional development that integrates and embraces the interaction among culture, science, and practice. Specifically, we train students to appreciate the strengths and limitations of diverse research paradigms and methods, examine the practical 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 aims, competencies, and minimum levels of achievement described below (also, see Appendix A and B).

Our program is research-intensive, which means that we place a high value on the role of research in our faculty's work and students' training. Throughout the program, you will have many opportunities to participate in research projects, present at conferences, and publish with professors in our program.

Faculty and students are also encouraged to adhere to a set of program values described in Appendix C. Program values describe how students and faculty of the counseling and counseling psychology programs relate to each other and the ideals that guide the way students and faculty learn, teach, train, serve, lead, and work.

B.   Indiana University's Competency Cube and APA's Standards of Accreditation

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, which places professional psychological competencies within a developmental framework. Rodolfa et al. separated these 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. Rodolfa et al. (2005) then 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, and conceptualization, (b) intervention, (c) consultation, (d) research and evaluation, (e) supervision and teaching, and (f) management and administration. The third dimension of the cube concerns the formal program milestones expected of students and evaluated by the faculty (i.e., program advancement, readiness for internship, readiness for graduation), similar to Rodolfa et al.'s (2005) cube, where the z- axis signifies stages of professional development.

IU Competency Cube

Functional Competencies

Assessment
Intervention
Consultation
Research/Evaluation
Supervision
Teaching
Administration/Management

1.1 Psychological Knowledge

1.2 Scientific-mindedness

2.1 Cultural Awareness of self & others

2.2 Multicultural Skills

3.1 Professional Conduct

3.2 Ethical Adherence

3.3 Professional Contributions

Foundational Competencies

Program advancement
Internship Readiness
Graduation Readiness
Continuing Competency

Program Milestones

SOURCE: RODOLPHA. ET AL. (2005)

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*).

In the Indiana University Counseling Psychology training model, the foundational competencies arise from our *Program Aims*: professional knowledge, scientific mindedness, cultural awareness of self and others, multicultural skills, ethical adherence, and professional contribution.

While the competency cube model remains relevant for organizing the structure of our curriculum, the APA Standards of Accreditation (SOA) have re-conceptualized much of this content into two domains: **Discipline Specific Knowledge** (DSK) and **Profession Wide Competencies** (PWC). Our program addresses the content and minimum levels of achievement necessary for training as a health service psychologist in compliance with the APA standards. According to the SOA, there are two broad categories of discipline specific knowledge and nine profession wide competency areas.

The DSK categories are: (1) History and Systems of Psychology and Basic Content Areas in Scientific Psychology, (2) Research and Quantitative Methods and Advanced Integrative Knowledge in Scientific Psychology.

Your course plan will include graduate level coursework associated with DSK categories 1 and 2 that covers the following content:

- History and Systems of Psychology and the sub-discipline of Counseling Psychology
- Affective Aspects of Behavior

- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Advanced Integrative Knowledge of cognitive, affective, and social bases of behavior included in the Social Psychology course and in the Affective and Cognitive bases of behavior course
- Research methods
- Quantitative methods
- Psychometrics

The nine profession wide competencies are as follows:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communications and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills.

C. Program Aims and Competencies

Our program has three aims:

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 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 and cultural groups.

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

Closely tied to the program's aims are the competencies. These competencies describe in detail the program's expectations for students and are accompanied by the minimum level of achievement expected for advancement and successful completion of the program (See Appendix B). 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 of science and practice and in the culturally competent integration of science and practice. Consistent with recent literature related to competencies in professional psychology (see APA Standards of Accreditation 2017; Fouad et al., 2009; Kaslow et al., 2009), the program provides students with behavioral descriptors of expected competencies.

Listed below are the expected student competencies. Competencies 1, 2, and 3 are intended to achieve Aims 1, 2 and 3, respectively. (Please also see Appendix A for a topical classification of these competencies.)

Competency 1.1: Students demonstrate 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 (e.g., counseling theories, multicultural issues, evidence-based interventions, ethics, and 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.

Competency 1.2: Students demonstrate skills in research and practice as well as develop a scientifically-minded approach to research and practice that embraces the integration of both.

Competency1.2.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.

Competency 1.2.e. Students demonstrate the ability to work with members of other professions/disciplines.

Competency 1.2.f. Students demonstrate the ability to provide consultation to individuals or organizations regarding the psychological aspects of their work.

Competency 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.

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: 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.

Competency 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.

Competency 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.

Competency 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.

D. Minimum Levels of Achievement (MLAs)

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 minimum levels of achievement (MLAs; Appendix B), there are three formal milestones in the program where students are formally evaluated to determine if they can progress to the next developmental level: (a) advancement in the program, (b) internship, and (c) graduation. These MLAs encompass various indicators of competence such as grades, supervisors' evaluations of clinical skills, evaluation of research, and performance on qualifying examinations.

Please review the MLAs in Appendix B closely, because you must comply with each MLA for the competencies. Please note that **for an MLA defined by a B grade in a course, if you earn a grade lower than a B you will be required to either re-take the course until you are able to achieve the B grade or complete an agreed upon plan for alternative demonstration of competency in the area.** In addition, a professional growth plan will be developed in collaboration with you to help you succeed in meeting the MLA. **Please note that you will not be able to graduate from the program unless you attain 100% of the MLAs.**

To assess students' competencies, a formal review of doctoral students by the faculty is conducted each year (typically at the end of the spring semester). The counseling psychology faculty meet to discuss each students' progress in the program. Each faculty advisor then completes a student evaluation form (Appendix O) and meets with each advisee in a one-on-one, face-to-face session to discuss the evaluation. However, if the student is attending an internship, an email from the faculty advisor to the student documenting the student's progress will suffice). Furthermore, students need to be aware that there is continual monitoring of student performance, 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 MLAs 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. **All evidence of MLA achievement must be uploaded to your e-portfolio in IU OneDrive.** You will have access to this portfolio using your IU credentials. A list of items and the corresponding subfolders for uploading documents can be found in section VIII (Accountability and Evaluation) of this handbook.

E. Evaluation of Dispositions and Professionalism

As the Indiana University Counseling Psychology program is dedicated to graduating competent, ethical, and effective counseling psychologists, students 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 in both face-to face-settings and online interactions (see Appendix E for our policy on the use of social media).

(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. Remember that your professional behavior extends beyond in person interactions and includes your online activities as well. Please refer to Appendix E for the Counseling Psychology program policy regarding social media.

(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 D).

(f) Resolution of problems that interfere with professional performance and

satisfactory progress in the program

Ethical Behavior:
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, 2010, and 2016 Amendment) states that psychologists strive to benefit those with whom they work and take care to do no harm (http://www.apa.org/ethics/code/index.aspx). 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, students should proactively seek an assistantship at the start of the Spring semester for the following academic year.

Assistantship opportunities within the School of Education are listed throughout the year on the School of Education website. 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 available to support doctoral students during their studies. Most assistantships involve a stipend, tuition remission, and health insurance. Please note that AI appointments begin one or two weeks prior to the start of the semester and the AI contract requires you to be at IU that week.

Decisions on AI positions for undergraduate counseling courses in our department are made by the AI Selection Committee (comprised of faculty members from various programs in our department), in consultation with the counseling faculty. Almost every year, the number of applicants for AIships exceeds the number of available positions. There are many factors that are considered in determining the allocation of AIships, including: (a) the need to honor our obligation to students who have existing fellowships that require employment, (b) students' teaching experiences and abilities, and (c) the principle of equitable distribution of opportunities (e.g., maximizing the opportunity for many students to get the experience to be an AI.)

Students who have at least 18 credit hours of relevant graduate coursework are eligible to apply for AI positions in our department. Although not guaranteed, students are often appointed for two years as AIs in the Department of Counseling and Educational Psychology.

Students receiving an AI position in the Department of Counseling and Educational

Psychology are required to enroll in P650 (College Teaching and Instruction) for a total of 3 credits if your AI appointment covers 2 academic years. The credits are distributed over the first 3 semesters of teaching. Enrollment is required at 1 credit per semester, fall, spring, and fall. If you are no longer teaching during the second academic you will not be required to enroll in the third credit hour. Occasionally, opportunities to gain additional teaching experience become available on a voluntary basis through partnering with a faculty member.

A non-exhaustive list of potential funding opportunities and contact information is available below for your convenience. However, these are only suggestions and students are encouraged to look for other sources of funding. Where possible contact information is included but use caution as staff changes may result in contact information being incorrect.

Potential Funding Opportunities

Some of our students have been successful in obtaining employment in the following positions. Please note that personnel changes may occur that make contact information on this list outdated.

- 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)
- Asian Cultural Center, Graduate Assistant
  - Assist the director in administering the center's programs
  - Contact Melanie Castillo-Cullather (mcullath@indiana.edu)
- Office of the Vice Provost for Undergraduate Education, Graduate Assistant
  - Assist in research on undergraduate education
- Substance Use and Interventions Services (SUIS), Graduate Assistant
  - Assist in intervention programs on alcohol and drug use
  - Contact Heather Barrett (barreth@indiana.edu).
- IU Residential Programs & Service, Graduate Assistant
  - Information can be found at www.rps.indiana.edu/about/employment/index.html Housing included.
- Hutton Honors College, Academic Advisor
  - Academic advising
  - Contact Malia Jackson (malijack@indiana.edu) and Khalfan Mohamed (khmohamm@indiana.edu)
- Office of Undergraduate Education, School of Education, Graduate Assistant
  - Information can be found at http://education.indiana.edu/undergraduate/teaching.html
  - Contact Tyna Hunnicutt (thunnicut@indiana.edu)
- Office of Instructional Consulting, School of Education, Graduate Assistant
  - Position includes providing technology assistance to the School of Education.
- Research assistant for research projects

- o Position includes completing research tasks as needed. Availability dependent on grant funding
  - o Your advisor or other faculty members with funded research programs.
- School of Education Careers Office, Career Advisor
  - o Position includes meeting with Education students, as well as teaching half-semester courses on behalf of the Careers Office.
- Teaching undergraduate counseling minor courses
  - o Position includes teaching three courses in two semesters.
  - o Contact Jesse Steinfeldt (jesstein@indiana.edu)
- Teaching (Student Academic Center)
  - o Position includes teaching courses for students on academic probation. More information at https://sac.indiana.edu/student-employment/index.html
  - o Contact Molly Burke (sac@indiana.edu)
- GROUPS Student Services, Graduate Assistant
  - o Contact Samuel R. Young II (younsar@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. Many of these items are accessible through the SOE Graduate Student Portal through this link.
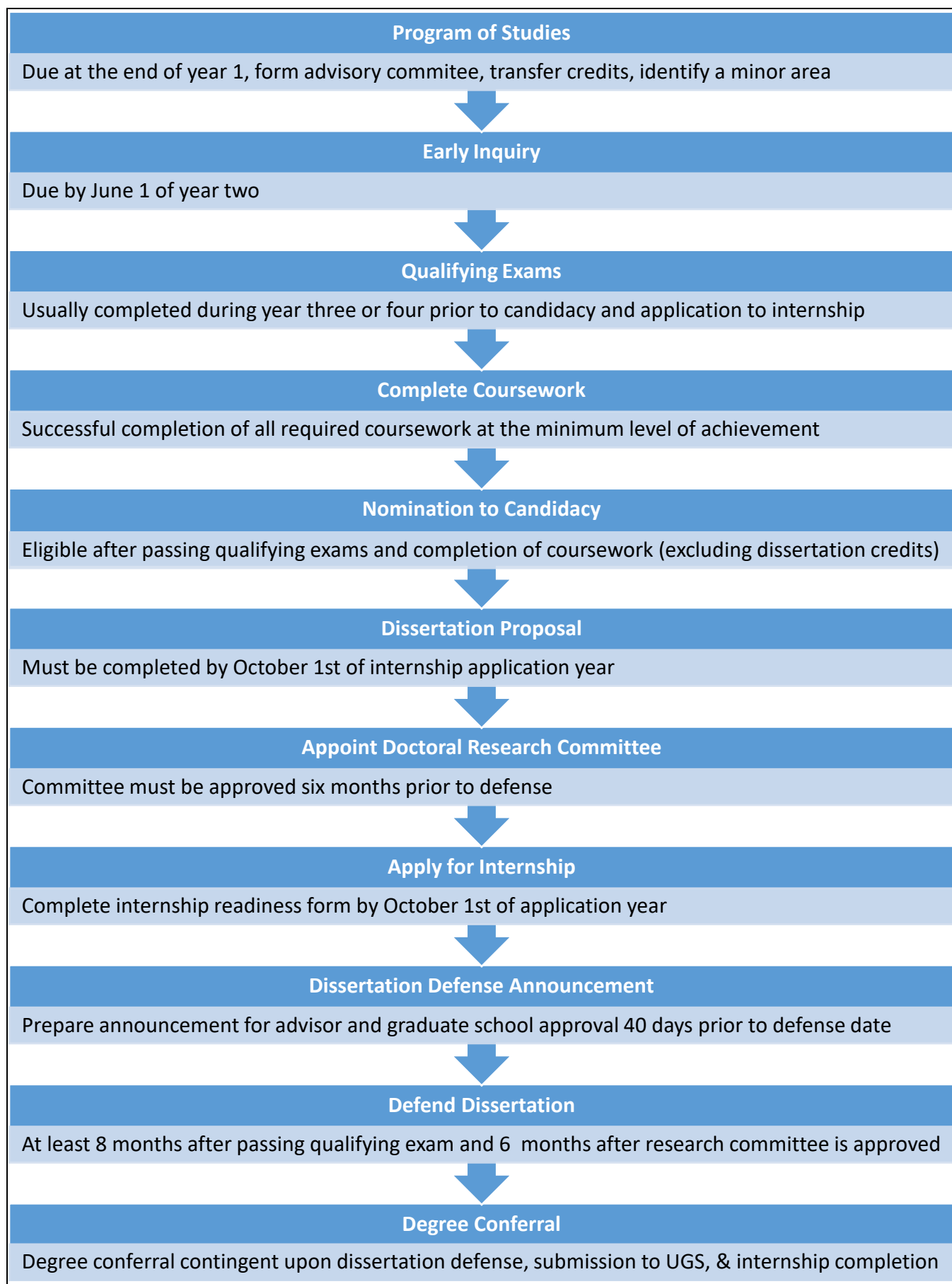
- ➢ Complete electronic program (ePOS)of studies which includes appointment of advisory committee members. Access to ePOS: https://info.educ.indiana.edu/epos/
- ➢ Program of Studies Committee approves ePOS
- ➢ Complete Early Inquiry and fill out form for approval signatures
- ➢ https://education.indiana.edu/students/graduates/doctoral/_docs/EarlyInquiryApproval.pdf
- ➢ Written portion of Major Qualifying Examinations
- ➢ Minor Qualifying Examinations (if applicable)
- ➢ Oral Qualifying Examination and Nomination to Candidacy (Meeting and Form)
- ➢ Qualifying Examination Pass Date Form (Completed by your advisor):
- ➢ Admission to Candidacy: electronic document through ONE.IU.EDU "Nomination to Candidacy"
- ➢ Appointment of Dissertation Research Committee: electronic document through ONE.IU.EDU "Nomination of Research Committee"
- ➢ Dissertation Proposal Approval (Meeting and Paper Form) https://education.indiana.edu/students/graduates/doctoral/_docs/DissertationProposalApproval.pdf
- ➢ Pre-doctoral year-long internship
- ➢ Announcement of Dissertation Defense: This is an electronic document found in ONE.IU.EDU "Ph.D. Defense Announcement"
- ➢ Oral Defense of Dissertation (Meeting and Signature Pages)
- ➢ Submission of Dissertation to the Graduate School:: The dissertation is submitted

electronically to the University Graduate School: https://graduate.indiana.edu/thesis-dissertation/submission/index.html

➢ Degree Conferral: By the 15th of the month you wish to graduate, you must submit your initial dissertation. All content of your dissertation must be complete at this point as only formatting changes are permitted after your initial submission. You will be notified of any format changes that are needed within a week of the deadline (by the 22nd of the month). By the 27th of the month you wish to graduate, you must submit a signed acceptance page and a signed abstract page, as well as a corrected doctoral dissertation (after initial review by the doctoral recorder.) Please note degree conferral is also dependent upon successful completion of the pre-doctoral internship. You are not eligible for your degree until the official end date of your internship contract and receipt of the final performance evaluation by the internship training director.

➢ Please refer to the Graduate Studies Doctoral Degree checklist for additional information linked here.

B. Program Timeline

On the next page is a depiction of the timeline by which the above requirements should be completed. Please check this timeline frequently, as many of the steps are sequential, such that one must be completed before you can progress to the next step.

Program of Studies

Due at the end of year 1, form advisory commitee, transfer credits, identify a minor area

Early Inquiry

Due by June 1 of year two

Qualifying Exams

Usually completed during year three or four prior to candidacy and application to internship

Complete Coursework

Successful completion of all required coursework at the minimum level of achievement

Nomination to Candidacy

Eligible after passing qualifying exams and completion of coursework (excluding dissertation credits)

Dissertation Proposal

Must be completed by October 1st of internship application year

Appoint Doctoral Research Committee

Committee must be approved six months prior to defense

Apply for Internship

Complete internship readiness form by October 1st of application year

Dissertation Defense Announcement

Prepare announcement for advisor and graduate school approval 40 days prior to defense date

Defend Dissertation

At least 8 months after passing qualifying exam and 6 months after research committee is approved

Degree Conferral

Degree conferral contingent upon dissertation defense, submission to UGS, & internship completion

C. Advising

Upon matriculation, students are assigned an advisor based on the student's 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 and willing to serve as the 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 (50 credits)

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. 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 to fulfill the APA Standards of Accreditation for DSK and PWC:

- G522 Counseling Theories (3 credits, typically taken concurrently with G523)
- G523 Laboratory in Counseling and Guidance (3 credits, typically taken concurrently with G522)
- G624 Practicum in Counseling (3 credits; G522 and G523, or their equivalents, are pre-requisites for enrollment in G624)
- G532 Introduction to Group Counseling (3 credits)
- G552 Career Counseling: Theory/Practice (3 credits)
- G575 Multicultural Counseling (3 credits)
- G600 Pro-Seminar in Counseling Psychology (3 credits)
- G615 Psychopathology and Advanced Diagnosis (3 credits)
- G622 Advanced Theories of Counseling (3 credits)
- G625 Advanced Practicum: Individual Supervision (In year 1 enroll in 2 credits for the fall and spring with the supervisor of record; thereafter enroll in 1 credit under the faculty supervisor's section. If supervised by off-site supervisor, enroll under your advisor's section)
- G650 Topical Seminar in Counseling Psychology: Social Justice, Consultation, Advocacy, and leadership (3 credits) Cross-listed with P607.
- G650 Topical Seminar in Counseling Psychology: Cognitive Assessment and Intervention (3 credits)
- G685 Seminar in Counseling Research Methods (3 credits)
- P691 Personality Assessment and Intervention (3 credits)
- G763 Advanced Practicum in Counseling Supervision (3 credits in the fall followed by experiential training in spring and/or summer)

- **Students are also required to take ONE of the following Program-Required Electives (3 credits):**
  - G510 Alcohol and Drug Counseling
  - G567 Introduction to Marriage and Family Counseling
  - G580 CBT with children
  - G609 Interventions in Sport and Performance Psychology
  - G632 Advanced Group Leadership
  - Any Y course
  - Any other clinically oriented course approved by the student's advisory committee

2. Inquiry Core (Minimum: 12 Credits)

This program component emphasizes inquiry methodology skills (both quantitative and qualitative), which provide a broad basis for conducting original research. Y502 and Y604 both have 1-credit lab sessions (Y500). 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 required courses are:

  - Y502 & Y500 Intermediate Statistics (4 credits)
  - Y527 Educational Assessment and Psychological Measurement (3 credits)
  - Y604 & Y500 Multivariate Analysis in Educational Research (4 credits)
  - One Y course on qualitative research (e.g., Y611) (3 credits)

3. Minor (Minimum: 12 Credits)

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 except for the Sport and Performance Psychology 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.

4. Additional Psychological Foundations Requirements (6-12 Credits)

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.

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

Affective and cognitive aspects of behavior (3 credits)
- P650 Affective and Cognitive Bases of Behavior (3 credits)

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

Human development (3 credits)
- P514 Lifespan Development

5. Dissertation (Total 15 credits)
- G795 Dissertation Proposal Preparation (3 credits) preferably taken first but if necessary can be taken concurrently with G799. Enrollment in this course requires a program progress review before permission to register is granted. Aimee Polk our student services administrative team member conducts that review and will facilitate the process.
- G799 Doctoral Thesis in Counseling Psychology (12 credits)

Students may enroll in G901 upon completion of the qualifying exams, all required dissertation credits, and the approval of the nomination to candidacy. G901 is 6-credit hour enrollment with a flat fee of $150 (subject to change) – this is a cost-efficient way for students to maintain a full academic load for financial aid purposes; see https://education.indiana.edu/students/graduates/doctoral/g901-permission.html. See Section VI. RESEARCH of this handbook for more detailed information.

6. Internship (Total 3 credits)
During the internship experience students must enroll in 3 credit hours of G699 – Internship in Counseling Psychology. These credits may begin during the summer in which internship commences or the credits can be distributed over more than one term (e.g. 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. Successful completion of the pre-doctoral internship and receipt of the official evaluation *after* the contractual end date of the internship are required for degree conferral.

The following is useful advice about the appropriate courses to take during and after your internship:

- For domestic students, we recommend that you enroll in 3 credits of G699 during the summer that you begin internship. This allows you to use your remaining fee remission to cover those credits. For subsequent semesters (fall, spring, and summer) you should plan to enroll in G901 which equates to full time enrollment at a cost of $150 per semester. Continuous enrollment while on internship is required for access to all IU systems, for financial aid purposes, and for degree conferral purposes.

- **G901 is typically repeatable for up to 6 semesters. If you have exhausted your six semesters of G901 you will be required to enroll in 1 credit of G799 in the semester in which you plan to pursue degree conferral.**
- For international students, the Office of International Services recommends that you distribute the G699 credits over the course of your internship year. Thus, the recommendation is to take 1 credit of G699 in the summer your internship commences, 1 credit in the fall, and 1 credit in the spring. Then you should enroll in G901 for the summer if you plan to pursue degree conferral at the end of your internship year.
- Beginning the first fall or spring semester immediately following the semester in which you pass your qualifying exams and have been nominated to candidacy, you are required to enroll every fall and spring semester until you graduate. If you will graduate during the summer term, enrollment in that term is required as well.
- Complete graduation instructions can be found at this link.

E. Course Sequencing

The following pages provide recommendations for course sequencing for students entering with either a master's or a bachelor's degree. This link will take you to a course planning worksheet document that you can download and use to prepare your individualized course sequencing plan.

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 of 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 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	G552: Career Counseling
G523: Laboratory Counseling & Guidance	G575:Multicultural Counseling
G624: Practicum in Counseling	P514: Lifespan Development
G532: Introduction to Group Counseling	

CAUTION: The grid that follows provides a sample course sequence. It is subject to change depending upon a number of factors. Your sequencing could be impacted by scheduling conflicts associated with your assistantship, practicum schedule, or changes to the semester in which a course is offered. Some courses may only be offered every other year; therefore, course work may need to be prioritized when arranging work and practicum schedules.

FALL Year 1		
Number	**Course Name**	**Credits**
G600	Professional Issues Seminar in Counseling Psychology	3
G650	Cognitive Assessment	3
G622	Advanced Theories of Counseling	3
G625	Advanced Practicum: (Individual Supervision)	2
P650[1]	*Required for Associate Instructors only*	*1*
	Total credits	**11**/*12*

[1]The pedagogy course is required for Associate Instructors (AI). The timing of the pedagogy course is dependent upon the date of the AI appointment. Associate Instructors take a total of 2-3 credits of P650 spread over two or three semesters of the AI appointment timeframe.

SPRING Year 1		
Number	**Course Name**	**Credits**
G656	Social Bases of Behavior	3
G625	Advanced Practicum: (Individual Supervision)	*2/1*
G685	Seminar in Counseling Research Methods	3
Y502 & Y500	Intermediate Statistics	4
P650[1]	*Required for Associate Instructors only*	*1*
	Total credits	**12**/*13*

SUMMER Year 1 (optional)		
Number	**Course Name**	**Credits**
?	*Minor course, Inquiry course, or elective*	3
?	*G615 Advanced Diagnosis and Psychopathology*	3
	Total credits	**TBD**

FALL Year 2		
Number	**Course Name**	**Credits**
Y604 & Y500	Multivariate Analysis in Educational Research	4
G625[2]	Advanced Practicum	1
P650	Affective and Cognitive Bases of Behavior	3
P624	Biological Bases of Behavior	3
P650	*Required for Associate Instructors only*	*1*
	Total credits	**11**/*12*

[2]Doctoral students should continue to **take 1 credit of G625 per semester for every practicum experience. Do not list G625 on the program of studies past the second or third year** (total of 8 credits) in order to facilitate nomination to candidacy and/or to defend the dissertation before going on internship.

SPRING Year 2		
Number	**Course Name**	**Credits**
G625	Advanced Practicum	1
G615	Advanced Diagnosis & Psychopathology	3
P691 **or** G650/P607	Personality Assessment & Intervention Social Justice, Consultation, Advocacy, & leadership	3
?	*Inquiry or clinically oriented elective: G510, G567, G580, G609, or any Y course.*	3
	Total credits	**10**

SUMMER Year 2 (optional)		
Number	**Course Name**	**Credits**
?	Minor Course	3

FALL Year 3		
Number	**Course Name**	**Credits**
G625	Advanced Practicum	1
G763[3]	Advanced Practicum in Counseling Supervision	3
Y527	Educational Assessment & Psychological Measurement	3
?	*Inquiry or clinically oriented elective: G510, G567, G580, G609, or any Y course.*	*3*
	Total credits	**10/13**

[3] The timing of the experiential portion of G763 is dependent upon program needs; therefore, students must be flexible regarding the scheduling of the direct contact portion of supervision training. The experiential training will occur throughout the duration of a full semester either concurrent with or subsequent to the fall course. Contact Dr. Lynn Gilman with questions.

SPRING Year 3		
Number	**Course Name**	**Credits**
G795[4]	Dissertation Proposal	3
G625	Advanced Practicum	1
P691 **or** G650/P607	Personality Assessment & Intervention Social Justice, Consultation, Advocacy, & leadership	3
?	Minor Course	3
	Inquiry or clinically oriented elective: G510, G567, G580, G609, G632, or any Y course.	3
	Total credits	**TBD**

[4] 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). To be authorized for G795 you must complete a program progress review with your advisor prior to receiving permission to enroll.

SUMMER Year 3 (optional)		
Number	**Course Name**	**Credits**
	TBD remaining coursework	TBD

FALL Year 4		
Number	**Course Name**	**Credits**
G799[5]	Doctoral Thesis (Dissertation)	6

[5] 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 Year 4		
Number	**Course Name**	**Credits**
G799	Doctoral Thesis (Dissertation)	6

SUMMER Year 4		
Number	**Course Name**	**Credits**
G699[6]	Internship in Counseling Psychology	3

[6] Students may consolidate all 3 credits for G699 in the summer prior to internship. Grades will not be entered until successful completion of the internship experience including receipt of the final evaluation from the internship training director.

Year 5: Pre-doctoral Internship			
Semester	**Number**	**Course Name**	**Credits**
Fall	G901[7]	Advanced Research	6
Spring	G901[7]	Advanced Research	6
Summer	G901[7]	Advanced Research	6

[7] This course requires permission from graduate studies, as well as a flat Dissertation Research Fee of $150 per semester (subject to change). Students must apply to enroll in G901 through the School of Education website (https://education.indiana.edu/students/graduates/doctoral/g901-permission.html). Students may enroll in this course up to six semesters in order to maintain fulltime student status while on internship. Students must be actively enrolled in the semester in which the dissertation is defended.

2. Recommended Sequence of Coursework for Students Entering with a
   BACHELOR'S DEGREE: Please see Appendix F for information about obtaining
   a Master's Degree en route to your doctorate.

FALL Year 1		
Number	**Course Name**	**Credits**
G600	Professional Seminar in Counseling Psychology	3
G522[1]	Counseling Theories	3
G523[1]	Laboratory in Counseling and Guidance	3
G650	Cognitive Assessment	3
P650[2]	*Required for Associate Instructors only*	*1*
	Total credits	**12/13**

[1] G522 and G523 are typically taken concurrently. They are also typically offered in the summer.
[2]The pedagogy course is only required for Associate Instructors (AI). The timing of the pedagogy course is dependent upon the date of the AI appointment. It appears in this sequencing as a placeholder. Associate Instructors take a total of 2- 3 credits of P650 spread over the semesters of the AI appointment timeframe.

SPRING Year 1		
Number	**Course Name**	**Credits**
P514	Lifespan Development	3
G685	Seminar in Counseling Research Methods	3
G532	Introduction to Group Counseling	3
G575	Multicultural Counseling	3
P650[2]	*Required for Associate Instructors only*	*1*
	Total credits	**12/13**

SUMMER Year 1		
Number	**Course**	**Credits**
G624	Practicum in Counseling	3
Y500 & Y502	Intermediate Statistics	4
	Total credits	**7**

FALL Year 2		
Number	**Course Name**	**Credits**
G622	Advanced Theories of Counseling	3
G625	Advanced Practicum: Individual Supervision	*2/1*

Y527	Educational Measurement	3
P650	Affective and Cognitive Bases of Behavior	3
P650	*Required for Associate Instructors only*	*1*
	Total credits	**11/*12***

SPRING Year 2		
Number	**Course Name**	**Credits**
G625	Advanced Practicum: Individual Supervision	2
G552	Career Counseling – Theory and Practice	3
G615	Psychopathology and Advanced Diagnosis	3
Y604/Y500	Multivariate Statistics	4
	Total credits	**12**

SUMMER Year 2 (optional)		
Number	**Course**	**Credits**
?	Inquiry or clinically oriented elective: G510, G567, G580, G609, or any Y course.	3

FALL Year 3		
Number	**Course Name**	**Credits**
G625[2]	Advanced Practicum: Individual Supervision	1
P624	Biological Bases of Behavior	3
?	Minor Course	3
	Inquiry or clinically oriented elective: G510, G567, G580, G609, G632, or any Y course.	3
P650	*Required for Associate Instructors only*	*1*
	Total credits	**10/*11***

[2] Doctoral students should continue to **take 1 credit of G625 per semester for every practicum experience. Do not list G625 on the program of studies past the second or third year** (total of 8 credits) in order to facilitate nomination to candidacy and/or to defend the dissertation before going on internship.

SPRING Year 3		
Number	**Course Name**	**Credits**
G625	Advanced Practicum	1
G656	Social Bases of Behavior	3
G650/P607	Social Justice Consultation, Advocacy, & Leadership	3
P691	Personality Assessment and Intervention	3
P650	*Required for Associate Instructors only*	*1*
	Total credits	**10/*11***

SUMMER Year 3 (optional)		
Number	**Course Name**	**Credits**
?	Minor Course	3

FALL Year 4		
Number	**Course Name**	**Credits**
G625	Advanced Practicum	1
G763[3]	Advanced Practicum in Counseling Supervision	3
?	Minor Course or Qualitative Inquiry Course	3
	Total credits	**7**

[3] The timing of the experiential portion of G763 is dependent upon program needs; therefore, students must be flexible regarding the scheduling of the direct contact portion of supervision training. The experiential training will occur throughout the duration of a full semester either concurrent with or subsequent to the fall course. Contact Dr. Lynn Gilman with questions.

SPRING Year 4		
Number	**Course Name**	**Credits**
G625	Advanced Practicum	1
?	Minor Course or Qualitative Inquiry course	3
G795[4]	Dissertation Proposal	3
	Total credits	**7**

[4] 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).

SUMMER Year 4 (optional)		
Number	**Course Name**	**Credits**
	TBD	TBD

FALL Year 5		
Number	**Course Name**	**Credits**
G799[5]	Doctoral Thesis (Dissertation)	6

[5] 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 Year 5		
Number	**Course Name**	**Credits**
G799	Doctoral Thesis (Dissertation)	6

SUMMER Year 5		
Number	**Course Name**	**Credits**
G699[6]	Internship in Counseling Psychology	3

[6]Students may consolidate all 3 credits for G699 in the summer prior to internship

YEAR 6: Pre- Doctoral Internship			
Semester	**Number**	**Course Name**	**Credits**
Fall	G901[7]	Advanced Research	6
Spring	G901[7]	Advanced Research	6
Summer	G901[7]	Advanced Research	6

[7] This course requires permission from the department, as well as a flat Dissertation Research Fee of $150 per semester (subject to change). Students must apply to enroll in G901 through the School of Education website (https://education.indiana.edu/students/graduates/doctoral/g901-permission.html). Students may enroll in this course up to six semesters in order to maintain fulltime student status while on internship.

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/ 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 unofficial 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.

DUO Security
Two-Step Login (Duo) provides additional security for logging into some IU systems. Two-Step Login, or two-factor authentication, helps protect data and prevent unauthorized access to accounts (e.g. phishing attacks). IU uses DUO Mobile to provide this service. For step-by-step instructions for DUO visit the IU Knowledge Base: https://kb.iu.edu/d/beum

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 https://education.indiana.edu/students/graduates/index.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: https://education.indiana.edu/students/graduates/index.html

The following is a list of forms (*note: not an exhaustive list*) that students must file using linked forms or e-docs initiated in One.iu.edu. Some forms also need to be shared with the department administrator who serves as the student support specialist.

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

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. The e-POS can be accessed through the School of Education Graduate Portal: https://education.indiana.edu/students/graduates/index.html
It is not unusual for the ePOS to be returned to the student for correction multiple times. Please review the corrective feedback provided by the advisor or graduate studies recorder regarding your ePOS and make the requested corrections in a timely fashion. The ePOS is your road map to program completion.

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 content 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 Graduate Studies [website](#).

Residence: A total of 60 credit hours (including dissertation credits) must be taken at the Bloomington campus. 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 full-time study which is minimally 8 hours per semester (could be reduced to 6 hours for fellowship or assistantship purposes).

Email: Indiana University reserves the right to send official communications by e-mail with the full expectation that students will receive and read these messages in a timely fashion. Official university e-mail accounts are available for all registered students. The university will send official communications to students' authorized university e-mail addresses. You are expected to check your e-mail frequently and consistently to stay current with university-related and program related communications. The SPAM filtering and security measures at IU are powerful. Some important messages, even from an IU address, are misdirected to your Junk folder. Please be sure to check the Junk folder regularly.

Important note: If you have your e-mail forwarded from your official university e-mail address to another address, you do so at your own risk. Indiana University is not responsible for issues that may impact proper or timely transmission of – or access to – e-mail forwarded to any other address. Any such problems will not absolve you of your responsibility to know and comply with the content of official communications sent to your official IU e-mail address. Instructions to set up or cancel e-mail forwarding are available through One.iu

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 aims 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 no less than $1,000,000 per occurrence and $3,000,000 in the annual aggregate. This coverage can be obtained for approximately $35 per year through several insurance companies. The American Psychological Association has contracted with American Professional Agency here is a link to the insurance website where you can purchase your policy online: https://www.americanprofessional.com/covered-professions/student/

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. **Do not allow your coverage to lapse.**

In order to prepare students for pre-doctoral internship, the IU Counseling Psychology program strongly encourages students to engage in the equivalent of at least 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. There is debate in the research about the quantity versus quality considerations on number of hours 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 requires that students acquire a minimum of 450 direct contact (intervention and assessment) hours prior to internship application. A recent APPIC applicant survey (2018) indicated that the mean reported doctoral intervention hours reported by the survey respondents on their AAPI was 656 with a standard deviation of 283. Mean reported doctoral assessment hours were 218 with a standard deviation of 172. More information about match statistics can be found on the APPIC website: https://www.appic.org/Internships/Match/Match-Statistics. The COVID-19 pandemic has had an impact on the accrual of clinical hours for many trainees. Internship training sites are sensitive to these changes and many have adjusted the minimum required hours of direct contact. However, with the implementation of telehealth in addition to in person services the hours requirements will likely return to pre-pandemic levels in the coming years.

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 G).

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. Basic instructions for accessing and using the CEPEX system are included in Appendix H of this handbook. Many students also choose to use Time2Track as an additional method of recording hours. One advantage of Time2Track is an easy import of your clinical hours into the AAPI internship application 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.** In addition, at least one hour per semester of your direct contact must be observed by your supervisor either via live observation or video recording of your session. Your practicum 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.**

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 approximately 12 to 16 hours per week of clinical experience and supervision throughout practicum. Practicum students complete a two-semester (32 weeks) training experience at the Center for Human Growth (CHG). Students can expect to carry a caseload of approximately 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 I. Appropriately licensed faculty members or adjunct faculty supervise all students.

   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 serves as an individual supervisor to provide one hour per week of face-to-face supervision in addition to the group supervision provided during CHG staff meetings. 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. Both of these programs were in response to the social justice agenda of the program and the needs in the Bloomington community for these services.

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-January of their CHG practicum year. Site placement is made in collaboration with the Program Director and your advisor. Consult with Dr. Gilman for a list of approved sites. For those sites that are non-IU entities, we must have a signed affiliation agreement on file. These agreements are filed through the IU General Counsel's office facilitated by Dr. Gilman. During the advanced practicum students receive formative feedback and performance evaluation by the clinical supervisor at the end of each semester, which must be shared with the program faculty in order for a grade to be entered for the G625 credit.

C. Program Administered Practica

1. ***Ivy Tech Counseling and Outreach Program (IT-COP)* Counselor Positions – Advanced Practicum (1 or 2 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. ***CHG Mandarin and CHG International Counseling and Outreach (CHG-ICO) Program Coordinator and Counselors. The availability of this practicum experience is subject to the enrollment of doctoral students with language fluency***
   Advanced Practicum (1-3 advanced students per year)
   CHG Mandarin provides group and individual counseling services in Mandarin Chinese to IU students and Bloomington community members. This training opportunity is available to doctoral level students who are fluent in Mandarin Chinese. CHG-ICO 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 coordinator is expected to facilitate the development and planning of activities in collaboration with the CHG Mandarin team as well as volunteers from the master's and doctoral programs, and to coordinate the communication among CHG and other campus organizations and personnel.
   Faculty Licensed Supervisor: Dr. Lynn Gilman, Ph.D., HSPP

4. ***CHG Unidos* provides no-cost Spanish language counseling and outreach services to the Latino community of IU and Bloomington.**
   This training opportunity is available to doctoral level students who are fluent in Spanish. Students who participate in the program also work to develop and maintain partnerships with other Latino-serving programs and entities in the community.
   Faculty Licensed Supervisor: Dr. Ellen Vaughan, Ph.D., HSPP

5. ***IU Sport and Performance Psychology Practicum* provides**
   practicum training in sport and performance psychology to doctoral students in counseling psychology who want to gain experience in providing psychological services to high school student-athletes at local and regional area schools. 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 a Certified Mental Performance Consultant (CMPC--AASP).
Faculty Supervisor: Dr. Jesse Steinfeldt, Ph.D., CMPC-AASP

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. *IUB Counseling and Psychological Services* **(2-3 students per year)**
    University Counseling Center
    Director of Practicum Training: TBD
    https://healthcenter.indiana.edu/counseling/internships-practicums/psychology-practicum.html

2. *IUB Substance Use and Intervention Services* (number of students varies by year) 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.
    https://studentaffairs.indiana.edu/health-safety/get-help/drugs-alcohol/index.html
    Supervisor: Heather Barrett, LCSW, at (812) 856-3898 or email

3. *IU Athletics – Sport and Performance Psychology (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 supervised by a licensed psychologist and IU sport psychology consultant. Placement at this site is facilitated by Dr. Jesse Steinfledt.
    Licensed Supervisor: Troy Moles, Ph.D., CMPC, HSPP

4. *IUPUI Counseling and Psychological Services* **(number of students varies by year)**
    University Counseling Center, https://capstraining.iupui.edu/prac/index.html
    Contact: TBD, Assistant Director Practicum Training
    Phone: (317) 274-2548

5. *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 TBD
(317) 940-9385
https://www.butler.edu/well-being/counseling-services/masters-internships-doctoral-practicums/

6. ***Indiana State University CAPS***
Contact: Ken Chew, Ph.D., HSPP
812-237-3939, or email, LKenneth.Chew@indstate.edu
https://www.indstate.edu/student-counseling-center/pre-professional

7. ***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)

8. ***Christopher & Associates Evaluation & Counseling Center, Inc.***
Cognitive, emotional, behavioral, and personality testing for children, adolescents, and adults
Contact: Dr. Jill A. Christopher, Psy.D., HSPP
jill@christopherandassociates.com

9. ***Lindeman & Associates*, Assessment and therapy practicum opportunities.**
Dr. Dawn H. Lindeman, M.S., Ph.D., N.C.C., HSPP
http://www.drdawnlindeman.com/pages/about

10. ***Roudebush VA*** Hospital Inpatient and Outpatient services: very limited opportunities

11. Additional off-site practica can be arranged on an individual basis for more specialized interests. These arrangements are made in collaboration with Dr. Lynn Gilman.

V. QUALIFYING EXAMINATION AND CANDIDACY

A. Qualifying Examinations
The doctoral major of Counseling Psychology requires that all students successfully pass written and oral qualifying examinations.

Counseling psychology students can take the major portion of their qualifying examinations in the fall, spring, or summer. You should consult with and seek your advisor's approval before applying to take the qualifying exams. Students receive the qualifying examination application via email. Students have 8-10 weeks to complete the written portion of the exam. Once the written portion has been submitted the oral

defense can be scheduled.

The following criteria should be fulfilled when you register to take your qualifying exams:
- approval of your faculty advisor
- unconditionally admitted to the doctoral program
- completed a doctoral program of studies that has been approved by the Office of Graduate Studies
- completed most of your coursework in the doctoral curriculum (and at least 68 credit hours of coursework in the doctoral curriculum)
- completed the following courses:
    - All mandatory G courses, except for G763
    - All domain-specific knowledge requirements, i.e., P624/Psy667, P650 (Affective and Cognitive Bases of Behavior), G656, P514
    - All 4 required inquiry courses – Y502, Y604, Y527, and a qualitative methods course.
- No incompletes, with exceptions granted under special circumstances in consultation with your advisor and the program director
- completed Early Inquiry project

Emails are sent to students informing them of the application process and students must apply for and be approved for the exam. Please refer to Appendix J for the format of the qualifying exams.

All students must have passed their qualifying exam before being eligible to apply for the pre-doctoral internship. Students must receive either a Pass or a Pass with Honors on all sections of the qualifying examination. The scoring rubric can be found in Appendix K. 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 program director 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. Upon successful completion of the written and oral qualifying exam, the advisor will submit a passing date to the Office of Graduate Studies. This date is used for admission to candidacy and starts the clock on dissertation completion and course revalidation timelines.

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 and the Graduate Recorder 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 written and oral qualifying examination, students

must submit the Nomination to Candidacy eDoc via One.iu.edu. Once completed, this form is forwarded to the Office of Graduate Studies. Admission to candidacy is approved by the University Graduate School after the student has an approved ePOS, completed all required non-dissertation coursework, and submitted a Nomination to Candidacy eDoc. After passing qualifying examinations, the student must enroll each fall and spring semester in either regular course work, dissertation credit, or G901 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 her/his/their dissertation three years after passing the qualifying exam, the student will be placed on a Professional Growth Plan (PGP) with clear expectations for progress. Per the Graduate Bulletin the dissertation must be completed within seven years of passing the final component of the qualifying examination. After this time, doctoral candidacy is terminated for students who have not completed the dissertation.

For more information on candidacy, see the Nomination to Candidacy section of the Graduate Bulletin, which can be accessed here: http://bulletins.iu.edu/iu/educ-grad/current/policies/phd-policies.shtml

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 her/his/their research interests. Graduate students can expect to be involved in different levels of the research process depending on the extent of her/his/their 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 https://education.indiana.edu/programs/counseling-psychology.html

A. Early Inquiry

One of the major research requirements is the Early Inquiry Project, wherein a student carries out a 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 Advisory (Program of Studies) Committee.

Starting with the 2018 incoming cohort, students are required to complete their Early Inquiry Project by **June 1** of their second year (i.e., the completion of the first two academic years). Completion of the Early Inquiry Project is defined as final approval of the project by the student's advisor. Failure to complete the Early Inquiry Project by June 1 of the second year will result in a Professional Growth Plan for the student unless the Advisory Committee agrees upon a defined completion date during the

summer of year two that falls between June 1 and August 1. This policy was designed to encourage the timely completion of the Early Inquiry Project and to signal the importance of research in our curriculum.

We encourage you to spend **at least 4 hours per week** working on your Early Inquiry Project each semester.

Herein, we provide a recommended timeline for the activities that will help you complete your Early Inquiry Project:

- **Year 1, Fall:**
  Conduct library research and meet regularly with your advisor to address the following issues in your Early Inquiry Project:
    o Identify research topic.
    o Identify overarching research questions.
    o Conceptualize basic research design, e.g., experimental, cross-sectional mediation analysis, consensual qualitative research, etc.
- **Year 1, Spring:**
    o Take G685 (which will help you prepare for your Early Inquiry Project).
    o Finalize details of your research design, e.g., desired sample size, measures, interview questions, proposed analyses, etc.
    o Submit IRB application.
    o Begin collecting data (if applicable).
- **Year 2, Fall**
    o Complete data collection.
    o Complete data analysis.
- **Year 2, Spring**
    o Finish writing the manuscript for your Early Inquiry Project (approximately 25-35 pages).
    o Submit manuscript to your advisor (or project supervisor) for review.
    o After your advisor/supervisor approves your manuscript, submit it to the other two members of your advisory committee for approval.

B. Dissertation
Credit Hour Requirements
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 program director authorizing the student to enroll in the course. Students should be finished or nearly finished with program coursework when enrolling in G795. The prospective director of the dissertation plays an active role in the supervision of dissertation proposal writing. Permission to enroll in G795 is contingent upon a program progress review with Aimee Polk our student support specialist in the department.

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 nominated 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 *discouraged* from concurrent to enroll in G795 and G799 in the same semester. In rare exceptions, this is allowable. G799 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.** The process of appointing a research committee 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.

When assembling your doctoral research committee, we strongly encourage you to inquire about whether your committee members are available for consultation and meetings (e.g., proposal/defense meetings) during the summer. Most tenure-track faculty members have 10-month contracts and may not be available during the months of June and July. The Nomination of Research Committee is an eDoc available through a link accessible via the Office of Graduate Studies web page.

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 field 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 as well as the student's advisor. 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 web page. 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 on the Office of Graduate Studies web page.

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 director of the research committee. Often students write the first chapters of their dissertation as their proposal. If the proposal is approved by the director, the student will arrange 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 to apply for the pre-doctoral internship.*** The Counseling Psychology Program requires students to propose their dissertation the first week of October of the Fall when they plan on applying for internship.

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 Institutional Review Board (IRB). For more information about research policies click here. 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 required research protocol forms, special training will be required of all students involved in research that includes human subjects. Researchers have to document that they have been trained to involve humans in research by completing the Collaborative Institutional Training Initiative (CITI) program which can be accessed via this link. 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. More information can be found here. Proof of your CITI training is also required as part of the minimum level of achievement for the research PWC and uploaded to your doctoral portfolio folder.

Dissertation Manuscript
In writing their dissertation, students work closely with the dissertation advisor and often with other members of their Dissertation Research Committee. 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 L program specific guidance and on the Graduate Studies Office webpage

for more general guidance). After the Dissertation Research Committee approves the dissertation, the final version of the dissertation must be submitted electronically. For detailed instructions on dissertation formatting and submission guidelines visit the University Graduate School page: https://graduate.indiana.edu/thesis-dissertation/formatting/doctoral.html

Final Oral Defense
After completion of 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 by a minimum of <u>one</u> <u>month</u> (30 days) prior to the scheduled defense date. 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, and research relevant to the cognate and study, and psychological foundations. The examination will be conducted by the entire committee unless in the case of extenuating circumstances when arrangements may be made for a member to participate by remote technological means (e.g., phone, videoconferencing, Zoom). 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 pre-doctoral internship. Completion of the pre-doctoral internship occurs after the last day of the contract period and receipt of the final evaluation, which verifies successful completion of the internship experience.**

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 typically spend their 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 occur 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 and meet program requirements indicating readiness for internship. Students who will be applying for internships during an academic year must submit their Internship Readiness Application (Appendix M) to the Training Director by the first week of October in the year they wish to apply. 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 all 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: Our program allows students to count master's level practica toward the 450 face-to-face contact hours, although students should be aware that 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.

   Please note that there are additional criteria for internship readiness described in Appendix M

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 pre-doctoral and postdoctoral psychologists. 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, the national matching service, and requirements of internship sites can be found at

https://www.appic.org/

Students are expected to apply exclusively to APA-accredited internships during Phase 1 match of the first year they apply for internships. See Appendix N for the criteria for acceptable internships that are not accredited by APA or Canadian Psychological Association.

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 (these credits can be taken all at once during the summer preceding internship or be distributed across multiple semesters during the internship year.).

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 (Professional Issues Seminar in Counseling Psychology). It will be distributed to all faculty members and students in the program.

E-Portfolio and Student Files (Moving to CANVAS in Fall of 2023)

Our program maintains records of forms and other documents related to a student's academic progress. Examples of such documents include program evaluation forms, practicum and internship evaluation forms, professional growth plans, internship contracts, etc. Until the summer of 2017, these forms were stored in a student file in the Counseling & Educational Psychology suite. Starting in the fall of 2017, these forms and documents are stored electronically in an e-portfolio located in IU Cloud Storage (Microsoft OneDrive). All students have access to their electronic portfolio file and are expected to upload required documents. This documentation is an important part of our accreditation compliance and reporting procedures. Documents prior to the fall of 2017 will still be in files stored in the Counseling & Educational Psychology suite.

The e-portfolio is used to document students' attainment of our program's competencies and minimum levels of achievement. The following documents should be uploaded to the e-portfolio as soon as they are available:

1. Presentation and Publication
   a. Proposal for conference presentation (only one is needed) – uploaded by student
   b. Manuscript submitted for publication (only one is needed) – uploaded by student

2. Early Inquiry Project (uploaded by student after approval by advisory committee)

3. Paper on History and Systems of Psychology – uploaded by student

4. Qualifying Exams
    a. Qualifying Exams Questions and Instructions – uploaded by student
    b. Qualifying Exam Written Responses – uploaded by student
    c. Qualifying exam Rating Sheet – completed by faculty; uploaded by student

5. Student and Practicum Evaluation Forms
    a. Practicum Evaluation Form (need to have one for each semester of practicum) – uploaded by student
    b. Screen shot of CEPEX clinical hours for each semester (see instructions in Appendix H
    c.. Student Evaluation by Faculty Form (annually; for students on internship, an email from the advisor to the student summarizing the student's progress will suffice – uploaded by student

6. HIPAA, Insurance, and Supervision Contract
    a. HIPPA annual certification – uploaded by student annually
    b. Liability insurance – uploaded by student annually
    c. Clinical Supervision contract – uploaded by student annually

7. Internship
    a. Internship Contract – uploaded by department support staff
    b. Internship Evaluations – uploaded by department support staff

8. Professional Growth Plans and/or Remediation Plans
    a. Remediation Plan (if applicable) – uploaded by student
    b. Documentation of remediation outcome (if applicable) – uploaded by student

9. Miscellaneous documents
    Miscellaneous documents pertaining to student's progress, e.g., documentation of student's awards (if applicable) – uploaded by student

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 and/or 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.

Process of Providing Feedback
Feedback channels exist in two directions: from faculty to students and from students to

faculty. The process of providing, receiving, and utilizing feedback is integral to individual and professional growth, and to a healthy and vibrant community. Constructive feedback can be positive and critical; the expectation is that suggestions for improvement accompany critical feedback. Constructive 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.

Evaluations of Students

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 student's file or eportfolio. 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' aims and competencies. The evaluation indicates areas for improvement and contributions to the program. This annual student evaluation form is included in Appendix O.

Student Feedback on the Program

During the spring semester of each academic year, students will be given an opportunity to provide feedback to the program. The evaluation will be anonymous and will entail students' reflections on the program and faculty's implementation of the program aims, competencies, and minimum levels of achievement. In addition, occasional 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 Feedback Survey is included in Appendix P

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 aims, competencies, and minimum levels of

achievement. 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 Feedback Form. Faculty members should demonstrate their openness to constructive 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.

Remediation and Dismissal 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 plans such as a professional growth plan or a remediation plan with specified goals and measureable behavioral indicators of goal attainment.

Remediation involves a two-stage process: (a) a Professional Growth Plan and (b) a Remediation Plan (see Appendix Q for templates of both plans). Most situations requiring attention will result in a Professional Growth Plan (PGP), which stipulates the student's growth edges and several behavioral outcomes to address within a particular timeframe. Failure to successfully complete the PGP within the stipulated timeframe may result in a Remediation Plan (in which a student is placed on probation). The Remediation Plan will also stipulate certain behavioral outcomes to be addressed within a particular timeframe and the consequences of unsuccessful remediation. Failure to successfully complete a Remediation Plan may result in dismissal from the program.

The following are some non-exhaustive examples of reasons for dismissal from the program: (a) inadequate academic performance that does not improve despite a remediation effort, (b) inadequate clinical performance that does not improve despite a remediation effort, (c) illegal or ethically inappropriate behavior, (d) academic dishonesty/misconduct (e.g., plagiarism), and (e) mental health concerns that render clinical service provision to others and/or academic success implausible.

The Professional Growth Plan and Remediation Plan both come in the form of a memo that requires a signature of understanding and agreement by the student. The plan is delivered in a face-to-face meeting with the student and at least one faculty member. 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 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

IX. RIGHTS, CONFLICT RESOLUTION, AND GRIEVANCE

A. Rights, Responsibilities, and Conduct

Students are encouraged to be familiar with their rights as students described in the IU Code of Student Rights, Responsibility, and Conduct: http://studentcode.iu.edu/rights/index.html. 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.

Students are also expected to comply with the responsibilities listed in the IU Code: http://studentcode.iu.edu/responsibilities/index.html. 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. 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.

B. Students' Concerns About Others and Conflict Resolution

Occasionally, students may experience a conflict with another IU student or faculty/staff or have a concern about another IU student, faculty or staff member. Examples include students' perceptions about another student's lack of multicultural sensitivity, dissatisfaction with one's course instructor, supervisor, or advisor, and an interpersonal conflict with another student. The following are guidelines for the resolution of such conflicts and concerns:

- Students are encouraged to resolve the concern or conflict expeditiously.
- Unless there are extenuating circumstances, the student's first course of action should typically be to attempt to resolve the matter by directly discussing the concern with the person involved in a face-to-face meeting.
- Students should avoid voicing their unhappiness about the situation on social media (refer to Appendix E for our policy on the use of social media).
- Students should avoid attempting to address interpersonal conflicts over email or social media.
- Students should comply with the APA Ethics Code when resolving the concern or conflict.
- Students are encouraged to consult their advisors on how to address the conflict or concern.

We recommend that students take the following steps when they have concerns about or a conflict with another IU student, staff, or faculty:

Step 1: Formal Communication
The student makes a request for an appointment as an initial attempt to resolve the issue. The request can be either verbal or written 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.

Step 2: Timely Acknowledgment and Scheduling of Meeting
The recipient has a responsibility to reply in a timely manner. If there is no timely reply, the recipient should inform her/his/their advisor, the Director of Training or Department Chair who may then contact the recipient responsible regarding the need for 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
The student meets with the person involved to express her/his/their concerns. As earlier described in this handbook on the procedures for providing feedback, constructive feedback should primarily be behaviorally focused, situation-specific, and direct. It should also be noted that this face-to-face meeting does not preclude the student's right to inform the program faculty about his/her/their concerns about the other person.

Step 4: Mediation Meeting (Optional)
If the issue is not resolved at Step 3, the student may proceed to Step 5. Alternatively, the student may request for a mediation meeting, involving the student, the other person, and a mediator.

> *Student-Faculty/Staff 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 could request for another faculty member or the Director of Training to be a mediator.

> *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.

Step 5: Meeting with the Director of Training or Department Chair
If the issue is not resolved at Step 3/Step 4, the student may request a meeting with the director of training (or with the department chair, if the conflict/concern is with the Director of Training) to explain his/her/their concerns.

Step 6:
If the issue remains unresolved after Step 5, the student may consider filing a formal grievance, (refer to the next section).

Formal Grievance Procedures

If a concern that a student has regarding an IU faculty or staff member 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 her/his/their 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 https://education.indiana.edu/faculty/governance/policy-council/committees/grievance-hearing.html

Finally, if a student feels she or he has tried without success to resolve an academic or administrative problem, he/she may contact the Student Advocates Office. More information can be obtained at https://studentaffairs.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 end of each academic year, doctoral students choose two of their peers to represent them for the upcoming academic year. One person serves as President of the CPSO and the other serves as Vice President. Alternatively, two students may serve together as Co-Presidents. 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.

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 and Professional Student Government (GPSG) offers opportunities for students to become involved in campus-wide student representation, so please visit the GPSG for more information.

XI. RESOURCES FOR STUDENTS

> **COVID-19**
> There are extensive resources available for managing your education experience amidst the COVID-19 pandemic. Teaching resources, learning resources, campus safety information, and health resources are all available to you.

Emergency financial support and food insecurity
The Division of Student Affairs offers resources to support students including financial emergencies and food insecurity.

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:
https://iubus.indiana.edu/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://recsports.indiana.edu

Computer Facilities
Computers are available in the Department of Counseling and Educational Psychology. In addition, there are 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 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: https://healthcenter.indiana.edu/counseling/index.shtml

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 this webpage.

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: https://protect.iu.edu/emergency-planning/index.html

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. 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 via the web at: https://studentcentral.indiana.edu/pay-for-college/manage-financial-aid/index.html

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. during weekdays. Students are encouraged to check their mailboxes or folders on a daily basis.

LGBTQ+ Cultural Center
The IU LGBTQ+ Cultural Center 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 center 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 LGBTQ+ issues. This center 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 ally individuals. Student organizations and community groups also provide numerous support, social, and educational opportunities. For more detailed information, please visit their webpage at https://lgbtq.indiana.edu/

Neal-Marshall Black Culture Center (NMBCC)
The Neal-Marshall Black Culture Center (NMBCC), a unit of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, strives to create and consistently facilitate activities and programming that challenges, supports, and contributes to the continued development and success of Black students within the Indiana University community. We also seeks to be an agent of cultural education and cross-cultural engagement for the broader community.
https://blackculture.indiana.edu/about/index.html

Black Graduate Student Association
The Black Graduate Student Association is an organization dedicated to fostering and supporting the academic, professional, mental, and social well-being of Black graduate and professional students. As an organization we are not simply about networking but truly about building a sustainable and regenerative community for the Black students on IU's campus. Not only are we dedicated to fostering community amongst ourselves but we also make it our duty to further the cause of racial justice on campus and the surrounding community.
https://beinvolved.indiana.edu/organization/bgsa

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
https://gradgrants.indiana.edu/

Graduate and Professional Student Government
The Graduate and Professional Student Government (GPSG) was formed to advocate for the rights of graduate and professional students. The GPSG acts as a united voice to express graduate and professional student concerns to the administration, the general student body, and the Bloomington community. The GPSG also hosts regular happy hours during the academic year so that graduate students from all departments have a chance to meet and socialize. The GPSG 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.
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: https://healthcenter.indiana.edu/

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.

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: https://ois.iu.edu/

Research Analytics Group
The Research Analytics Group helps IU students and faculty 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 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 labs and central computing systems that can be purchased by students at a discounted price. For more information about the group and software packages, please access their website at: https://rt.iu.edu/

Indiana Statistical Consulting Center (ISCC)
ISCC provides statistical support to IU research projects. The consultants can help with a variety of statistical needs. Help is available by appointment or on a walk in basis although appointments are recommended. Statistical consulting hours are primarily held in Woodburn 200 in the Social Sciences Research Commons. The SSRC is on the 2nd floor of Woodburn Hall, diagonal from Showalter Fountain. Hours are 9am to 12pm Monday through Friday. For more information you can access the ISCC website here: https://iscc.indiana.edu/

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 various offices on campus, 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. There are also services specific to graduate students such as dissertation support groups, journal article writing groups, and workshops designed specifically for graduate students. For more information on WTS, see https://wts.indiana.edu

XII. PROGRAM FACULTY

James Brooks, Ph.D. University of Illinois at Urbana-Champaign (Assistant Professor)
Interests: the intersection of intergroup dynamics and relationship science; interracial romantic relationships and multiracial families.

Charla Davis, Psy.D. Adler University (Visiting Clinical Assistant Professor)
Interests: Focus on children, adolescents and families of diverse backgrounds with significant struggles with trauma; and their engagement with larger systems in community mental health settings or challenges to appropriate access to mental health treatment

Lynn Gilman, Ph.D., HSPP, Indiana University (Clinical Associate Professor; Counseling Psychology Program Director, CHG Director)
Interests: clinical supervision; counselor training and development.

Rebecca S. Martinez, Ph.D., The University of Texas at Austin (Associate Professor)
Interests: psychological wellness in women and girls (and people identified as female at birth) who are high functioning and autistic; racial and social justice in mental health practice.

Andrés Pérez-Rojas, PhD, The University of Maryland College Park (Associate Professor)
Interests: cultural comfort in therapy, psychotherapy process and outcome, bilingualism in therapy, acculturation, and Latino mental health.

Zoe Peterson, Ph.D., University of Kansas (Professor)
Interests: sex and sexuality; sexual assault, sexual coercion, and unwanted sex; sex therapy; gender and gender roles

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

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.

Y. Joel Wong, Ph.D., The University of Texas at Austin (Professor)
Interests: Asian American mental health (especially suicide-related outcomes); the psychology of men and masculinities; and positive psychology (especially the psychology of encouragement and the psychology of gratitude).

XIII. 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 an award each year to celebrate those students whose accomplishments, we believe, reflect the tenor of our program. The counseling psychology faculty and students make nominations and the faculty determine on the recipient via a majority vote.

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 excellence in service, leadership, and character are nominated and selected 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.

XIV. CONCLUSION

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.

We invite you into our community and look forward to all the pleasures and challenges that the future holds.

XIV. APPENDIX

Appendix A
Competencies Organized by APA Standards of Accreditation
Profession Wide Competencies
Indiana University Counseling Psychology Program

Research

Competency 1.2.a. Students demonstrate the ability to conduct research that advances the field of Counseling Psychology.

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

Ethical and legal standards

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.

Individual and cultural 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.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 outcome.

Professional values, attitudes, and behaviors

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

Competency 3.1.c. Students exhibit a professional deportment.

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

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

Communication and interpersonal skills

Competency 3.1.c. Students exhibit a professional deportment.

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

Assessment

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.

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

Intervention

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

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

Supervision

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

Consultation and interprofessional/interdisciplinary skills

Competency 1.2.e. Students demonstrate the ability to work with members of other professions/disciplines.

Competency 1.2.f. Students demonstrate the ability to provide consultation to individuals or organizations regarding the psychological aspects of their work (this is adapted from the definition of consulting psychology).

Appendix B
Minimum Levels of Achievement for PWC and DSK

Competency	Readiness for Advancement in the Program	Readiness for Internship	Readiness for Graduation
Competency 1.1.a. *Students demonstrate knowledge of historic and systemic foundations of psychology.*		Students demonstrate knowledge of historic and systemic foundations of psychology, as evidenced by a grade of B or better in G600.	
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...).*	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, G624/625, and G622.	Students demonstrate ability to apply knowledge of Counseling Psychology in research, as evidenced by approval of dissertation proposal by a student's Research Committee.	• Students complete Internship. • Students demonstrate ability to apply knowledge of Counseling Psychology in research, as evidenced by approval of dissertation by a student's Research Committee.
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.*		Students demonstrate understanding of the foundational areas of biological, cognitive, affective, and social influences, as evidenced by a grade of B or better in the following courses: G650; G656; P624; P650;	

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 G505 or equivalent.	• Students demonstrate knowledge of psychological measurement as evidenced by a grade of B or better in Y527 • Students demonstrate knowledge of psychological assessments, as evidenced by a grade of B or better in G650 and P691. • Students demonstrate ability to use cognitive assessments, as evidenced by a grade of B in the cognitive assessment course G650 • Students demonstrate ability to use personality assessments, as evidenced by a grade of B or better in the personality assessment course.	Students complete Internship.
Competency 1.1.e. Students demonstrate knowledge of individual differences in behavior, functional and dysfunctional aspects of behavior, and psychopathology and diagnosis	Students demonstrate knowledge of psychopathology and diagnosis, as evidenced by a grade of B or better in G615 or equivalent	• Students demonstrate ability to identify functional and dysfunctional aspects of behavior, as evidenced by a score of Satisfactory or better on relevant items on the Advanced Practicum Evaluation Form. • Students demonstrate ability to identify psychopathology and select appropriate diagnoses, as evidenced by a score of Satisfactory or better on relevant items on the Advanced Practicum Evaluation Form	

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 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 evaluate interventions that alleviate suffering and promote health and well-being.	• Students demonstrate ability to articulate evidence-based mechanisms of change that match the client and clinical presentation as evidenced by a score of Satisfactory or better on relevant items on the CHG Evaluation Form. • Students demonstrate ability to provide treatment that is specifically identified as evidence-based by a score of Satisfactory or better on relevant items on the CHG Evaluation Form. • Students demonstrate ability to evaluate treatment by identifying observable and measureable goals connected to case conceptualization, as evidenced by a score of Satisfactory or better on relevant items on the CHG Evaluation Form.	• Students demonstrate ability to independently evaluate the process and outcome of their psychological interventions and treatment plans, as evidenced by a score of Satisfactory or better on relevant Items on the Advanced Practicum Evaluation Form. • Students demonstrate ability to write understandable case conceptualization reports that incorporate evidence-based procedures, as evidenced by a score of Satisfactory or better on relevant items on the Advanced Practicum Evaluation Form. • Students demonstrate ability to implement evidence-based procedures, as evidenced by a score of Satisfactory or better on relevant Items on the Advanced Practicum Evaluation Form.	Students complete internship.

| Competency 1.2.c . Students demonstrate the ability to receive and provide supervision. | • Students demonstrate ability to reflect on supervision process, identify areas ofstrength, and address areas needing improvement, as evidenced by a score of Satisfactory or better on relevant Items on the CHG Evaluation Form.
• Students demonstrate ability to seek supervision to improve performance, present work for feedback, and integrate feedback into performance, as evidenced by a score of Satisfactory or better on relevant Items on CHG Evaluation Form | • Students demonstrate ability to appropriately respond to supervision, as evidenced by a score of Satisfactory or better on relevant Items on the Advanced Practicum Evaluation Form.
• Students demonstrate ability to articulate a model of supervision to be implemented during the supervision practicum, as evidenced by a grade of B or better in G763.
• Students demonstrate ability to provide supervision to less advanced students, as evidenced by observation of supervisor of supervision practicum | Students complete internship |

Competency 1.2.d *Students contribute to the understanding of the integration of science and practice*	• Students can articulate how science informs practice and practice informs science, as evidenced by a grade of B or better in G600, G622, and G625. • Students demonstrate ability to integrate science and practice, as evidenced by a grade of B or better in G625.	• 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. • 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 1.2.e *Student demonstrates the ability to work with members of other professions/disciplines.*		• Students demonstrate the ability work with members of other professions/disciplines as evidenced by a course grade of B or better in G650 Social Justice Advocacy, Consultation, and Leadership. • Students demonstrate ability to demonstrate interdisciplinary and interprofessional skills as evidenced by score of Satisfactory or better on relevant items on Advanced Practicum Evaluation Form.	
Competency 1.2.f. *Students demonstrate the ability to provide consultation to individuals or organizations regarding the psychological aspects of their work.*		Students demonstrate the ability to provide consultation to individuals or organizations regarding the psychological aspects of their work as evidenced by a grade of B or better in G650: Social Justice Advocacy, Consultation, and Leadership	

Competency 2.1.a. *Students demonstrate awareness, knowledge, and skills regarding the understanding of their own dimensions of diversity and attitudes towards diverse others*	• 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. • Students demonstrate ability to understand and monitor own cultural identities in relation to work with others, as evidenced by a scores of Satisfactory or better on relevant items 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 better on relevant items 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 better on relevant items 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 better on relevant items 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 passing score on the Human Subjects Protection Test	Students demonstrate ability to critique their research regarding its cultural sensitivity, as evidenced by a grade of B or better in the Social Justice Advocacy, Consultation, and Leadership course.	Students demonstrate ability to discuss how cultural dimensions influence their findings on their dissertation, as evidenced by approval of Dissertation by a student's Research Committee.

Competency 2.2.b. Students demonstrate culturally sensitive assessment/diagnosis skills.	Students demonstrate awareness of cultural components of diagnoses, as evidenced by a grade of B or better in G615.	Students demonstrate ability to use assessment skills that incorporate the role of culture, as evidenced by a grade of B or better in G650 and P691.	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 better on relevant items on the CHG Evaluation Form.	Students demonstrate ability to provide culturally sensitive psychotherapeutic services, as evidenced by a score of Satisfactory or better on relevant items on the Advanced Practicum Evaluation Form.	Students complete internship.
Competency 3.1.a. Students will document an emerging professional identity as a Counseling Psychologist	Students demonstrate ability to articulate their professional identity, as evidenced by a grade of B or better in G600	Students demonstrate ability to articulate their professional identity, as evidenced by a passing score on the Ethics and Contemporary Professional Issues paper in the Qualifying Exams.	
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 better on relevant items 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 better on relevant items 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 better on relevant items 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 better on relevant items 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 better on relevant items on CHG Evaluation Form.	Students demonstrate ability to recognize situations that challenge adherence to professional values, as evidenced by a score of Satisfactory or better on relevant items on the Advanced Practicum Evaluation Form.	Students complete internship.
Competency 3.2.a. Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct	Students demonstrate knowledge of ethics and legal issues as evidenced by a grade of B or better in G600	Students demonstrate ability to actively consult with supervisor to act upon ethical and legal aspects of practice, as evidenced by a score of Satisfactory or better on relevant items on the Advanced Practicum Evaluation Form	Students complete internship

Competency 3.2.b. Students apply ethical principles in practice, research, and other professional roles.	• Students demonstrate ability to use an ethical decision-making model, as evidenced by a grade of B or better in G600. • Students demonstrate ability to readily identify ethical implications in cases and seek supervision, as evidenced by a score of Satisfactory or better on relevant items on the CHG Evaluation Form.	Students demonstrate ability to conduct research in accordance with APA Ethics Code, as evidenced by approval by Advisory Committee of Early Inquiry project.	Students complete internship.
Competency 3.2.c. Students behave in an ethical manner and accept responsibility for their actions.	Students display a capacity for appropriate boundary management and professional behaviors, as evidenced by a score of Satisfactory or better on relevant items on the CHG Evaluation Form.	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 better on relevant items on the Advanced Practicum Evaluation Form.	Students complete internship.
Competency 3.3.a. Students demonstrate awareness of professional issues in the field	Students demonstrate awareness of professional issues in Counseling Psychology, as evidenced by a grade of B or better in G600.	• Students demonstrate ability to consume research in Counseling Psychology, as evidenced by a passing score on the Ethics and Contemporary Professional Issues paper of the Qualifying Exam. • Students' dissertation addresses a meaningful issue in the field, as evidenced by Dissertation Committees' approval of the Dissertation Proposal.	
Competency 3.3.b. Students make a contribution to the professional discourse of the field.		Students demonstrate ability to make a contribution to professional discourse in the field, as evidenced by submitting a proposal for a conference presentation.	Students demonstrate ability to make a contribution to professional discourse in the field, as evidenced by submitting a manuscript for publication

Appendix C

Program Values of the Counseling and Counseling Psychology Programs

Program values describe how students and faculty of the counseling and counseling psychology programs relate to each other and the ideals that guide the way students and faculty learn, teach, train, serve, lead, and work.

Communitarianism

We strive to relate to each other in a caring, generous, and collegial manner. Moreover, we seek a non-competitive and non-territorial approach to learning, wherein students and faculty can simultaneously contribute to their own and others' development through mutually beneficial collaboration. For example, students are welcome and even encouraged to work with professors other than their advisors on their projects. We encourage students to share information about resources and opportunities with each other, and to involve each other in projects related to clinical work, service/leadership, and research. This allows our faculty and students to learn from one another and grow together from our shared experiences.

Affirmations

We aspire to develop a culture of praising, encouraging, and expressing gratitude for each other, as well as celebrating each others' achievements. We recognize that forming a community that provides positive support to each other is essential to our growth and also contributes to our value of communitarianism. We hope that students and faculty look for ways to identify each other's strengths. For example, our programs host an affirmation board, where students and faculty may post notes of affirmation to each other. We also promote each others' accomplishments through relevant channels, such as email listservs.

Openness to Feedback and Growth

Faculty and students continually seek and provide feedback in a sincere manner to deepen their development and improve their skills in all areas of their work, including research, clinical practice, pedagogy, and supervision. This commitment to providing and receiving feedback is consistent with our values of high quality work and ethical conduct. For example, instructors (associate instructors and faculty) are encouraged to collect and integrate mid-semester feedback on each of their courses. Faculty and students are also committed to the idea that we should never stop learning and growing, personally and professionally. We strive to adopt a growth mindset, display humility, and be open to new ideas that might stretch us beyond our comfort zone. We also believe in providing opportunities for redemption in situations where growth edges are identified. For example, remediation plans for students stipulate not just behaviors or performance that require improvement, but also support for students to help them attain positive outcomes.

Leadership, Service, and Student Initiatives

We encourage faculty and students to participate in service and leadership activities in our programs, university, as well as in local, state, and/or national organizations.

To this end, faculty and advanced students mentor students in their earlier years and connect them with opportunities for involvement. For instance, our faculty and students have been active in leadership positions in the American Counseling Association and the American Psychological Association. Many students and faculty members also share their knowledge, skills, and expertise with other bodies on campus, such as the cultural centers or academic departments, through workshops, consultation, and other programming. Moreover, our programs have a long tradition of encouraging and embracing student-led initiatives. Examples of service activities initiated by our students include the CHG International Connections and Outreach, diversity training for the IU Police Department and residential assistants, the provision of Mandarin counseling services and Spanish counseling services in the Center for Human Growth, and a series of campus-wide diversity talks organized by our students.

Multiculturalism and Social Justice In accordance with the broader values of counseling and counseling psychology, our programs place a robust emphasis on promoting multiculturalism and social justice.

We aspire to be a community of counselors and counseling psychologists who embrace and seek deeper understanding of our own and others' cultural backgrounds, as related to race, gender, sexual orientation, nationality, class, ability, religion, and other facets of diversity. We believe that these values enable us to develop as more effective counselors and counseling psychologists in all of our activities. These values not only guide the content of our training, but also the way we relate to each other as students and faculty. For example, we encourage students and faculty members to engage in informal and formally planned dialogues regarding current events and issues concerning culture, identity, justice, and inequity. We are also committed to recruiting and retaining students from underrepresented, diverse, and marginalized backgrounds and helping them thrive in our programs.

Appendix D

Counseling Psychology Model Training Values Statement Addressing Diversity[1]

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.

Trainers 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.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers 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.

[1]This 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 E
Social Media Policy

Students enrolled in the Indiana University Counseling Psychology Doctoral program are expected to conduct themselves in a manner consistent with the APA Code of Ethics. Furthermore professional conduct is an area of expected competence in all forms of interaction with colleagues, faculty, clients, students, and the public. It is important to remember that as a doctoral student you are a representative of Indiana University, the School of Education, the Department of Counseling and Educational Psychology, and the larger profession of Counseling Psychology. As such, your behavior reflects not only your own interests but the many interests of the communities in which you are embedded.

The social media and professionalism policy outlined in the subsequent sections is designed to clarify expectations regarding public behaviors with particular emphasis on social media. The social media landscape is continually changing; therefore, a complete listing of all possible outlets is not possible. Typical social media outlets include, but are not limited to Facebook, Instagram, Twitter, LinkedIn, personal blog sites, Pinterest, Youtube, WeChat, Whatsapp, Snapchat, email listservs, etc. **All personal representations on social media is deemed to constitute public behavior, even if the communication was not intended for public consumption.** This is evidenced by the fact that such information is often easily accessible in spite of the strictest privacy settings available on social media platforms. Thus, this document defines behaviors that the faculty will consider violations of our program's policy on social media. In addition, this document includes a set of recommendations for professional conduct in the online environment.

Behaviors that violate this policy:

1.   Students who engage in online behavior that violates a client's confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) violate this policy. Social media and other public forums are not places to discuss how you feel about a client.
2.   Students who engage in online behavior that brings disrepute to the profession of counseling psychology, the IU Counseling Psychology Program, or to Indiana University violate this policy. Examples include students posting photographs or videos of themselves engaged in behaviors that are inconsistent with the professional reputation of counseling psychologists (e.g., pictures of one being severely inebriated or engaged in illicit behaviors, etc.).
3.   Consistent with the Model Training Values Statement Addressing Diversity (CCPTP, ACCTA, & SCP 2009) and the [IU Counseling Psychology Statement of Multicultural Aspirations](), students are expected to embrace diversity and inclusivity to create an environment of safety, trust, and respect for all. Students who engage in online behavior toward clients, colleagues, faculty, or students that is inconsistent with these core values violate this policy (e.g. making demeaning or derogatory remarks about someone's cultural identity, racial identity, gender identity, sexual orientation, religious beliefs, physical abilities, etc.).

4.   Students who misrepresent their training or credentials in any online forum (or in any setting) violate this policy.

5.   Students who criticize other students, colleagues, professors, supervisors, practicum/internship sites, and the IU Counseling Psychology Program on social media violate this policy. This policy is not intended to stifle students' freedom to provide constructive feedback about the people they work with. However, there are more appropriate outlets for such feedback; such communications are best done through a face-to-face or phone conversation.

Violations of the policy outlined in this document may result in a remediation plan to address the student's behavior (please refer to the section of the doctoral student handbook entitled "Remediation and Dismissal of Students").

For guidance on how to responsibly manage your online behavior the program offers a number of recommendations.

Guidelines for online behaviors:

- Do not extend to or accept online friend requests from clients, even after they are no longer your clients.
- If you are an associate instructor, do not extend or accept friend requests from students over whom you have an evaluative role.
- Recognize that having your personal social media profiles set to "public" comes at increased opportunities to be held accountable for your online presence. Decide accordingly what privacy setting will protect you and your professional credibility the most.
- Recognize that whatever you post online on social media is public even if you use the strictest privacy settings. Consider the costs and benefits of the post given this possibility.
- Discuss your social media use and networking practices with your faculty advisor or supervisor for guidance.
- Remember that even if you try to remove an online post, it lives on in cyberspace and may be discovered (e.g., your post can be screenshot by others, thus making it freely distributable even after you have deleted it). This is another reason to think carefully about each and every post.
- Consider using pseudonyms for your personal social media profiles if appropriate and limit identifying information.
- Consider having separate accounts for your professional vs. personal life.
- Do not post any comments or information of any kind about clients or your workplace while you are a trainee in the program.
- Consider how your work with clients could be impacted by information they find about you on the internet. To that end, it is suggested that you conduct an internet search on yourself and see what you find.
- Even with your privacy settings at the highest level, assume that anything you post is available for public consumption. If you would not say the thing you post to someone

directly, do not post it online. Remember that future employers and even licensing boards are likely to conduct internet searches that can impact their impression of you as a potential employee or provider.

- In general, avoid conducting internet searches on your clients. If you and your clinical supervisor agree that obtaining client information in this manner is clinically and ethically appropriate, then make sure that your client is informed in advance that this will occur. Consult with your site supervisor or instructor for further guidance.

Updated August 12, 2017

Appendix F

Obtaining a master's degree en route to the Ph.D.

Doctoral students admitted with a bachelor's degree are encouraged to apply for a master's degree using course credits already taken for their doctoral degree. Students will need to apply for admission and degree conferral for their master's degree. The application fee is waived for current students and your materials from your doctoral program application can be transferred over to the new application. Although a master's degree is not required by our PhD program, some internship sites do require a Master's degree. The requirements for obtaining a master's degree in Counseling are currently under revision. The information for applying to and obtaining the master's degree will be updated and communicated to you via email.

Appendix G

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
- ☐ Group therapy
- ☐ Couples therapy
- ☐ Family therapy
- ☐ 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
- ☐ Other (specify) [＿＿＿＿＿＿＿＿]

- ☐ Individual supervision (received)
- ☐ Group supervision (received)
- ☐ Presenting clients at case conferences
- ☐ Working as part of an interdisciplinary team

While at this site, I worked with the following populations: (check all that apply)

- ☐ Adults
- ☐ Adolescents
- ☐ Children
- ☐ Geriatric/elderly adults
- ☐ College students
- ☐ LGBTQ individuals
- ☐ Individuals with disabilities
- ☐ Incarcerated individuals or court-mandated individuals

- ☐ individuals with addictions
- ☐ Severely mentally ill
- ☐ International clients
- ☐ ELL clients (English Language Learners)
- ☐ Other (please specify)
  [＿＿＿＿＿＿＿＿]

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 on 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 knowledgable 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?

When finished, click here to submit by email to Dr. Gilman

Appendix H

Instructions for CEPEX Practicum Hours

https://info.educ.indiana.edu/CEPEX/

Appendix I

Indiana University
Department of Counseling and Educational Psychology

G625 Advanced 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.

U = Unsatisfactory	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.
NI = Needs Improvement	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.
S = Satisfactory	The student has shown basic mastery of the knowledge, awareness, and/or skill associated with the item being rated.
E = Exemplary	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.
NA= Not Applicable	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.

In addition please verify the total intervention, assessment, and supervision hours accumulated by the student at your site. Space is provided at the end of the form for you and the student to include those totals from their hours logs. Furthermore APA Standards of Accreditation now require live or video recorded observation of the student's clinical work at least once each semester. Please provide verification of the date and type of observation in the space provided at the end of this form.

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 and have the student return the digitally signed form to G625 instructor of record.

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.

Competencies

Competency 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.

Competency 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.

Competency 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.

Competency 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.

Competency 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:

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

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:

	U	NI	S	E	NA
5. Demonstrate ability to reflect on supervision process, identify areas of strength, and address areas needing improvement	☐	☐	☐	☐	☐
6. Demonstrate ability to seek supervision to improve performance, present work for feedback, and integrate feedback into performance	☐	☐	☐	☐	☐

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 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.

Competency 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.

Student should:

	U	NI	S	E	NA
7. Demonstrate ability to understand and monitor own cultural identities in relation to work with others (clients, supervisors, colleagues)	☐	☐	☐	☐	☐
8. Demonstrate ability to articulate how culture and context shape behaviors of others (clients, supervisors, colleagues)	☐	☐	☐	☐	☐
9. Demonstrate ability to understand how culture and context shape interactions between and among individuals.	☐	☐	☐	☐	☐
10. Demonstrate ability to identify and attend to cultural differences with one's clients in supervision	☐	☐	☐	☐	☐

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:

	U	NI	S	E	NA
11. Demonstrate awareness of the need to uphold and protect the welfare of others.	☐	☐	☐	☐	☐
12. Demonstrate understanding of how to conduct oneself in a professional manner.	☐	☐	☐	☐	☐
13. Demonstrate an understanding of professional values such as honesty and personal responsibility.	☐	☐	☐	☐	☐

14. Demonstrate knowledge about practicing within one's competence.	☐	☐	☐	☐	☐
15. Demonstrate ability to complete professional tasks in allotted/appropriate time frame (intake reports, case notes, return phone calls).	☐	☐	☐	☐	☐
16. Demonstrate ability to keep appointments on time and arrive promptly for sessions or meetings.	☐	☐	☐	☐	☐

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:

	U	NI	S	E	NA
17. Demonstrate basic knowledge of the APA Ethical Principles and Code of Conduct	☐	☐	☐	☐	☐
18. Demonstrate basic knowledge of legal and regulatory issues related to practicum site (confidentiality, HIPAA, informed consent, child and elder abuse reporting).	☐	☐	☐	☐	☐
19. Demonstrate ability to readily identify ethical implications in cases and seeks supervision or consultation accordingly	☐	☐	☐	☐	☐
20. Display a capacity for appropriate boundary management and professional behavior	☐	☐	☐	☐	☐

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:

	U	NI	S	E	NA
21. 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).	☐	☐	☐	☐	☐
22. Demonstrate fundamental counseling skills (non-judgmental listening, attending to affect and non-verbal communication, expressing empathy, developing case conceptualization and treatment goals)	☐	☐	☐	☐	☐
23. Demonstrate ability to present case information in a clear and concise manner at weekly staff meetings.	☐	☐	☐	☐	☐
24. Demonstrate ability to use electronic client record keeping system for site-related paperwork.	☐	☐	☐	☐	☐
25. Demonstrate ability to work with CHG systems for scheduling appointments and recording sessions.	☐	☐	☐	☐	☐
26. Demonstrate ability to collaborate with assistant directors, support staff, and clinical supervisors to fulfill site-related responsibilities.	☐	☐	☐	☐	☐
27. Participate in site-related outreach and psychoeducational activities.	☐	☐	☐	☐	☐

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

Overall Progress toward APA Profession Wide Competencies:

The following are the APA Profession Wide Competencies applicable to this practicum experience that the Indiana University Counseling Psychology Program prepares trainees to meet. Please rate the student on each competency using the following ratings:

Meets competency (**MC**): Student's performance in this area is competent and commensurate with his/her developmental stage.

Needs Improvement (**NI**): Student's performance in this area is below his or her developmental stage and the student needs further training and effort to meet competency. Please note that if any area is rated at NI it requires that the supervisor consult with the program director to establish a professional growth plan for the student.

Not Applicable (**NA**): Student has not yet received training or taken coursework in a particular competency area or the supervisor has not had the opportunity to observe behavior in the specific competency area.

Overall Progress toward APA Profession Wide Competencies:

	MC	NI	NA
28. Ethical and legal standards	☐	☐	☐
29. Individual and cultural diversity	☐	☐	☐
30. Professional values, attitudes, and behaviors	☐	☐	☐
31. Communication and interpersonal skills	☐	☐	☐
32. Assessment	☐	☐	☐
33. Intervention	☐	☐	☐
34. Supervision	☐	☐	☐
35. Consultation and interprofessional/interdisciplinary skills	☐	☐	☐

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 and the clinical hours summarized here are verified by the site supervisor. In addition the signatures below provide verification that the student's clinical performance was assessed through live or video recorded observation at least once during each semester of placement at the site.

Start Date: _____ End Date: _____

Date(s) of live/video observation: _____

Activity observed: ☐ Intake session ☐ Individual Therapy ☐ Couples/Family Therapy

☐ Group Therapy ☐ Assessment ☐ Other _____

Total Intervention Hours	
Total Assessment Hours	
Total Individual Supervision Received Hours	
Total Group Supervision Received Hours	

Clinical Supervisor signature: _____ Date: _____

If clinical supervisor is unlicensed and working under the supervision of a licensed psychologist, please include the licensed psychologist signature here:

Licensed Psychologist signature: _____ Date: _____

Student Counselor signature: _____ Date: _____

Indiana University
Indiana University **Department of Counseling and Educational Psychology**

G625 Advanced Practicum Evaluation – Outside Placement

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.

U = Unsatisfactory	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.
NI = Needs Improvement	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.
S = Satisfactory	The student has shown basic mastery of the knowledge, awareness, and/or skill associated with the item being rated.
E = Exemplary	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.
NA= Not Applicable	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.

In addition please verify the total intervention, assessment, and supervision hours accumulated by the student at your site. Space is provided at the end of the form for you and the student to include those totals from their hours logs. Furthermore APA Standards of Accreditation now require live or video recorded observation of the student's clinical work at least once each semester. Please provide verification of the date and type of observation in the space provided at the end of this form.

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.

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. **It is the student's responsibility to return the completed and digitally signed form to their G625 instructor of record.** Digitally signed forms may be submitted via email by the student to the instructor. Grades will not be assigned until the evaluation is completed. Questions about this form may be directed to either Lynn Gilman, Interim Director of Training, lygilman@indiana.edu

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.

<u>Objectives and Competencies</u>

Competency 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.*

Competency 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.*

Competency 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.*

Competency 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.*

Competency 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.*

> *Competency 3.1.e. Students demonstrate the ability to work with members of other professions/disciplines.*

> *Competency 3.1.f. Students demonstrate the ability to provide consultation to individuals or organizations regarding the psychological aspects of their work.*

A. Competencies related to assessment, 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:

	U	NI	S	E	NA
1. Demonstrate ability to identify functional and dysfunctional aspects of behavior	☐	☐	☐	☐	☐
2. Demonstrate ability to identify psychopathology and select appropriate diagnoses	☐	☐	☐	☐	☐

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.
Student should:

	U	NI	S	E	NA
3. Demonstrate fundamental counseling skills (non-judgmental listening, attending to affect and non-verbal communication, expressing empathy, developing case conceptualization and treatment goals)	☐	☐	☐	☐	☐
4. Demonstrate ability to independently evaluate the process and outcome of their psychological interventions and treatment plans	☐	☐	☐	☐	☐
5. Demonstrate ability to write clear case conceptualization reports that incorporate evidence based procedures	☐	☐	☐	☐	☐
6. Demonstrate the ability to implement evidenced-based practice procedures	☐	☐	☐	☐	☐

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 (if applicable) provide supervision.
Student should:

	U	NI	S	E	NA
7. Demonstrate ability to reflect on supervision process, identify areas of strength, and address areas needing improvement	☐	☐	☐	☐	☐
8. Demonstrate ability to seek supervision to improve performance, present work for feedback, and integrate feedback into performance	☐	☐	☐	☐	☐

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:

	U	NI	S	E	NA
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, communication, and interpersonal skills

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.
Students should:

	U	NI	S	E	NA
12. Demonstrate ability to consistently act to understand and safeguard the welfare of others	☐	☐	☐	☐	☐
13. Demonstrate professionally appropriate communication and physical conduct, including attire, across different settings	☐	☐	☐	☐	☐
14. Recognize situations that challenge adherence to professional values	☐	☐	☐	☐	☐

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

Student should:

	U	NI	S	E	NA
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):

F. Competencies related to consultation and interprofessional/interdisciplinary skills

Competency 3.1.e. Students demonstrate the ability to work with members of other professions/disciplines.

Competency 3.1.f. Students demonstrate the ability to provide consultation to individuals or organizations regarding the psychological aspects of their work.

Student should:

	U	NI	S	E	NA
17. Demonstrate ability to actively consult with other professionals to meet the needs of clients	☐	☐	☐	☐	☐
18. Demonstrate ability to participate in interdisciplinary teams to provide integrated care to clients	☐	☐	☐	☐	☐
19. Demonstrate ability to provide psychoeducational consultation and/or presentations	☐	☐	☐	☐	☐

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

.

Overall Progress toward APA Profession Wide Competencies:

The following are the APA Profession Wide Competencies applicable to this practicum experience that the Indiana University Counseling Psychology Program prepares trainees to meet. Please rate the student on each competency using the following ratings:

Meets competency (MC): Student's performance in this area is competent and commensurate with his/her developmental stage.

Needs Improvement (NI): Student's performance in this area is below his or her developmental stage and the student needs further training and effort to meet competency. Please note that if any area is rated at NI it requires that the supervisor consult with the program director to establish a professional growth plan for the student.

Not Applicable (NA): Student has not yet received training or taken coursework in a particular competency area or the supervisor has not had the opportunity to observe behavior in the specific competency area.

Overall Progress toward APA Profession Wide Competencies:

	MC	NI	NA
20. Ethical and legal standards	☐	☐	☐
21. Individual and cultural diversity	☐	☐	☐
22. Professional values, attitudes, and behaviors	☐	☐	☐
23. Communication and interpersonal skills	☐	☐	☐
24. Assessment	☐	☐	☐
25. Intervention	☐	☐	☐
26. Supervision	☐	☐	☐
27. Consultation and interprofessional/interdisciplinary skills	☐	☐	☐

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 <u>and</u> the clinical hours summarized here are verified by the site supervisor. In addition the signatures below provide verification that the student's clinical performance was assessed through live or video recorded observation at least once during each semester of placement at the site.

Start Date: End Date:

Date(s) of live/video observation:

Activity observed: Intake session   Individual Therapy   Couples/Family Therapy

·   Group Therapy   Assessment   Other   ·

Total Intervention Hours

Total Assessment Hours

·   Total Individual Supervision Received Hours   ·

·   Total Group Supervision Received Hours   ·

·   ·

·   ·

Clinical Supervisor signature: _____   Date: _____

If clinical supervisor is unlicensed and working under the supervision of a licensed psychologist, please include the licensed psychologist signature here:

Licensed Psychologist signature: _____   Date: _____

Student Counselor signature: _____   Date: _____

Appendix J

Counseling Qualifying Examination Evaluation Form

Grading Rubric for Each Section of the Qualifying Exam

Grading	Definition
Pass with Honors	Student performance demonstrates excellence beyond their present professional developmental stage. Answers reflect superior, 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.
Pass	Student performance demonstrates knowledge at a level commensurate with their professional developmental stage. Answers 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.
Failure	Student performance is not at a level commensurate with their professional development stage. Answers lack 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. **Failure in this section - remediation or retesting recommended.**

Part 1 Area I: Ethics and Contemporary Professional Issues

Comments:

Score:_____

_____

Student's name   Signature of evaluator

Date:_____

Part 1 Area II: Social Action

Comments:

Score:_____

_____   _____
Student's name   Signature of evaluator

                                              Date:_____

Part 1 Area III: Job Application Packages

Comments:

Score:_____

_____   _____
Student's name   Signature of evaluator

Date:_____

Part 2: Pseudo Job Talks

Comments:

Score:_____

_____   _____
Student's name   Signature of evaluator

                                                   Date:_____

Overall Grading Rubric

Grade	Definition
Pass with Honors	Student passes all 4 sections (i.e., three areas in Part 1 and Part 2) and attains the grade of *pass with honors* on at least 3 out of 4 sections.
Pass	Student passes all 4 sections (i.e., three areas in Part 1 and Part 2).
Pass with Conditions*	Student fails one or more sections and will need remediation or retesting on each failed section.
Failure*	Student fails all sections of the qualifying exam and will need remediation or retesting in all areas.

* Committee members will meet to discuss if remediation or retesting is necessary.

Upon successful completion of the qualifying exam the advisor must submit the date that the exam was passed using this link

Comments:

Overall score: _____

_____   _____

Student's name   Signature of evaluator

Date:_____

Appendix K
Qualifying Exams Format

This document delineates the broad parameters and foci of the qualifying exams. It does not describe the actual questions and instructions for the qualifying exams in a given semester. Please also note that the wording of the questions and instructions for the qualifying exams may vary from semester to semester. For example, each semester, a different ethical scenario may be presented in Area 1 and different job ads might be assigned to students in Area 3.

The qualifying exams will consist of **three take-home papers** and **an oral examination**.

Area 1 – Ethics and Contemporary Professional Issues

This paper consists of two parts:

1. The first part of the paper assesses students' ability to integrate and apply the APA Ethical Principles of Psychologists and Code of Conduct (including the 2010 and 2016 Amendments), ethical decision-making model(s), and empirical and theoretical literature on ethics to an ethical scenario (about 7-10 pages).

2. The second part of the paper assesses students' ability to apply empirical and theoretical literature to address salient contemporary professional issues in psychology broadly and counseling psychology specifically (about 7-10 pages). For instance, students may be asked to discuss pressing contemporary issues, such as a critical review of the APA system of accreditation, trends in the employment of counseling psychologists, or the infusion of internationals issues in counseling psychology doctoral curricula.

The prescribed length for this paper is 15-20 pages (excluding references). Students should adhere to APA style, although a cover page and abstract is not needed.

Area 2 – Social Action

This paper assesses students' ability to demonstrate competence in **ONE** of six social action domains:

1. Advocacy
2. Teaching
3. Training
4. Preventive interventions
5. Leadership
6. Consultation

In consultation with their advisor, students will select one (and only one) of these domains for discussion. Students should select a social action domain for which they have some practical experience. For instance, the teaching and training domain might be a good fit for students who have teaching experience as associate instructors. Students will review the empirical and theoretical literature in one of these social action domains and then use this literature to self-evaluate their experience in this social action domain. To illustrate, students who choose to

focus on leadership could use the empirical and theoretical literature on leadership as a lens to evaluate their leadership styles and contributions as leaders in the Counseling Psychology Student Organization and/or in other professional organizations. Students are expected to articulate the relevance of multicultural and social justice concerns to their chosen social action domain.

The prescribed length for this paper is 15-20 pages (excluding references). Students should adhere to APA style, although a cover page and abstract is not needed.

Area 3 – Job Application Package

This paper will consist of two job application packages – one for a pseudo faculty position and the other for a pseudo practice position.

1. The faculty application materials should be tailored for a faculty position in either a research-focused university OR a teaching-centric university/college based on one of two assigned job ads. Regardless of the type of faculty position, the application package consists of the following documents:
   a. Brief cover letter (approximately 1 page; single-spaced) indicating the reasons for applying to this position;
   b. CV;
   c. Statement of research (approximately 1-2 pages, single-spaced) discussing the applicant's (i) research experience, skills, and publications, (ii) program of research, and (iii) goals for future research (including the applicant's interest in seeking external funding); and
   d. Statement of teaching approximately 1-2 pages, single-spaced) addressing the (i) applicant's prior teaching-related experience, including evidence of teaching effectiveness, e.g., course evaluations, (ii) pedagogical philosophy, and (iii) the types of courses that the applicant is interested in and willing to teach.

2. The practice position application package, consists of a cover letter and a CV. The application materials should be tailored to address one of two counseling-related job ads assigned to students. The cover letter (2-3 pages, single-spaced) should address the applicant's (i) practice-related experiences (e.g., counseling, assessment, supervision, outreach, etc.), (ii) counseling theoretical orientation, (iii) reasons for the applicant's interest in the position, and (iv) future career goals.

As an alternative to using the assigned job ads, students may, subject to the approval of their advisor and program of studies committee, tailor their application materials to fit other job ads of their choice that more closely aligned with their career goals. These job ads must be approved before students prepare their job application materials. In all cases, the types of application materials to be submitted remain the same (e.g., a cover letter, statement of research, and statement of teaching for a faculty position), and students must submit application materials for a faculty position and a practice position.

Oral Examination

Students will conduct two mock job talks (total: 1 hour) related to their two job applications in Paper 3:

1. Mock faculty job talk: either a 20-minute teaching demonstration presentation on a topic related to their research interests (for the teaching-centric faculty position) OR a 20-minute PowerPoint presentation focusing on the applicant's prior research experience and goals for future research (for the research-focused faculty position). This job talk will be followed by 10 minutes of Q&A.

2. Mock practice job talk: a 20-minute presentation demonstration, consisting of a 12-minute PowerPoint presentation of the applicant's practice-related experiences and skills, and the presentation of an 8-minute counseling role-play video. The counseling role-play video will demonstrate the applicants' counseling skills as portrayed in a re-enactment of one of the applicant's previous individual counseling session. In this video, the applicant will play the role of the counselor and an actress/actor will play the role of the client. Any identifying information regarding actual clients should be removed or changed. This job talk will be followed by 10 minutes of Q&A.

The faculty and counseling job talks will be held in an open forum session. All students and faculty are welcome to attend these job talks.

Immediately after the job talks, the two counseling psychology faculty members of the student's program of studies committee will meet privately with the student to ask additional questions about their responses to Areas 1, 2 and 3 as well as to provide feedback on their job talks.

Appendix L

Indiana University Bloomington
Counseling Psychology Doctoral Program
Journal-Article Dissertation Format Guidelines
(Approved by the Counseling Psychology Faculty on April 14, 2014)
(Revised on December 5, 2016)

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 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 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 final dissertation is the culmination of your *independent* research project and the final submission should be written with you as the principle investigator referring to yourself as "the author", "the researcher" or in the first person singular in the manuscript (avoid the use of "we" or plural "researchers" in the manuscript.) The document should include the following sections:

- A cover page following format requirements of the University Graduate School and the School of Education. The title of the dissertation should be identical to the title of Chapter 2 described below.

- Table of contents (TOC) that incorporates all elements of the dissertation sequentially rather than appearing as if the literature review/conceptual paper and the empirical paper are two separate documents.

- 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 approximately 35-50 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 about 30-40 pages (all inclusive, excluding appendixes).

- 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 M
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 Minimum Levels of Achievement 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, by October 1.

DEMOGRAPHIC INFORMATION
    Name:
    Advisor:

PROGRAM MILESTONES
1. Please attach a transcript (unofficial version from OneStart is acceptable) that documents all your doctoral program courses and grades. Have you obtained a minimum grade of B on all required courses listed in the doctoral student handbook? Yes ☐ No ☐

2. Did you receive a grade of B or better on your cognitive test battery reports for P591/G650? 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 proposal for a conference presentation? Yes ☐   No ☐

8. Have you submitted a manuscript for publication? Yes ☐   No ☐
  (Note: this is not required for internship but is required for graduation – refer to the
  doctoral student handbook.)

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 _____

11. Do you have a Professional Growth Plan or a Remediation Plan that has yet to be
  successfully completed?
  Yes ☐ No ☐

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

Site	Starting Date/Ending Date	Supervisor	# of Direct Hours

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
APA-accredited 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 or to non-APA 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: _____

Below, please provide a list of all the internship sites you intend to apply to and the deadlines for applications. Please indicate whether each of the sites you are applying to is APA-accredited.

Name of Site	APA-accredited?	Deadline

If you intend to apply to fewer than 6 sites or to non-APA accredited sites, please provide a detailed description of your rationale for doing so.

Appendix N

Criteria for Acceptable Internships Unaccredited by APA

Students in the counseling psychology doctoral program at Indiana University Bloomington are expected to apply exclusively to year-long, full-time psychology internships accredited by the American Psychological Association. Students may seek approval from the Training Director and program faculty to pursue an unaccredited internship. Permission would rarely be given and there has to be a very compelling reason to apply for a non-APA accredited site. Examples of extenuating circumstances that we may potentially consider are (a) international students' intention to return to their home country to practice after graduation and/or (b) not being able to match to an APA-accredited internship site after the Phase 1 match. The Training Director shall approve unaccredited internship sites after consultation with the program faculty, based on the criteria below.

1. The internship is an APPIC-member site, OR
2. An internship that meets the following requirements:
   a. The internship has an identified person (i.e., Training Director) who is responsible for the entire internship training, who oversees supervisors participating in internship training, and engages in regular communications with the Training Director of the intern's doctoral program.
   b. The intern can accumulate a total of 2,000 hours of training activities, including direct service, assessments, training and supervision, professional development, administrative work, and all other support activities for the internship. Of the 2,000 hours, a minimum of 500 hours must be devoted to direct service.
   c. The intern's supervised service activities must be equivalent to the kind of professional service provided by licensed psychologists (or equivalent professionals if in a country outside of the United States). Such service typically includes individual counseling, group/couple/family counseling, outreach and psychoeducation programs, consultation, and supervision of practicum trainees.
   d. The intern receives at least 2 hours of supervision per week by regular supervisors who hold a valid license as a psychologist (or an equivalent credential if in a country outside of the United States). There must be at least 6 hours of direct service that are observed (either live or video) by the supervisor(s) during the internship year.
   e. The intern receives two formal written evaluations from the supervisor(s), at midyear and the end of internship. The written evaluations should cover all training activities during internship. The internship Training Director provides an overall evaluation of the intern during midyear and the end of internship. The final evaluation must indicate whether the intern has demonstrated competency for readiness for entry to practice. These midyear and final written evaluations are transmitted to the Training Director of the intern's doctoral program.
   f. The internship site keeps appropriate records of the intern's training activities, supervision, and evaluations.

g. When formal remediation actions are needed for the intern, the internship site provides a written remediation plan to the intern and Training Director of the intern's doctoral program, implements the remediation plan, and documents the outcomes which are communicated to both the intern and Training Director of the intern's doctoral program.

h. The internship Training Director signs an agreement with Indiana University Bloomington prior to the beginning of the internship, indicating agreement to fulfilling the aforementioned internship training requirements.

Appendix O

INDIANA UNIVERSITY
COUNSELING PSYCHOLOGY
STUDENT EVALUATION BY FACULTY

Student's Name:
Advisor:
Year in Program: First Year
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:

Meets competency	Student's performance in this area is competent and commensurate with his/her developmental stage as defined by minimum levels of achievement.
Needs Remediation	Student's performance in this area is below his or her developmental stage as defined by the minimum levels of achievement and needs further training and effort for competency.
Not Applicable	Student has not yet received training or taken coursework in a particular competency.

Item	Corresponding Competency	Ratings		
Concern for the welfare of others.	3.1.b	Needs remediation ◯	Meets Competency ◯	NA ◯
Professional conduct.	3.1.c	Needs remediation ◯	Meets Competency ◯	NA ◯
Integrity in all professional interactions.	3.1.d	Needs remediation ◯	Meets Competency ◯	NA ⬤
Attitudes essential for lifelong learning, scholarly inquiry, and professional problem solving. (Please indicate —NA if student has not completed G600 and G685.)	3.3a; 3.3b	Needs remediation ◯	Meets Competency ◯	NA ◯
Knowledge of historic and systemic foundations of psychology. (Please indicate- NA if student has not completed P601.)	1.1.a; 1.1.b	Needs remediation ◯	Meets Competency ◯	NA ◯
Knowledge of the biological aspects of behavior. (Please indicate- NA if student has not completed P624 or PSY667)	1.1.b; 1.1.c	Needs remediation ◯	Meets Competency ◯	NA ◯
Knowledge of the cognitive aspects of behavior. (Please indicate —NA if student has not completed P540/4.)	1.1.b; 1.1.c	Needs remediation ◯	Meets Competency ◯	NA ◯

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.)	1.1.b; 1.1.c	Needs remediation ◯	Meets Competency ◯	NA ◯
Knowledge of psychological measurement. (Please indicate —NA if student has not completed Y527.)	1.1.d	Needs remediation ◯	Meets Competency ◯	NA ◯
Ability to use psychological assessments. (Please indicate —NA if student has not completed all of the following courses: P591/G650[1], P691, and G615.)	1.1.d	Needs remediation ◯	Meets Competency ◯	NA ◯
Knowledge of human development. (Please indicate—NA if student has not completed P514 or an equivalent course.)	1.1.a; 1.1.c	Needs remediation ◯	Meets Competency ◯	NA ◯
Knowledge of individual differences in functional and dysfunctional aspects of behavior, psychopathology, and diagnosis. (Please indicate —NA if student has not completed G615.)	1.1.e	Needs remediation ◯	Meets Competency ◯	NA ◯
Ability to conduct research that advances the field of Counseling Psychology (Please indicate —NA if student has not completed G685).	1.2.a	Needs remediation ◯	Meets Competency ◯	NA ◯
Ability to use techniques of data analysis in research. (Please indicate —NA if student has not completed all of the following courses; Y502, Y604, and Y611 or another course in qualitative research)	1.2.a	Needs remediation ◯	Meets Competency ◯	NA ◯
Ability to provide interventions that alleviate suffering and promote health and well-being. (Please indicate —NA if student has not completed G622 and G624).	1.2.b	Needs remediation ◯	Meets 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, G624, and G685).	1.2.b	Needs remediation ◯	Meets Competency ◯	NA ◯

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[1] Cognitive and Behavior Assessment

		Needs remediation		Meets Competency		NA	
Ability to receive supervision. (Please indicate —NA if you have not completed G624.)	1.2.c	Needs remediation	◯	Meets 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	◯	NA	◯
Understanding of the integration of science and practice. (Please indicate —NA if student has not completed G622, G685, and G600.)	1.2.d	Needs remediation	◯	Meets Competency	◯	NA	◯
Demonstrate knowledge and respect for the roles and perspectives of other professions (Please indicate NA if student has not completed G650[2]).	1.2.e	Needs remediation	◯	Meets Competency	◯	NA	◯
Demonstrates knowledge of consultation models and practices. (Please indicate NA if student has not completed G650[1]).	1.2.f	Needs remediation	◯	Meets 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	◯	NA	◯
Awareness, knowledge, and skills regarding the understanding of others' dimensions of diversity and its role in interactions with others. (Please indicate —NA if student has not completed G575, G615, G622, G645 and at least one semester of G600 and G624.)	2.1.b	Needs remediation	◯	Meets Competency	◯	NA	◯
Ability to design and implement culturally sensitive research studies. (Please indicate —NA if student has not completed G685 and the Institutional Review Board exam.)	2.2.a	Needs remediation	◯	Meets Competency	◯	NA	◯

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[2] Advanced Multicultural Counseling, Career Development, and Consultation OR Social Justice Consultation, Advocacy, and Leadership

		Needs remediation	Meets Competency	NA
Culturally sensitive assessment/diagnosis skills. (Please indicate —NA if student has not completed G615 and G575 or an equivalent course.)	2.2.b	◯	◯	◯
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.)	2.2.c	◯	◯	◯
Articulation of one's emerging professional identity as a Counseling Psychologist. (Please indicate —NA if you have not completed G600.)	3.1.a	◯	◯	◯
Knowledge of the APA Ethical Principles and Code of Conduct. (Please indicate —NA if student has not completed G600.)	3.2.a	◯	◯	◯
Application of ethical principles in practice and other professional roles. (Please indicate —NA if student has not completed G600 and G624).	3.2.b	◯	◯	◯
Application of ethical principles in research (Please indicate—NA if student has not completed G600 and G685.)	3.2.b	◯	◯	◯
Demonstrate ethical behavior and the acceptance of responsibility for one's actions. (Please indicate —NA if student has not completed G600.)	3.2.c	◯	◯	◯
Awareness of professional issues in counseling psychology. (Please indicate —NA if student has not completed G600.)	3.3.a	◯	◯	◯
Contribution to the professional discourse of counseling psychology. (Please indicate —NA if student has not completed your first year in the program.)	3.3.b	◯	◯	◯

Please describe the student's strengths, skills, and achievements:

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 remediation plan.

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:

_____   _____
Faculty Signature   Date

_____   _____
Student Signature   Date

Appendix P
INDIANA UNIVERSITY
COUNSELING PSYCHOLOGY
PROGRAM FEEDBACK SURVEY

Your responses to this survey are <u>anonymous.</u> 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.

Overall, I am satisfied with my experience in the Counseling Psychology Program.	Strongly disagree	Disagree	Agree	Strongly agree	NA
Overall, I am satisfied with the courses I have taken in the Counseling Psychology Program.	Strongly disagree	Disagree	Agree	Strongly agree	NA
Overall, I am satisfied with the research training I have received in the Counseling Psychology Program.	Strongly disagree	Disagree	Agree	Strongly agree	NA
Overall, I am satisfied with the clinical training I have received in the Counseling Psychology Program.	Strongly disagree	Disagree	Agree	Strongly agree	NA
In general, the faculty members of the Counseling Psychology Program have a good relationship with each other.	Strongly disagree	Disagree	Agree	Strongly agree	NA
In general, students have a good relationship with faculty members in the Counseling Psychology Program.	Strongly disagree	Disagree	Agree	Strongly agree	NA
In general, students in the Counseling Psychology Program have a good relationship with each other.	Strongly disagree	Disagree	Agree	Strongly agree	NA
In general, I have a good relationship with my advisor.	Strongly disagree	Disagree	Agree	Strongly agree	NA
The Counseling Psychology Program provides a welcoming environment for students to express feedback to faculty.	Strongly disagree	Disagree	Agree	Strongly agree	NA
Decisions made by counseling psychology faculty are communicated to students in a timely fashion.	Strongly disagree	Disagree	Agree	Strongly agree	NA
I feel a sense of belonging to the Counseling Psychology Program.	Strongly disagree	Disagree	Agree	Strongly agree	NA
My advisor is committed to mentoring me.	Strongly disagree	Disagree	Agree	Strongly agree	NA
My advisor responds to my emails in a timely fashion.	Strongly disagree	Disagree	Agree	Strongly agree	NA
I am satisfied with the guidance provided by my advisor on the courses I should take.					

	Strongly disagree	Disagree	Agree	Strongly agree	NA
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.)	Strongly disagree	Disagree	Agree	Strongly agree	NA
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.)	Strongly disagree	Disagree	Agree	Strongly agree	NA
The Counseling Psychology Program is committed to fostering a climate that supports multiculturalism.	Strongly disagree	Disagree	Agree	Strongly agree	NA
Counseling Psychology faculty members provide a climate that is welcoming to racial/ethnic minority and international students.	Strongly disagree	Disagree	Agree	Strongly agree	NA
Due process procedures for the resolution of conflicts are clearly communicated to students.	Strongly disagree	Disagree	Agree	Strongly agree	NA
The culture and climate of the CHG is professional.	Strongly disagree	Disagree	Agree	Strongly agree	NA
The culture and climate of the CHG is supportive of student learning.	Strongly disagree	Disagree	Agree	Strongly agree	NA
My experience in the CHG has helped develop my clinical skills.	Strongly disagree	Disagree	Agree	Strongly agree	NA
As a result of my experience in the CHG, I have learned to apply ethical and professional standards of practice.	Strongly disagree	Disagree	Agree	Strongly agree	NA
My experience in the CHG has prepared me for future clinical experiences.	Strongly disagree	Disagree	Agree	Strongly agree	NA

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

Concern for the welfare of others.	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Professional conduct.	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Integrity in all professional interactions.	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Attitudes essential for lifelong learning, scholarly inquiry, and professional problem solving. (Please indicate –NA if you have not completed G600 <u>and</u> G685.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of historic and systemic	Little Preparation	Below Average	Above Average	Superior Preparation	NA

		Preparation	Preparation		
foundations of psychology. (Please indicate ‒NA if you have not completed P601.)					
Knowledge of the biological aspects of behavior. (Please indicate ‒NA if you have not completed P624 or Psy667.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of the cognitive aspects of behavior. (Please indicate ‒NA if you have not completed P540/4 and P655.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
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.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of psychological measurement. (Please indicate ‒NA if you have not completed G505 and Y527.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Ability to use psychological assessments. (Please indicate ‒NA if you have not completed all of the following courses: P655, P691, and G615.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of individual differences in behavior. (Please indicate ‒NA if you have not completed all of the following courses: G615, G622, and G624.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of human development. (Please indicate ‒NA if you have not completed P514 or an equivalent course.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of functional and dysfunctional aspects of behavior, psychopathology, and diagnosis. (Please indicate ‒NA if you have not completed G615.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Ability to conduct research that advances the field of Counseling Psychology (Please indicate ‒NA if you have not completed G685).	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
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.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
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).	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Ability to evaluate interventions that alleviate suffering and promote health and well-being. (Please indicate ‒NA	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA

if you have not completed all of the following courses: G622, at least one semester of G624, and G685).					
Knowledge of theories and methods of consultation. (Please indicate ─NA if you have not completed G650.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Ability to receive supervision. (Please indicate –NA if you have not completed at least one semester of G624.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Ability to provide supervision. (Please indicate –NA if you have not completed 3 credits of G763.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Understanding of the integration of science and practice. (Please indicate ─NA if you have not completed G622 and one semester of G600.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
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.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
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.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Ability to design and implement culturally sensitive research studies. (Please indicate ─NA if you have not completed G685 and the Institutional Review Board exam.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Culturally sensitive assessment/diagnosis skills. (Please indicate –NA if you have not completed G615 and G575 or an equivalent course.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
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	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Articulation of one's emerging professional identity as a Counseling Psychologist. (Please indicate ─NA if you have not completed one semester of G600.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Knowledge of the APA Ethical Principles and Code of Conduct.	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA

(Please indicate ─NA if you have not completed 3 credits of G600.)				
Application of ethical principles in practice and other professional roles. (Please indicate ─NA if you have not completed 3 credits of G600 <u>and </u>at least one semester of G624).	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Application of ethical principles in research (Please indicate –NA if you have not completed 3 credits of G600 <u>and</u> G685.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Demonstrate ethical behavior and the acceptance of responsibility for one's actions. (Please indicate –NA if you have not completed 3 credits of G600.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Awareness of professional issues in counseling psychology. (Please indicate –NA if you have not completed 3 credits of G600.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA
Contribution to the professional discourse of counseling psychology. (Please indicate ─NA if you have not completed your first year in the program.)	Little Preparation	Below Average Preparation	Above Average Preparation	Superior Preparation	NA

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 Q

Indiana University Department of Counseling and Educational Psychology

Professional Growth Plan for (insert student name)

Date:

The purpose of this plan is to facilitate your growth as a counseling psychology trainee and increase your likelihood of being successful in the counseling psychology program.

Things you are doing well

In this section, identify positive behavioral examples of areas of strength. Here are some examples:

Willingness to address concerns with your supervisor directly

Completion of CHG documentation in a timely and thorough fashion

Basic counseling skills are within acceptable range for a beginning counselor

Please note: These are sample statements. Please adjust to the needs of the specific situation

Areas for growth

In this section, identify behavioral examples of areas that need improvement. Here are some examples:

Professionalism: Classroom behaviors (sleeping, non-participation, use of electronics when asked not to) as well as sleeping in the CHG.

Clinical judgment: Management of counter-transference reactions to clients. Personalizing client content with regard to your ability to help versus being objective and trying to understand the client's struggles.

Please note: These are sample statements. Please adjust to the needs of the specific situation

Training plan and behavioral targets for improvement

In this section, identify behavioral targets and a timeline for evidence of successful implementation of the growth plan. Here are some examples:

Take a non-blaming stance when clients present material that makes you feel uncomfortable or pressured to solve their problems

Engage in sufficient self-care to improve sleep and attentiveness in class and CHG

Complete practicum requirements and hours at a satisfactory level by (insert date)

Please note: These are sample statements. Please adjust to the needs of the specific situation

By my signature I acknowledge that I have reviewed this plan with the faculty member listed below.

_____   _____

Student   Date

_____   _____

Faculty member   Date

Resolution of professional growth plan reviewed with student on (insert date)

☐ Completed on (insert date)

In this section, write a short comment about the successful resolution of the growth plan

☐ Not completed (insert date)

In this section, write a short comment about the reasons for an unsuccessful resolution and the next steps for establishing a remediation plan

_____   _____

Student   Date

_____   _____

Faculty member   Date

Appendix Q

Student Remediation Plan

Date of Remediation Plan
Meeting:
Name of Student:
Faculty Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s) if necessary:

The written remediation plan should address each of the following items
   1. Competency in question
   2. Behaviors or performance in need of remediation
   3. Date(s) the concern(s) was brought to the trainee's attention and by whom
   4. Expectations for acceptable behavior or performance
   5. Student's responsibilities/actions
   6. Advisor/supervisor responsibilities/actions
   7. Timeframe for achieving acceptable performance
   8. Method for assessing whether remediation has been successful
   9. Dates of evaluation of progress
   10. Consequences for unsuccessful remediation

I, _____, have reviewed the above remediation plan with my 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 student disagrees, comments, including a detailed description of the student's rationale for disagreement, are REQUIRED*).

_____   _____
Student's Name   Training Director

_____   _____

Date   Date

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.

Student's comments (Feel free to use additional pages):

Remediation Plan Follow-up
(if necessary)
Summative Evaluation of Remediation Plan

Follow-up
Meeting(s):
Date (s):
In Attendance:

The summative evaluation should address each of the following items

1. Behavior or performance in need of remediation
2. The extent to which the expected behavior or performance has been attained
3. Next steps (e.g., remediation satisfactorily completed; remediation continued and plan modified; next evaluation date if necessary)

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 student disagrees with the outcomes and next steps, comments, including a detailed description of the student's rationale for disagreement, are REQUIRED*).

_____   _____
 Student   Date   Training Director   Date

Student's comments (Feel free to use additional pages):

Appendix R
Admission Policy for the Doctoral Program in Counseling Psychology

The GRE requirement is currently waived for applicants with an undergraduate or graduate degree from an accredited U.S. institution. Applicants must be interviewed either in person or via video interviews before we consider their admission to the program. Finally, a candidate must meet the following two criteria before they are admitted to our program: (a) at least one core faculty member is willing to advise the student and (b) a majority, if not all, of core faculty members agree that the candidate meets quality standards for the program. The faculty is committed to recruiting students from underrepresented backgrounds to the doctoral program.

This is a research-intensive program. Our program is a good fit for students who enjoy research. Students will have many opportunities to participate in research projects, present at conferences, and publish with professors in our program. While we prefer students who have a master's degree in counseling or an undergraduate degree in psychology, we welcome qualified applicants from many disciplines.

Appendix S
IU Policies on Sexual Misconduct and Sexual Assault

1. IU and the counseling/counseling psychology program condemn all forms of sexual misconduct, including sexual harassment, stalking, dating violence, sexual assault, etc. These include sexual misconduct committed against and by IU students. For more information please see key terms for understanding these policies: http://stopsexualviolence.iu.edu/policies-terms/key-terms.html#consent

2. IU has an explicit definition of consent (please read the description below), and any sexual activity without consent is considered sexual misconduct.

3. "Responsible employees" of IU have a duty to report incidences of sexual misconduct involving students to the university. "Responsible employees" include all faculty members and associate instructors. Here is the webpage for making online reports of sexual misconduct. For more information about preventing sexual violence visit this page: https://stopsexualviolence.iu.edu/index.html

4. IU and our program strive to provide a safe environment for students to report incidents of sexual misconduct and to supporting students who are survivors of sexual misconduct. IU also has an explicit policy prohibiting retaliation against people who report or who provide information on sexual misconduct.

ABOUT CONSENT

Consent is about communication and respect. Sexual activity without consent is sexual misconduct.

University Definition of Consent:

Consent is an agreement expressed through affirmative, voluntary words or actions, and mutually understandable to all parties involved, to engage in a specific sexual act at a specific time:

- **Consent** can be withdrawn at any time, as long as it is clearly communicated.
- **Consent** cannot be coerced or compelled by force, threat, deception or intimidation.
- **Consent** cannot be given by someone who is incapacitated, as defined below.
- **Consent** cannot be assumed based on silence, the absence of "no" or "stop", the existence of a prior or current relationship, or prior sexual activity.

Incapacitated

A person is incapable of consent if they are unable to *understand the fact, nature, extent, or implications* of the situation due to drugs, alcohol, a mental disability, being asleep or unconscious, or based on their age (pursuant to Indiana law).

Consent does not exist when the individual initiating sexual activity *knew or should have known* of the other person's incapacitation.

Appendix T: Doctoral Student Mentoring Needs Checklist

Psychosocial Concerns	Multicultural Concerns	Program-Related Concerns	Career-Related Concerns
o Concerns with my research, teaching, or clinical self-efficacy o Overcoming the imposter phenomenon o Stress management o Setting realistic goals o Overcoming perfectionism Overcoming procrastination o Finding a job for my partner o How to save money o Developing a sense of belongingness in IU/Bloomington o Navigating school-life or family-school conflicts o When and how to say no o Managing challenging interpersonal relationships in my department or program. o Managing relationships with other students o How to provide constructive, feedback to colleagues, staff, or students o How to communicate my requests to my advisor, professors, and supervisors o How to get along with my advisor and supervisors o How to improve my interpersonal skills	o Concerns with experiences of microaggressions and discrimination o Whom to talk to about my experiences of marginalization o Connecting with individuals from a similar background (e.g., race, gender, nationality, religion, sexual orientation) in Bloomington o Connecting with other mentors and professionals in my field from a similar background o Connecting with other students within and outside the program from a similar background o How to communicate my multicultural research interests to others o How to communicate the value of my multicultural service to others o How to provide constructive feedback on multicultural concerns to others o Providing effective mentoring to other students from diverse backgrounds	o Figuring out which practicum sites to apply to o Constructing my program of studies and whom I should select to be on my advisory committee o Choosing a topic for my Early Inquiry Project and dissertation o Selecting next semester's courses o Choosing a minor and a minor advisor o How to be competitive for an internship o Understanding the unwritten rules and culture in my program o Understanding my advisor's expectations o Obtaining funding (AIships and assistantships) o How to tell if I'm meeting the program's expectations o Striking the appropriate balance between research, practice, and coursework o How and from whom to seek help for my research o How to provide feedback about the program	o Figuring out my career interests and goals o How to prepare myself for my future career o How to develop a cohesive program of research o Types of journals to publish in o Internal and external grant opportunities to pursue o Articulating my counseling theoretical orientation o Figuring out my clinical interests o Identifying what intervention modalities I enjoy o Expanding my clinical skills o Improving my academic writing skills o Improving my teaching skills o Professional organizations I should join o Types of service activities I should pursue o Opportunities for continuing education or workshops to enhance my skills o Networking with other professionals outside IU o What conferences I should attend