

**Counseling Psychology Doctoral Program
Student Handbook: 2023-2024**



UNIVERSITY OF **UND** NORTH DAKOTA
Department of Education, Health, and Behavior Studies
Counseling Psychology and Community Services Programs

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Department of Education, Health, and Behavior Studies
Counseling Psychology & Community Services Programs**

I. Introduction

Welcome to the University of North Dakota, the Counseling Psychology and Community Services programs, and the APA-accredited* Ph.D. program in Counseling Psychology! We are excited to work with you during your tenure at UND.

The Counseling Psychology Ph.D. program is offered by the Counseling Psychology and Community Services area and is a member of the Department of Education, Health, and Behavior Studies, the Graduate School, and the College of Education and Human Development at the University of North Dakota. The Ph.D. in Counseling Psychology was established in 1983, upon approval of the Graduate School Curriculum Committee and University Senate, though UND had offered a doctorate in Counseling for 30 years. The Counseling Psychology program was provisionally accredited in 1987 and became fully accredited by the American Psychological Association (APA) in March of 1996. Our last APA site visit was in July 2021, and we were awarded full accreditation through 2031 at the October 2021 meeting of the APA Commission of Accreditation*.

This handbook has been prepared as a supplement to the Graduate Student Handbook provided by the UND School of Graduate Studies. It contains the majority of information you will need to navigate through the curriculum, regulations, and training opportunities available to you as a doctoral student. This handbook has gone through several revisions. It was originally put together by Mike Ewing and Jayne Lokken, revised by John Reid and Joel Wilson, and further updated by Erling Jorgensen and Linda Winter, with additional faculty input from former Training Director, Dr. Sue C. Jacobs and former Department Chair, Dr. Charles (Chuck) Barke'. It has been updated, in the past, by Dr. Jacobs and Derya Suzen (July, 1997), Scott Winrow (1998) and Dr. Jacobs (1999 and 2000), Dr. Cindy Juntunen and Karissa Adams (2001), Dr. Cindy Juntunen and Kathy Gallagher (2002), Dr. Michael Loewy and Michael Ransom (2003), by Dr. Cindy Juntunen and Paul Stebbins (2005), Dr. Cindy Juntunen and Christine Even (2007), and Dr. Cindy Juntunen and a group of PhD students, led by Kimberly Jorgensen (2008), by Drs. Rachel Navarro and Cindy Juntunen (2013), by Dr. Cindy Juntunen (2015), by Drs. Kara Wettersten and Ashley Hutchison (2016, 2017), by Drs. Rhea Owens and Kara Wettersten (2018), by Drs. Rachel Navarro and Kara Wettersten (2019), and most recently by Drs. Kara Wettersten and Klaus Cavallhier (2021).

This is a *dynamic* document that reflects program changes and issues of concern of student progress. Student feedback on the content and presentation of the handbook is welcome. Please

*For information regarding accreditation status, contact: American Psychological Association Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, N.E., Washington, DC 20002-4242; Phone: 202-336-5979

pass your suggestions along to the current co-Training Directors, Drs. Rachel Navarro and Trevor Waagen (2023-2024).

II. Program Philosophy

The Counseling Psychology Ph.D. program at the University of North Dakota affirms as a primary value the *integration of practice and science* throughout the professional lifespan, from training through career-long participation in the profession. Whether a Counseling Psychologist's career is primarily involved with direct services to clients, educational services to students in academia, or consultative services to organizations, we view science and practice as necessary and complementary aspects of our professional identity. There is no relative importance implied by the order of the words; they are mutual, reciprocal components, best depicted in a circular fashion, not a linear one. Our goal is to provide a seamless, continuous learning experience in which practice and science are woven throughout.

We clearly have courses with titles that reflect an emphasis on science and others that are oriented toward practice. Yet, it is our intent that practice-oriented coursework and activities incorporate the values of science, and that science-oriented coursework and activities incorporate attention to the needs of practice. The integration of practice and science is balanced, and connotes both the traditional view of the Ph.D. as a scholarly degree and an emphasis on supervised practice in the application of psychology to the needs of persons and groups from a variety of cultures and traditions.

A second though equally important value within our philosophy for training is best captured by the word *diversity*, which is to be sought, valued, and respected. We use the word in a very broad sense. Included in diversity is the variety of cultures, backgrounds, values, religions, abilities, socioeconomic backgrounds, and life experiences among our faculty and students; we seek such diversity actively. Also included is the diversity of our professional ways of practice across many theoretical models, the diversity of our ways of learning and doing science, the diversity of our strengths and needs, and the diversity of our goals and ways of achieving them.

Pragmatically, we believe that diversity is recognized, accomplished, and respected through attention to awareness, acknowledgment, and acceptance of differences across persons, cultures, ethnicities, sexual orientations, genders, social classes, ages, abilities, ideas, values, beliefs, religious traditions, approaches, and needs. This is achieved in our program through careful consideration in admissions, individual planning for learning experiences, and recognition of achievements along with adaptations and accommodations to fit learning needs. In addition, multicultural diversity issues in the science and practice of Counseling Psychology are addressed in our curriculum through specific coursework and cross-course integration.

Additionally, the curriculum is infused with the third guiding principle of *social justice*, which has the goal of "full and equal participation of all groups in a society that is mutually shaped to meet their needs...in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure" (Bell, 1997, p. 3). To that end, students and faculty in the Counseling Psychology Ph.D. program are expected to attend to issues of oppression, privilege, and access to resources in their practice, research, teaching, and training experiences. Meeting the needs of under-served and under-resourced populations is particularly important, and is achieved through practicum placements in under-served areas, research

activities that address oppression and under-served and under-resourced groups, and recognition of the importance of advocacy as a key role of a Counseling Psychologist.

Finally, the last guiding value of our training philosophy is the importance of a *developmental* perspective. This is apparent in the progression of coursework and training experiences throughout the program, as well as scaffolding that occurs in educational and training settings to meet the developmental needs of the students. Additionally, this value is present through the inclusion of coursework and clinical experiences focusing on individuals across the lifespan as well as the infusion of a lifespan perspective in the curriculum.

III. Program Aim

The overarching aim of the Ph.D. program in Counseling Psychology is to prepare entry-level Counseling Psychologists who are well-trained and competent in both the practice and science of the profession of health service psychology.

***Please note, the UND Counseling Psychology program is currently accredited by the American Psychological Association’s Committee on Accreditation (COA). We go up for review again during the 2030-2031 school year. The next pages contain information about what the COA requires (at a minimum level) for (a) basic knowledge related to psychological science (called “Discipline Specific Knowledge, or DSK’s) and (b) what competencies you should achieve related to our field (called “Profession Wide Competencies”, or PWC’s). The tables on the next pages also address how you are expected to demonstrate you have completed COA required DSK’s and PWC’s, and how our program evaluates the overall learning of all our students. There are more requirements for the completion of our program than what is incorporated in these tables, but we believe that it is important for students to know what the minimal level of achievement (MLA) is, for each area, in order to meet accreditation standards.**

**Table 1: Standards of Accreditation (SOA's) of the American Psychological Association
Implementation at the University of North Dakota
Doctoral Program in Counseling Psychology**

Including 4 Discipline Specific Knowledge (DSK) Categories and 9 Profession-Wide Competencies (PWC)

Please Note: This table was created to reflect the new Standards of Accreditation, which went into effect January 1, 2017.

Table 1.A.: Discipline-Specific Knowledge (DSK):

Provide information below to illustrate how the program ensures that students possess knowledge in:		
Knowledge Area:	<i>History and Systems of Psychology</i>	
How does the program ensure that students possess knowledge?	a. Completion of Graduate Level History of Psychology Course (COUN 505 or equivalent).	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Grade in Class (COUN 505 or Equivalent)	Evaluation tool and location: a. Final Grade in Class at the end of COUN 505 class (See Syllabus).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. Grade of "B" or higher in COUN 505 or equivalent	
<hr/>		
Knowledge Area:	<i>Affective Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	a. Completion of the Affective Basic Science Portion of <i>Psychological Foundations of Education</i> Course (EFR 501 or transferred Equivalent).	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Affective Basic Science Assignment for EFR 501.	Evaluation tool and location: a. 80% or higher on Affective Basic Science OR Assignment (See EFR 501 Syllabus, (See EFR 501 MLA Course Assignment Confirmation Form, Appendix U).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. 80% or higher on Affective Basic Science OR Assignment (See EFR 501 MLA Course Assignment Confirmation Form, Appendix U).	

Knowledge Area:	<i>Biological Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	a. Completion of Physiology of Behavior and Psychophysiological Measurement course (PSYC 537 or transferred equivalent)	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Grade in Class (PSYC 537 or transferred equivalent)	Evaluation tool and location: a. Final Grade in Class at the end of class (see PSCY 537 Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	a. Grade of "B" or higher in Psych 537	
Knowledge Area:	<i>Cognitive Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	a. Cognitive Psychology Portion of <i>Psychological Foundations of Education</i> Course (EFR 501 or transferred Equivalent).	
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Cognitive Basic Science Assignment for EFR 501	Evaluation tool and location: Completion of Cognitive Assignment in EFR 501 (See Syllabus, (See EFR 501 MLA Course Assignment Confirmation Form, Appendix U).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. 80% or Higher in EFR 501 Cognitive Assignment (See EFR 501 MLA Course Assignment Confirmation Form, Appendix U)	
Knowledge Area:	<i>Developmental Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	a. Completion of Advanced Developmental Psychology course (PSYC 551 or transferred equivalent)	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Grade in Course (PSYC 551 or equivalent)	Evaluation tool and location: a. Final Grade in Class at the end of Class (See PSYCH 551 Syllabus).
For each outcome above, what	a. Grade of "B" or Higher PSYC 551 or equivalent	

minimum level of achievement (MLA) must be met?		
Knowledge Area:	<i>Social Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	a. Completion of Advanced Social Psychology course (PSYC 560 or transferred equivalent)	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Grade in Course (PSYC 560 or equivalent)	Evaluation tool and location: a. Final Grade in Class at the end of Class (See PSYC 560 Syllabus).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. Grade of "B" or Higher in PSCY 560 or equivalent	
Knowledge Area:	<i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i>	
How does the program ensure that students possess knowledge?	a. Preparation for comprehensive exams, integration question (Block C, Question 2).	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Comprehensive exams—integration question (Block C., Question 2).	Evaluation tool and location: a. Comprehensive Exam Evaluation of integration question (Block C., Question 2, See Handbook, p. 38).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. Pass comprehensive exam item on integration of integrative knowledge in scientific psychology (Block C., Question 2).	

Knowledge Area:	<i>Research Methods</i>
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How does the program ensure that students possess knowledge?	a. Completion of the Advanced Research Methods Course (COUN 551) or transferred equivalent.	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Grade in course (COUN 551 or equivalent)	Evaluation tool and location: a. Final Grade at the end of the Course (See COUN 551 Syllabus).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. Grade of "B" or higher in COUN 551 or equivalent	
Knowledge Area:	<i>Statistical Analysis</i>	
How does the program ensure that students possess knowledge?	a. Completion of at least one graduate level statistics course (EFR 516 [Stats II]), OR PSYC 541 [Univariate Statistics], or transferred equivalent)	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. "B" Grade or better in one of these courses: (EFR 516, PSYC 541 or transferred equivalent)	Evaluation tool and location: a. Final Grade at the end of the Course (See respective syllabi, EFR 516 & PSYC 541).
For each outcome above, what minimum level of achievement (MLA) must be met?	a. Grade of "B" or higher in EFR 516, PSYC 541 or transferred equivalent.	
Knowledge Area:	<i>Psychometrics</i>	
How does the program ensure that students possess knowledge?	a. Successful Completion of a Tests and Measurement Course (EFR 512) OR Advanced Psychometrics Course (COUN 555) or transferred equivalent.	
How does the program assess students' knowledge in this area?	How outcomes are measured: a. Grade in Course (EFR 512, COUN 555, or transferred equivalent).	Evaluation tool and location: a. Final Grade at the end of the Course (See respective syllabi, EFR 512 & COUN 555).
For each outcome above, what minimum level of achievement (MLA) must be met?	b. Grade of "B" or higher EFR 512, COUN 555, or transferred equivalent.	

Table 1.B.: Profession-Wide Competencies (PWCs):

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
Competency:	<i>(i) Research</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Conduct research or other scholarly activities. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. 	
Program-defined elements associated with this competency (if applicable; see table description above)		
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>The elements of “independent ability,” “conduct Research” and “Critical evaluate and disseminate research” are integrated into the following training/experiential activities:</p> <ol style="list-style-type: none"> a. COUN 551 (Research Issues in Counseling Psychology) b. A regional, national, or international conference submission c. Dissertation d. Participation in research team(s) e. Manuscript submission 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all	<p>How outcomes are measured:</p> <ol style="list-style-type: none"> a. Grade in COUN 551. b. Research Rating Form for conference submission. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> a. Course Grade, COUN 551 (See Syllabus). b. Acceptance at conference after peer review, or ratings of 3 or higher on RRF

<p>associated evaluation tools are located.</p>	<p>c. Research Rating Form for dissertation defense. d. Annual Evaluation for Research. e. Research Rating Form for Manuscript submission rating.</p>	<p>(Research Rating Form, See Appendix Q). c. Dissertation rated as satisfactory on all areas of the RRF (Research Rating Form; See Appendix Q). d. Annual Evaluation indicates appropriate research developmental level (See Appendix N). e. Confirmation of submission from peer-reviewed journal and satisfactory rating on RRF (Research Rating Form; See Appendix Q).</p>
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<p>a. Grade of “B” or better in COUN 551. b. Acceptance after peer review at regional, national or international conference/ or overall ratings of “satisfactory” (3) or above on Research Ratings Forms. c. Successful dissertation defense—Research Ratings Forms indicates 3 or higher. d. Annual evaluation—appropriate developmental level for research, “ready for pre-doctoral internship” (rating of 3 or higher). e. Confirmation of submission from peer-reviewed journal and satisfactory rating on RRF by advisor (rating of 3 or higher), or peer reviewed publication of the same.</p>	
<p>Competency:</p>	<p><i>(ii) Ethical and legal standards</i></p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> ● Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. ● Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. ● Conduct self in an ethical manner in all professional activities. 	
<p>Program-defined elements associated with this competency (if applicable)</p>		

<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>The elements of “Knowledge and Action of ethics code, laws and regulations”, “recognition of ethical dilemmas and application of ethical decision-making”, and “ethical conduct” are integrated into the following training/experiential activities:</p> <ol style="list-style-type: none"> Ethics course (COUN 501) Professional Benchmark process COUN 583 (doctoral practicum) Research activities, assistantships and program involvement 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ol style="list-style-type: none"> Grade in COUN 501. Benchmark Review –ethics. Supervisors’ Practicum Evaluations of Ethics elements. Annual Evaluation for Ethics. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Final Grade COUN 501 (See Syllabus). Satisfactory Completion of Benchmark Ethics Area (See Appendix K) Supervisor’s Practicum Evaluation (SPE) of Ethics elements (See Appendix R) Annual Evaluation of ethics elements (See Appendix N).
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ol style="list-style-type: none"> Final Grade in COUN 501 is a “B” or higher. Satisfactory Completion of Benchmark (rating of 2 or higher) Ethics Area Supervisor’s on-site evaluation of ethics indicates “ready for internship” (rating of 3 or higher). annual evaluation of ethics indicates “ready for internship” (rating of three or higher). 	
<p>Competency:</p>	<p><i>(iii) Individual and cultural diversity</i></p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. 	

	<ul style="list-style-type: none"> • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and ability to apply this approach effectively in their professional work. 	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>The elements of “understanding own personal identity and impact”, “theoretical and empirical knowledge regarding ICD and diversity”, “integration and application of knowledge and awareness” and “ICD knowledge, articulation, and application” are integrated throughout, most especially in these five training/experiential activities:</p> <ol style="list-style-type: none"> COUN 532 (Multicultural Counseling) or its equivalent COUN 583 (doctoral practicum) Professional Benchmark process Research activities, assistantships and program involvement 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ol style="list-style-type: none"> Grade in COUN 532. Supervisors’ Practicum Evaluations—ICD. Professional Benchmarks Review—ICD. Annual Evaluation—ICD. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Grade of “B” or higher in COUN 532 (See Syllabus). Supervisor’s Practicum Evaluation form ICD Elements (See Appendix R). Satisfactory completion of Professional Benchmark process—ICD (See Appendix K). Annual Evaluation indicates ICD knowledge, sequential growth, and appropriate action (See Appendix N).
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ol style="list-style-type: none"> Grade of “B” or higher in COUN 532 (Multicultural Counseling). Supervisor’s Practicum Evaluation form indicates ICD knowledge, sequential growth, and appropriate action are “ready for pre-doctoral internship” (rating of 3 or higher). Satisfactory completion of Professional Benchmark process (rating 2 or higher)--ICD. Annual Evaluation indicates ICD four elements are “ready for pre-doctoral internship” (rating of 3 or higher). 	

Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others • Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. 	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>The elements of “behavior reflects values and attitudes of psychology,” “engages in self-reflection,” “openness and Responsiveness to Supervision,” and “professional response to increasing complex and independent practice” are all integrated into the following training/experiential activities:</p> <ol style="list-style-type: none"> a. COUN 552 and 553 (Professional Seminars) that focus on professional values, attitudes, and behaviors. b. COUN 583 (doctoral practicum) c. Professional Benchmarks Process that includes assessment of professional values, attitudes, and behaviors d. Research activities and teams 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ol style="list-style-type: none"> a. Satisfactory completion of COUN 552 and 553 (Professional Seminars) b. Supervisors’ Practicum Evaluation of professional values, attitudes and behaviors. c. Professional Benchmarks review -- Professionalism d. Annual Evaluation -- Professionalism 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> a. Grade in COUN 552 and 553 (Professional Seminars) (See Syllabus). b. Supervisor’s Practicum Evaluation of Professionalism Elements. (See Appendix R). c. Professional Benchmarks Review of Professionalism Elements (See Appendix K). d. Annual Evaluation indicates professional identity knowledge, sequential growth, and appropriate action. (See Appendix N).

<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<p>a. Grade of “B” or higher in COUN 552 and COUN 553 (Professional Seminars) b. Supervisor’s Evaluation indicates professional values, attitudes and behaviors are “ready for pre-doctoral internship” (rating of 3 or higher). c. Satisfactory (rating of 2 or higher) completion of Benchmark Review--Professionalism. d. Annual Evaluation indicates Professional values, attitudes, and behaviors are “ready for pre-doctoral internship” (rating of 3 or higher).</p>	
<p>Competency:</p>	<p><i>(v) Communications and interpersonal skills</i></p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well. 	
<p>Program-defined elements associated with this competency (if applicable)</p>		
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>The elements of “effective relationships,” “effective communication,” and “effective interpersonal skills and conflict management” are all integrated into the following learning activities:</p> <p>a. COUN 583 (doctoral practicum) b. Research activities and teams c. All University of North Dakota required coursework d. Assistantships</p>	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <p>a. Supervisors’ Practicum Evaluation Form (Communication and Interpersonal Skills elements). b. Research Rating Form—Dissertation</p>	<p>Evaluation tool and self-study location:</p> <p>a. Supervisor’s Evaluation of elements related to communication and interpersonal skills (See Appendix R). b. Research Rating Form—specifically “written manuscript” question (See Appendix Q).</p>

	c. Annual Evaluation Form (communication and interpersonal skills elements). d. Annual Evaluation Form (communication and interpersonal skills elements).	c.– d. Program Annual Evaluation of elements related to communication and interpersonal skills (See Appendix N).
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. Supervisor’s Practicum Evaluation form indicates communication and interpersonal skills are “ready for pre-doctoral internship” (rating of 3 or higher). b. Research Rating Form—Dissertation: “Written Manuscript” question receives a 3 or higher. c. -d. Annual Evaluation indicates communication and interpersonal skills, including written communication, are “ready for pre-doctoral internship” (rating of 3 or higher).	
Competency:	<i>(vi) Assessment</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. • Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). • Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. 	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential	The elements of “Diagnostic Knowledge”, “Knowledge of Contextual Factors”, “application of knowledge related to functional and dysfunctional behaviors,” “Best practices in assessment	

<p>activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>selection and application,” “best practices in test interpretation” and “accurate and sensitive communication of test results” are integrated into the following training/experiential activities:</p> <p>a. COUN 568 (Adult Cognitive and Personality Assessment) and 569 (Child and Adolescent Cognitive and Personality Assessment) or transferred equivalent. b. COUN 520 (Diagnosis and Prevention) c. COUN 583 (doctoral practicum) d. Preparation for comprehensive exams—Oral Comps Assessment Evaluation Question</p>	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>a. Successful completion COUN 568 and 569 or equivalent. b. Successful completion of COUN 520 (Diagnosis and Prevention). c. Supervisors’ Practicum Evaluations of Assessment skills, when relevant. d. Comprehensive exams – Oral Comps Assessment Evaluation Question.</p>	<p>Evaluation tool and self-study location:</p> <p>a. Final Grade, COUN 568 & 569 (See Syllabi). b. Final Grade, COUN 520 (See Syllabus). c. Supervisor’s evaluation of assessment (when part of experience) (See Appendix R) d. Comprehensive Exams--Oral Comps Assessment Evaluation Question (See Handbook, p. 38).</p>
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<p>a. Grade of B or Higher, COUN 568 & 569. b. Grade of B or Higher, COUN 520. c. Supervisor’s Practicum Evaluation indicates assessment skills and knowledge are at the level of “ready for pre-doctoral internship” (rating of 3), when relevant. d. Pass Comprehensive Exam-- Oral Comps Assessment Evaluation Question.</p>	
<p>Competency:</p>	<p><i>(vii) Intervention</i></p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is 	

	<p>lacking.</p> <ul style="list-style-type: none"> Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. 		
Program-defined elements associated with this competency (if applicable)			
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>The elements of “effective therapeutic relationship,” “evidenced based intervention plans,” “science-based interventions,” “application of research in decision-making,” “modifying evidenced-based approaches,” and “evaluating and attempting interventions” are integrated into the following training/experiential activities:</p> <ol style="list-style-type: none"> COUN 583 (doctoral practicum) Relevant assistantships Preparation for the Observed Structured Clinical Exam. 		
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td> <p>How outcomes are measured:</p> <ol style="list-style-type: none"> Successful completion of COUN 583 (doctoral practicum). Supervisor’s Practicum Evaluation of intervention skills. <ol style="list-style-type: none"> Relevant assistantships—feedback on Annual Evaluation—Intervention Elements. OSCE Exam Rating Form. </td> <td> <p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Final Grade COUN 583 (See Syllabus). Supervisor’s Practicum Evaluation form, intervention skills component (Appendix R). <ol style="list-style-type: none"> Annual Evaluation form, interventions skill component. (Appendix N). OSCE Exam (Appendix O). </td> </tr> </table>	<p>How outcomes are measured:</p> <ol style="list-style-type: none"> Successful completion of COUN 583 (doctoral practicum). Supervisor’s Practicum Evaluation of intervention skills. <ol style="list-style-type: none"> Relevant assistantships—feedback on Annual Evaluation—Intervention Elements. OSCE Exam Rating Form. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Final Grade COUN 583 (See Syllabus). Supervisor’s Practicum Evaluation form, intervention skills component (Appendix R). <ol style="list-style-type: none"> Annual Evaluation form, interventions skill component. (Appendix N). OSCE Exam (Appendix O).
<p>How outcomes are measured:</p> <ol style="list-style-type: none"> Successful completion of COUN 583 (doctoral practicum). Supervisor’s Practicum Evaluation of intervention skills. <ol style="list-style-type: none"> Relevant assistantships—feedback on Annual Evaluation—Intervention Elements. OSCE Exam Rating Form. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Final Grade COUN 583 (See Syllabus). Supervisor’s Practicum Evaluation form, intervention skills component (Appendix R). <ol style="list-style-type: none"> Annual Evaluation form, interventions skill component. (Appendix N). OSCE Exam (Appendix O). 		
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ol style="list-style-type: none"> Grade of Satisfactory Progress (SP) in COUN 583 (doctoral practicum) Supervisor’s evaluation indicates elements of interventions skills are “ready for pre-doctoral internship” (rating of 3 or higher). <ol style="list-style-type: none"> Annual Evaluation indicates interventions skills are “ready for pre-doctoral internship” (rating of 3 or higher). Ratings of “marginally met” or higher on final OSCE Exam attempt. 		
Competency:	<i>(viii) Supervision</i>		
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> Demonstrate knowledge of supervision models and practices. 		
Program-defined elements	<ul style="list-style-type: none"> Demonstrate application of supervision model. 		

associated with this competency			
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>The elements of “Knowledge of supervision models and practices” and “ability to provide supervision” are integrated into the following training/experiential activities:</p> <ol style="list-style-type: none"> COUN 560 (Supervision and Consultation) COUN 586 (Practicum in Supervision 586) Relevant assistantships Prepare for Comprehensive exams—Supervision Question 		
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td> <ol style="list-style-type: none"> Satisfactory completion of COUN 560 (Supervision and Consultation) Supervision Assignment. Satisfactory completion of COUN 586 (Supervision Practicum). As relevant, Annual Evaluation—supervision element. Comprehensive Exams—Supervision Question. </td> <td> <p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Supervision Assignment Grade in COUN 560 (See Syllabus and COUN 560 MLA Course Assignment Confirmation Form, Appendix T) Final Grade in COUN 586 (See Syllabus). Annual Evaluation—Supervision Element (See Appendix N). Evaluation of Comprehensive Exams Supervision Question (Block B, See Handbook p. 38) </td> </tr> </table>	<ol style="list-style-type: none"> Satisfactory completion of COUN 560 (Supervision and Consultation) Supervision Assignment. Satisfactory completion of COUN 586 (Supervision Practicum). As relevant, Annual Evaluation—supervision element. Comprehensive Exams—Supervision Question. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Supervision Assignment Grade in COUN 560 (See Syllabus and COUN 560 MLA Course Assignment Confirmation Form, Appendix T) Final Grade in COUN 586 (See Syllabus). Annual Evaluation—Supervision Element (See Appendix N). Evaluation of Comprehensive Exams Supervision Question (Block B, See Handbook p. 38)
<ol style="list-style-type: none"> Satisfactory completion of COUN 560 (Supervision and Consultation) Supervision Assignment. Satisfactory completion of COUN 586 (Supervision Practicum). As relevant, Annual Evaluation—supervision element. Comprehensive Exams—Supervision Question. 	<p>Evaluation tool and self-study location:</p> <ol style="list-style-type: none"> Supervision Assignment Grade in COUN 560 (See Syllabus and COUN 560 MLA Course Assignment Confirmation Form, Appendix T) Final Grade in COUN 586 (See Syllabus). Annual Evaluation—Supervision Element (See Appendix N). Evaluation of Comprehensive Exams Supervision Question (Block B, See Handbook p. 38) 		
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ol style="list-style-type: none"> Grade of “B” or higher in COUN 560 (Supervision and Consultation) supervision assignment. Grade of “S” (Satisfactory) or higher for COUN 586 (supervision practicum) Annual Evaluation indicates elements of supervision skills are “ready for pre-doctoral internship” (rating of 3 or higher). Passing Comprehensive Exams Supervision Question. 		
Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>		
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> Demonstrate knowledge and respect for the roles and perspectives of other professions. Demonstrates knowledge of consultation models and practices. 		
Program-defined elements associated with this competency (if applicable)			

<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>The elements of “knowledge of consultation roles and perspectives” and “knowledge of consultation models and practices” are integrated into the following training activities:</p> <ul style="list-style-type: none"> a. COUN 560 (Supervision and Consultation) b. As relevant, feedback on supervisors’ evaluations regarding consultation and interprofessional/interdisciplinary skills c. Comprehensive exam Preparation – Consultation Question 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<ul style="list-style-type: none"> a. Satisfactory completion of COUN 560 (Supervision and Consultation) Consultation Assignment. b. As relevant, Annual Evaluations regarding consultation and interprofessional/interdisciplinary skills c. Comprehensive exams—Consultation Question 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> a. Final grade on COUN 560 Consultation Assignment (See syllabus and COUN 560 MLA Course Assignment Confirmation Form, Appendix T). b. As relevant, Annual evaluation form—Consultation and interprofessional/interdisciplinary skills Section (See Appendix N). c. Comprehensive Exams—Consultation Question (See Handbook, p. 38).
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> a. A “B” or higher in COUN 560 (Supervision and Consultation Course) Consultation Assignment. b. As relevant, feedback on Annual Evaluation regarding consultation indicates elements of consultation and interprofessional/interdisciplinary skills are “ready for pre-doctoral internship” at least one semester prior to applying for pre-doctoral internship. c. Pass Comprehensive exams—Consultation Question 	

Table 2: Specialization Area

In addition to the competencies identified above in Table 1, each student must complete one specialization area identified below.

Specialization Area (Select one)	Assessment Activity	Evidence	Due
Leadership	a. Serve as a national student leader in Counseling Psychology or related area/organization	a. Letter confirming appointment b. Evidence of successful completion of duties	a. Prior to dissertation defense b. Prior to dissertation defense
Consultation	a. Complete a significant consultation activity with an organization b. Complete the Supervision and Consultation course (COUN 560)	a. Letter confirming consultation was completed successfully from an official representative of the organization b. Grade of “B” or higher	a. Prior to dissertation defense b. End of course
Grant Writing	a. Serve as a key author on a research or professional grant (<i>not</i> a travel grant) submitted to an external agency; the grant must include a proposal and a budget Note: Dissertation grants may be acceptable, with the advance approval of your advisor and the Co-Directors of Training	a1. Letter of receipt from granting agency a2. Letter from your advisor confirming that the proposal was of acceptable quality for submission	a1. Prior to dissertation defense a2. Prior to dissertation defense

<p>Child and Adolescent Counseling</p>	<p>a. Successfully complete the Child and Adolescent Counseling course (COUN 534)</p> <p>b. Provide supervised child and adolescent therapy and other modalities in the Northern Prairie Community Clinic for a minimum of 2 semesters;</p> <p>c. Successfully defend a dissertation with a topic related to children and/or adolescents</p>		<p>a. End of course (first year of program)</p> <p>b. Prior to going out on internship</p> <p>c. Upon completion of the dissertation defense</p>
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Drafted 12/31/2016 by Kara Wettersten and Ashley Hutchison; updated 08/15/2018 by Rhea Owens and Kara Wettersten

IV. Training Model

Key characteristics of the training model include the following:

- The program faculty members work closely with students, in a mentoring role, as they undertake *at least* **three sequential, cumulative, full-time years of coursework** and practical experience in residence, addressing both practice and science, in preparation for the doctoral capstones of the *dissertation* and a *yearlong internship*. Close contact and favorably small faculty to student ratios allow for ongoing, mutual feedback and evaluation; students are aware of their progress and requirements, with opportunities to contribute to improving the training experiences for themselves and other students. Across the areas of research, clinical practice, and supervision, students move through a series of educational experiences that become increasingly complex, and simultaneously move from closely supervised to increasingly independent work, as they develop from novice to new professional colleagues.
- Through early coursework and faculty **mentoring**, students are expected to develop competencies and gain experience in the science of Counseling Psychology, incorporating methodological, measurement, critical thinking, and data analytic skills. At each opportunity in their development, efforts are made to link science and practice by emphasizing a critical, thoughtful, and reasoned approach to both practice and research issues, bridged by theory.
- Counseling Psychology students must become very familiar and comfortable working with the process of individual **self-disclosure and introspection**. Therefore, it is an essential training component of the program to provide assignments and classroom experiences that call for students to self-disclose and personally introspect about life experiences to an extent not expected in other academic disciplines. This expectation is clearly expressed in the context of the APA Ethics Code, 7.04.
- Because Counseling Psychologists often work with individuals who have been marginalized in one way or another, it is imperative that those who aspire to the Ph.D. in Counseling Psychology hold **respect and appreciation of individual and group differences** to be among their most central values. Appreciation of values different from your own and the valuing of diversity in general, is expected of all students who are accepted into the program. (See details on the Counseling Psychology Model Training Program Values Statement addressing Diversity, Appendix B)
- **Professional development and leadership**, through affiliation with organizations, attendance at conferences, and submission of research for presentation and publication, is encouraged and supported. With such values, mentoring and modeling on the part of faculty are possible means to facilitate students' appreciation and practice of effective approaches to their present and future roles—whether focused upon counseling/psychotherapy, research, teaching, consultation, and/or other professional activities.
- Educational experiences in the program, both formal and informal, are designed to promote **professional decision-making, affective awareness, and relational skills** across a variety of cultures and contexts.

A. Collegial, Supportive, Inclusive, and Just Learning Environments

Faculty and students in the doctoral Counseling Psychology program are expected to treat one another with *professionalism and collegiality*. Our ideal view of student relationships with other

students is premised on the idea of supporting one another towards success rather than competitiveness, and in creating an inclusive and just environment. Likewise, both faculty and students give and receive feedback with the goal of making the program and learning environment the best it can be. We firmly believe that healthy relationships within the department foster a productive learning environment. When conflict arises, students are expected to address these conflicts directly and professionally with the involved parties (both students and faculty). Various channels are available to students to address conflict and specific channels are available to channel conflict related to academic concerns or programmatic concerns. A description of the informal and formal grievance processes can be found in the section labeled “VII. Student Grievance Procedures and Policies.”

B. Self-disclosure

The practice of clinical services requires significant self-disclosure and personal introspection for the person receiving clinical services. Counseling Psychology students must become very familiar and comfortable working with the process of individual self-disclosure and introspection. Therefore, it is an essential training component of the graduate programs in Counseling Psychology and Community Services to provide assignments and classroom experiences that call for our students (i.e., counselors and psychologists in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such, the program faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

Here is what APA says about the ethics of requiring self-disclosure in an academic program:

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others (APA, 2017, 7.04).

Please note that disclosing personal information is a requirement of our training model.

C. Diversity, Inclusion, and Social Justice Training Values

The Counseling Psychology doctoral program at UND firmly holds as a key value the importance of inclusiveness and diversity in training, in practice, in research and in all our professional roles. Because Counseling Psychologists often work with individuals who have been marginalized, it is imperative that those who aspire to the Ph.D. in Counseling Psychology maintain respect and appreciation of differences of others to be among their most central values. Respect for values different from your own, and the valuing of diversity in general, is expected of all students who are accepted into the program. To that end, our program endorses the values put forth in the Counseling Psychology Model Training Values Statement Addressing Diversity (DVTS), developed jointly by the Council of Counseling Psychology Training Programs (CCPTP), the Society of Counseling Psychology (SCP), and the Association of Counseling Center Training Agencies (ACCTA). The DVTS is provided in full in Appendix B. All

applicants offered admission will be expected to read the DVTS and acknowledge these diversity awareness expectations at the time an offer of admission is made.

D. Advising

Understanding the advising process is an important part of engaging with faculty during training.

- Upon entry to the program, students will be assigned to a Counseling Psychology faculty member to serve as their temporary advisor. During the first semester of enrollment, the student and advisor should work together to decide whether the advisor will continue as the Dissertation Committee Chair (aka Chair; see below under Dissertation).
 - If students discover that another faculty member would be a better fit as their Chair, the student can mutually arrange to change advisors **after close consultation with their current advisor and the Co-Directors of Training**.
- Subsequently, at a point no later than the end of the second regular semester, the student will select the remainder of their dissertation committee which will include: (a) a second member of the committee who is affiliated with the Counseling Psychology program; (b) a third member of the committee, who is a faculty member in the College of Education and Human Development who can offer expertise in either the topic or the methodology; and (c) a fourth member who is someone from outside the College of Education and Human Development (i.e., “member-at-large”). This “member-at-large” must be another member of the UND faculty as they monitor the dissertation process to ensure adherence to UND policies and procedures, particularly related to student due process rights. In rare occasions, an approved member from outside UND who can offer *unique* expertise (e.g., expertise not represented in the program, college or university faculty) in terms of content and/or methodology may act as a third member.
- These four faculty members serve as the administering committee for the student's program and the review committee for the comprehensive examinations and dissertation.

E. Program of Study

The components of training are formally articulated in the Program of Study, which serves as a contract for completion of the degree between the Graduate School and the student. The student, working with their Chair, prepares a Program of Study, specifying coursework (both transfer and in-residence credits) and other program requirements to be completed.

- The Program of Study, which requires signatures of all dissertation committee members, should be filed with and approved by the Graduate School by April 15th of the first year.
- For transfer courses, students are responsible for submitting all CPCS course transfer requests to the designated faculty member (typically the instructor of the course in questions) and the Training Director. For all Discipline Specific Knowledge and statistics or qualitative courses, students will submit their requests to the Training Director prior to the approval of the Program of Study.
- The dissertation committee reviews and approves the Program of Study.
- The student can amend the Program of Study, subject to approval by the dissertation Chair and the Graduate School.
- **It is important to note that tuition waivers are linked to the Program of Study.** Only those credits recorded on the Program of Study are eligible to be covered by a tuition waiver. Tuition waivers cannot be used for courses that are not part of the student’s approved program of study. **Please see the CEHD Tuition Waiver Policy for more details** at https://education.und.edu/research/_files/docs/cehd-tuition-waiver-policy.pdf.

V. Degree Requirements

Requirements for the Ph.D. in Counseling Psychology incorporate those of both the program and the UND Graduate School. Details of the latter are provided in the **UND Catalog**. Requirements for the doctoral program include (each detailed below):

- A. Coursework in Counseling Psychology;
- B. Coursework in Public Health or Interprofessional Health Care;
- C. Coursework in Discipline Specific Knowledge;
- D. Coursework in Research Foundations;
- E. Coursework/experiences to fulfill two Scholarly Tools;
- F. Specialization Area;
- G. Research Mentorship Sequence;
- H. Teaching Experience;
- I. Social Justice Project;
- J. Professional Benchmark;
- K. Accumulation of Supervised Experience in Practice Settings;
- L. Behavioral Healthcare Rotation;
- M. Observed Structured Clinical Examination (OSCE);
- N. Successful Completion of Comprehensive Examinations;
- O. Successful Defense of the Dissertation; and
- P. Internship.

The program requires a minimum of three years of full-time study in residence at UND, plus a yearlong **APA-accredited** psychology internship. Direct-admit (DA) students will need to be on campus 5 years in order to complete all required coursework and competency-based experiences (e.g., research and clinical practice). DA students should work with their advisor in their first semester, to determine whether a 5- or 6-year program of study is best for them. Students who receive their MA in Counseling from UND may apply one year of full-time MA study toward the Ph.D. residency requirement. Full-time status is defined as 9 credits for graduate students during the Fall, Spring, and Summer semesters. If a student has an assistantship, they receive 3 “placeholder” credits on their registration, so they only need to register for 6 credits to reach full-time status. This applies to ¼- and ½-time assistantships.

Overall, students need to maintain a minimum overall GPA of 3.0. Additionally, students must attain a “B” or above or a grade of Satisfactory in courses that are designated as meeting a MLA requirement (i.e., courses that align with the PWCs and DSKs; see Table 1). Note: If students obtained a “-” as a grade for a requested transfer class, that course will be considered a “B,” meeting the MLA requirement at UND. UND does not use +/- distinctions in grading. If you receive below a “B” or Unsatisfactory in MLA-designated courses (see Table 1) students must re-take the course, in accordance with APA’s Standards of Accreditation.

Additionally, students must successfully complete the competency requirements outlined in Table 1.

Any student admitted with provisional status (see current edition of the UND Academic Catalogue) must have completed prerequisite course work by the end of their first year (i.e., end of first academic year registered). Their advisor and the Ph.D. Training Director must sign off on these requirements for the student to continue in the program

A. Coursework in Counseling Psychology

The following courses (or approved equivalents) in Counseling Psychology are required, and constitute the professional specialty, reflecting those aspects of theory, practice, and research that identify Counseling Psychology as a unique discipline. Equivalent courses previously completed during Master's degree work are judged against these for transfer credit. Students must have received a grade of "B" or higher for courses to count for transfer credit, as documented on their transcripts. If a student obtained a "-" as a grade for a requested transfer class, that course will be considered a "B," at UND. UND does not use +/- distinctions in grading. If you receive below a "B," you must re-take the course. Students will submit their transfer course syllabi to current instructors and the Training Director of requested waived classes in CPCS. Students will submit their transfer course syllabi to the Training Director for Educational Foundations and Research (EFR) and Psychology courses. The instructor and/or Training Director will evaluate the quality of the requested transfer against current course standards, and determine whether the transfer course is of equivalent quality as the requested waived course. Consultation with EFR and Psychology programs will be sought if necessary.

Courses designated with (*) are doctoral level courses, are to be taken in residence, and *generally* cannot be counted through transfer credit. A **minimum of 98 semester hours**, beyond the baccalaureate degree, is required for the Ph.D.; this includes the Master's degree and applicable coursework from that degree program. Courses with an (±) are traditionally part of a Master's in Counseling Program and may be transferred in depending on previous course content and grades. Courses with an (¥) are requirements for Direct Admit students only. *Direct Admit students will earn a 48-credit hour Master's degree in Counseling along the way to the Ph.D. Courses in the Master's degree are denoted by (⊗).*

Clinical courses that are traditionally completed in a Master's program (e.g., practicum and internship) will not be formally transferred in. The Training Director will determine whether Post-Master's students met the equivalent of this clinical training sequence.

All students must either enroll in or receive transfer approval of the following courses *during their first year of the program*: Multicultural Counseling (Fall); Theories of Counseling, Personality, and Development (Fall); Methods of Counseling (Fall); Child and Adolescent Counseling (Fall); Couples and Family Counseling (Spring); Group Theory and Process (Summer); and Research Methods (Summer).

<u>Number</u>	<u>Title</u>	<u>Credits</u>
Theory Core		
COUN 517	Psychological Testing±⊗	3
COUN 518	Group Theory and Process±⊗	3
COUN 530	Theories of Counseling, Personality, and Development±⊗	3
COUN 532	Multicultural Counseling±⊗	3
COUN 535	Child, Family and Couples Counseling±⊗	3
Career Core		
COUN 519	Career Counseling±⊗	3
*COUN 540	Advanced Vocational Psychology	3

Intervention Core

COUN 510	Counseling Methods±⊗	3
COUN 560	Supervision and Consultation	3
COUN 580	Counseling Practicum±⊗	4
COUN 584	Community Counseling Internship OR COUN 582 Child and Adolescent Counseling Internship (2 semesters at 6 credits each) ±⊗	12
*COUN 583	Doctoral Practicum (3 semesters at 2 credits each) (Assuming at least 2 semesters of clinical practice was completed in the student's Master's program)	6-12
*COUN 586	Practicum in Supervision (2 semesters at 1 credit each)	2

Assessment Core

COUN 520	Diagnostic & Prevention Strategies in Counseling±⊗	3
COUN 568	Adult Cognitive and Personality Assessment	3
COUN 569	Child and Adolescent Cognitive and Personality Assessment	3
*UNIV 994	Professional Internship (at APA-Approved Site)	3

Professional Core

*COUN 501	Ethics and Professional Issues in Counseling Psychology⊗	3
COUN 505	History of Psychology	3
*COUN 552	Counseling Psychology Professional Seminar I	1
*COUN 553	Counseling Psychology Professional Seminar II	1
*COUN 554	Preparation for the Pre-doctoral Internship	1

Recommended Electives

In addition to the above required coursework, the following are topics and areas that the program believes to be particularly useful in rounding out your educational experience.

Number	Title	Credits
COUN 529	Dynamics of Addiction	3
COUN 562	Consultation Lab	1
COUN 565 A	Integrated Health Care	1
COUN 565 B	Behavioral Health in a Rural Context	1

B. Coursework in Public Health or Interprofessional Health Care

All Ph.D. students will complete one course in public health or interprofessional health care, consistent with our program's mission to prepare students to function effectively in integrated health care teams. (See the Behavioral Healthcare Rotation section below for more details.) One of the following is required:

Number	Title	Credits
MPH 504	Leading and Managing Public Health Systems	3
MPH 510	Health Care Delivery Systems	3
MPH 541	Social and Behavioral Sciences in Public Health	3
COUN 565C	Interprofessional Health Care	1

C. Coursework in Discipline Specific Knowledge

Competency in Discipline Specific Knowledge is accomplished through the following required coursework (or approved equivalents):

Number	Title	Credits
Biological Bases:		
PSYC 537	Physiology of Behavior and Psychophysiological Measurement	3
Cognitive Bases:		
EFR 501 (Psychological Foundations of Ed)		3
Affective Bases:		
EFR 501 (Psychological Foundations of Education)		3
Social Bases:		
PSYC 560	Advanced Social Psychology	3
Developmental Bases:		
PSYC 551	Advanced Developmental Psychology	3

D. Coursework in Research Foundations

The following are the program's required research-related courses:

Number	Title	Credits
COUN 515	Research Methods OR EFR 509 Introduction to Educational Research	3
*COUN 551	Research Issues in Counseling Psychology	3
*EFR 512	Survey and Test Design OR COUN 555 Advanced Psychometrics	3
COUN 995/997/998	Scholarly Project or Independent Study or Thesis	2-4
COUN 999	Dissertation	12

Choose from one of the following set of courses:

PSYC 541	Advanced Univariate Statistics	3
PSYC 542	Multivariate Statistics for Psychology OR EFR 518 Multivariate Analysis	3
OR		
EFR 515	Statistics I	3
EFR 516	Statistics II	3
EFR 518	Multivariate Analysis OR EFR 523 Structural Equation Modeling	3
OR		
PSYC 541	Advanced Univariate Statistics	3
EFR 510	Qualitative Research Methods	3
EFR 520	Advanced Qualitative OR EFR 522 Mixed Methods Research	3

E. Coursework to Fulfill Two Scholarly Tools

The Graduate School requires that doctoral students demonstrate, within their program, competency in two scholarly tools (*two courses each*) reflecting preparation for consuming and conducting research in the discipline. **These must be completed prior to the Comprehensive Oral Examinations.** Required courses in the Counseling Psychology program may also fulfill scholarly tool requirements. For the Counseling Psychology program, required scholarly tools are: (a) Research Methods and Statistics, and (b) Assessment and Diagnosis. In the course listing below, those courses marked with an (*) are also required or an option for required courses for

the Counseling Psychology program. Scholarly tools represent the scientific aspect of our program, emphasizing the empirical methods of inquiry that complement practitioner experiences and skills. Courses that will satisfy scholarly tool requirements are:

Research Methods/Statistics: Any two of the following or approved equivalents:

Number	Title	Credits
*COUN 551	Research Issues in Counseling Psychology	3
*PSYC 541	Advanced Univariate Statistics	3
*PSYC 542	Multivariate Statistics for Psychology OR EFR 518 Multivariate Statistics	3
*EFR 510	Qualitative Research Methods	3
*EFR 515	Statistics I	3
*EFR 516	Statistics II	3
*EFR 520	Advanced Qualitative Research Methods	3
*EFR 522	Mixed Methods Research	3
*EFR 523	Structural Equation Modeling	3
COUN 995	Scholarly Project (2 cr.) OR COUN 997 Independent Study (2 cr.) OR COUN 998 Thesis (4 cr.)	

Assessment/Diagnosis: Any two of the following or approved equivalents:

Number	Title	Credits
*COUN 517	Psychological Testing	3
*COUN 520	Diagnostic and Prevention Strategies in Counseling	3
*COUN 568	Adult Cognitive and Personality Assessment	3
*COUN 569	Child and Adolescent Cognitive and Personality Assessment	3

F. Specialization Area

Students will complete one of four specialization areas as part of their program. The specialization options include: Leadership, Consultation, Grant Writing, and Child and Adolescent Counseling. The requirements and due dates for components of these specializations can be found in Table 2 starting on page 19.

G. Research Mentorship Sequence

The expectation is for doctoral students to be on their advisor’s research team for at least 3 academic years.

During their first year, it is expected that students are members of their temporary academic advisor’s research team and can commit to one additional research team/project with another faculty member. At any time, students can observe another faculty research team to determine if they are interested in joining that team at a future time. Only with the permission of their temporary advisor can students join a third research team. To do so, students must demonstrate that they are progressing appropriately in their academic and clinical work as well as meeting all commitments associated with their other research teams.

By March 1st in the first year, students need to state their preference of a permanent academic advisor. We encourage people to solidify their permanent academic advisor/dissertation chair as early as possible.

During their second year, students will join or continue on their permanent academic advisor's research team. However, they will continue on research projects that they have committed to during their first year unless negotiated with the supervising research faculty. Students can only be on two research teams in total. Only with the permission of their permanent advisor can students join a third research team. To do so, students must demonstrate that they are progressing appropriately in their academic and clinical work as well as meeting all commitments associated with their other research teams.

During their third year, students are expected to continue their research teams and projects from their second year. They also are expected to assume a leadership role within their academic advisor's research team. The level of leadership will be negotiated with the advisor.

If students are on campus beyond the third year, research team participation should be negotiated with their academic advisors.

It is important to note that each faculty member will have an individualized agreement with members of their research teams delineating expectations and anticipated timelines of research projects.

Direct Admit students in their first two years (during the MA portion of their program) will complete one of three options: (a) a scholarly project (COUN 995; 2 cr.); (b) an independent study (COUN 997; 2 cr.); or (c) a thesis (COUN 998; 2 cr.). The students will discuss the three options with their advisor and with their advisor make a decision about which option they will pursue in their first semester in the program. The scholarly project can involve a group research project, a group or individual literature review, or a group or individual research proposal. The independent study and thesis will be an individual research project. Students must follow the guidelines provided by the Graduate School related a thesis proposal and defense.

All doctoral students must have at least one regional, national, or international conference presentation prior to going out on internship, as well as at least one manuscript submission to a peer-reviewed journal prior to submitting their final report on their dissertation. Students must be a key author (i.e., a person who contributes significantly to the conceptualization of the project, data analysis, or writing) for both the conference presentation and manuscript submission.

H. Teaching Experience

Prior to going out on internship, students will complete at least one teaching experience through one of the following options: (a) successfully completing a Graduate Teaching Assistantship as the instructor of record (as evidenced by feedback on SELFIs and the annual evaluation); (b) a Graduate Teaching Assistantship where they assist a professor (as evidenced by the annual evaluation); (c) co-teaching activities (as evidenced by the annual evaluation); or (d) a guest lecture (as evidenced by the annual evaluation). Students may also acquire additional teaching feedback through surveys, teaching evaluations, and teaching observations.

I. Social Justice Project

Prior to going out on internship, students will conduct a social justice project that must be approved by the student's advisor prior to commencement. The social justice project must involve some sort of prevention or intervention activity geared towards facilitating advocacy for marginalized, disadvantaged, or underrepresented groups. This project can be an independent project or group project as long as all students' advisors have approved the project and each student has demonstrated significant contribution. Upon completion of the project, the student's advisor will email the designated administrative staff the name of the project and verify it is complete.

J. Professional Benchmark

As outlined in Table 1, the program relies on assessment of competencies that cut across multiple activities and requirements to determine overall program success. These competencies are listed in Table 1.

Overview: The purpose of the Professional Benchmark is to assess students for fundamental competencies that are needed to progress past the first year in the program, and in particular to demonstrate readiness for Practicum and/or Master's Internship. The Professional Benchmark will consist of two parts, a narrative paper completed as part of the Professional Seminar I course and an in-person discussion with the student's advisor during the Spring semester.

The Professional Benchmarks will occur during the Fall and Spring semesters of the students' first year. In order to be prepared for this assessment, students need to have taken or be enrolled in Counseling Psychology Professional Seminar I (COUN 552), Ethics and Professional Issues in Counseling Psychology (COUN 501), Methods of Counseling (COUN 510), Theories of Counseling, Personality, and Development (COUN 530), Multicultural Counseling (COUN 532), and Child and Adolescent Counseling (COUN 534).

Narrative: Students will compose a self-assessment document based on their understanding of each of the competencies listed below. Narratives should flow as an integrated synthesis of each student's understanding of their professional development to this point, including strengths, weaknesses, and plans for growth in each of the competency domains, and should use examples from their first year in the program. Narratives must be supported with relevant professional literature (at least 12 primary sources) and clearly written in APA style. The paper has a 10-page limit, exclusive of references. The narrative is due the week after Thanksgiving Break.

Meeting with Advisor: The student will meet with their advisor during the first part of the Spring semester to discuss the student's paper and the feedback from both the Professional Seminar I course instructor and their advisor. The student and advisor will also have a discussion involving benchmark strengths and weaknesses, the student's professional goals, and plans for achieving both their professional goals and competencies.

Evaluation: The paper will be read by the Professional Seminar I course instructor and the advisor, who will both provide feedback to the student. Based on the paper and the in-person meeting with the student's advisor, the advisor will give feedback to the student on their overall performance. The feedback can fall into one of three categories: (a) the student has addressed the area well and has an appropriate plan, (b) the area needs additional attention, or (c) the area requires remediation (i.e., the student has not met the threshold for progressing in the program and needs considerable remediation to meet basic competencies before continuation in the

program). If an area is in need of remediation, the advisor and training director(s), in conjunction with the student, will determine if the student is allowed to move forward to clinical practice and a professional development plan and/or remediation plan will be created. Feedback to the student will be documented on the Professional Benchmark Summary Feedback Form, and the chart in this form will serve as a “map” for the students’ continuing professional growth and development.

Competencies to be Assessed at "Readiness for Practicum" Levels

- I. *Professionalism*: Integrity, Department, Accountability, Concern for Welfare of Others, Professional Identity
- II. *Reflective Practice/Self-Assessment/Self-Care*
- III. *Relationships*: Interpersonal Skills, Affective Skills, Expressive Skills
- IV. *Individual and Cultural Diversity*: Self, Others, and Interactions as shaped by ICD; Applications based on ICD (all aspects of professional work to this point)
- V. *Ethical-Legal Standards and Policy*: Knowledge of standards and guidelines, Awareness and application of ethical decision-making, Ethical attitudes and values evident in conduct
- VI. *Research-Evaluation*: Scientific-mindedness and critical thinking

*See competencies document at <https://www.apa.org/ed/graduate/competency.html>

K. Accumulation of Supervised Experience in Practice Settings

The practitioner aspect of the Ph.D. program in Counseling Psychology includes three semesters (for Post-Master’s) or five semesters (for Direct Admit) of supervised site-based practica, experiential courses (assessment, diagnosis, supervision, group methods, etc.), and the year-long pre-doctoral internship (see below). For Post-Master’s students, practicum begins in the second year of the Ph.D. program. Direct Admit students will begin with the Master’s-level practicum during their first year.

All students must complete a background check PRIOR to applying for practicum and seeing clients. Background check procedures will be initiated no later than orientation.

Additionally, although you are covered by UND liability insurance while enrolled in a field work or practicum course, **you are required to obtain the additional coverage**. Many of our students purchase The Trust insurance: <https://www.trustinsurance.com/Insurance-Programs/Student-Liability>

Practicum sites must provide students with the opportunity to work directly with clients, through psychotherapy, assessment, or other psychological interventions, as well as provide direct, observed supervision. In addition, students are expected to practice the skill of professional collaboration through interacting with other professionals at their site.

Practicum supervision is to be provided by **licensed psychologists** and may be supplemented by other qualified professionals, both at the external site and by the faculty course instructor. The sum of experiential training must yield an accumulation of **at least 800 hours**, of which at least **300 must consist of direct client contact** (both Direct Admit and Post-Master’s students). A **minimum of 1 hour of individual supervision by a psychologist licensed in the jurisdiction of practice is required for each week of clinical practicum**. Per the Standards of Accreditation, this supervisor must provide **direct observation** of the student’s work at each

practicum site (i.e., video, audio, or live supervision). Students are encouraged to engage in practitioner experiences which include exposure to cultural diversity. The required 800 hours may be composed of direct client contact (a minimum of 300 hours), supervision received, supervision given, assessment, consultation, and related practitioner activities. Most students complete far more than 800 hours, with experience in past years ranging from 1,100-2,000.

- **Experiential hours are to be documented and filed in student files at the end of each semester using an APPIC Compatible tracking system.** One option is Time2Track, which needs to be purchased at the student's own expense. This record of hours also should include both provision of supervision to other trainees and supervision received during GTA assignments.
- It is critical that students develop the habit of tracking all relevant hours on a weekly basis, as trying to recall hours at the end of the semester is extremely difficult.
- In order to understand how hours should be identified, students are strongly encouraged to become familiar with the Application for the Predoctoral Psychology Internship (APPI), which can be found at www.appic.org, and also consult with peers.

Students complete practicum at a variety of sites, such as: UND University Counseling Center, NDSU Counseling Center, Agassiz Associates, Community Violence Intervention Center (CVIC), Grafton Public Schools, the Village Family Service Center, Fargo VA, First Care Healthcare Center in Park River, Roger Maris Cancer Center, Sanford Dickerson, Southeast Human Service Center, Spectra Health Center, Turtle Mountain IHS, and others arranged for individual students. Generally, practicum experiences should occur only within the confines of a semester schedule.

- In some instances, clients must be seen during semester breaks. Arrangements for this must be made in advance with both the faculty in charge of practicum and with the site supervisor, as liability coverage can be limited during periods not covered by completion of academic credit. **If you are in doctoral practicum, make sure you receive a grade of Satisfactory Progress (SP) in order to see clients over semester breaks.**
- If you continue seeing clients at a site during a semester break your grade must be recorded as Satisfactory Progress (SP) for that course until the break is over and the new semester begins. At this time your grade will be changed to reflect the grade earned for the semester. It is important to be aware of how such situations can have implications for your financial aid situation.

Effective Fall 2014, the following policies for the completion of practicum are in place:

- Students should anticipate that some practicum sites require travel, up to two hours each way.
- The program will be responsible for supporting the placement of students for two years of doctoral practicum.
- Placement coordination will be designed to best match student training goals. However, the program reserves the right to place first-time practicum students prior to continuing practicum students, in order to ensure that all students meet their minimum requirements.
- Students who are seeking practicum placements for a third year or beyond will be allowed to continue in supervised training through continued enrollment in Advanced Doctoral Practicum. However, they are not guaranteed placement through

the program placement services and may need to find this additional experience independently. The placement coordinator will assist the students to ensure that all such placements meet program requirements for quality training if they are included in the supervised clinical experience.

L. Behavioral Healthcare Rotation

Because we are dedicated to the training of students in integrated health care, we encourage students to seek—the Behavioral Healthcare Rotation, especially those students who will be applying for BHWET-ND in the last year of the program.

Behavioral Healthcare Rotation (optional):

The purpose of the Behavioral Healthcare Rotation is to prepare Counseling Psychology trainees to address behavioral, emotional, and mental health needs in an integrated care setting and effectively work as part of an Integrated Health Care (IHC) team.

The options are as follows:

- 1) Enroll in a practicum-based course (e.g., COUN 583, COUN 580, COUN 590, etc.) for at least one credit.
 - Note. BHC rotations are often completed at the same time as another practicum experience. If this is the case, you only need to be enrolled in ONE practicum-based course for both experiences.
- 2) Complete 120 hours over 12 weeks at an integrated healthcare facility (e.g., Valley Community Health Center) as follows:
 - 96 hours on site (including any time spent consulting with the UND Faculty BHC coordinator)
 - 24 hours of independent readings or training
- 3) Watch a previously recorded Continuing Education Presentation on Behavioral Health in Primary Care by Drs. Jon UIVEN and Desiree Ziekle and write a brief two-page summary of your reactions and questions that arose as you watched the presentation. This should be completed by the second week of your BHC.

Suggested Book:

Hunter, C. L., Goodie, J. L., Oordt, M. S., & Dobmeyer, A. C. (2017). *Integrated behavioral health in primary care: Step-by-step guidance for assessment and intervention* (2nd ed.). American Psychological Association: Washington, D.C.

Available resources:

Weblink on information about federally qualified health centers

<https://www.ruralhealthinfo.org/topics/federally-qualified-health-centers#faqs>

Weblink to article on the biopsychosocial model

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1466742/>

Resources on Integrated Health Care/Behavioral Health Care

<https://www.thenationalcouncil.org/program/center-of-excellence/resources/>

<https://www.milbank.org/wp-content/uploads/2016/05/Evolving-Models-of-BHI-Exec-Sum.pdf>

<http://www.apa.org/health/psychologists-integrated-care.aspx>

Primary care psychology podcasts

<https://www.youtube.com/watch?v=LLWc6uTT9YI> (start at 3:00 mins in)

Behavioral health consultation basics (the introduction to a BHC client)

<https://www.youtube.com/watch?v=xmiXvRIRWFE&t=11s>

Core components of a primary care behavioral health consult

https://www.youtube.com/watch?v=kme_xLDuVEs (BHC case conceptualization)

<https://www.youtube.com/watch?v=e9QLRxQEwxo> (maintaining boundaries)

BHWET-ND Program (Optional)

The aim of BHWET-ND is to enhance and improve culturally competent interprofessional behavioral health training through high-impact experiential learning experiences with rural, underserved and vulnerable populations. This will contribute to the overall goal of this training partnership to increase the availability of behavioral health services in our medically underserved region. Through didactic, supervision, and experiential learning activities, this collaborative will support the formation of Core Competencies in Interprofessional Practice (IPEC, 2011) and Core Competencies in the Integrated Behavioral Health and Primary Care (SAMHSA-HRSA, 2014). Partnership with rural hospitals, primary care clinics, and schools will support rural cultural competence and improve services available to several underserved communities in the region.

The goals of BHWET-ND as related to the engagement of trainees include the following:

Goal 1: Enhance the Quality of Meaningful Behavioral Health Training Experiences

Objective 1.A: Prepare participating trainees to address behavioral, emotional, and mental health needs as part of Integrated Health Care (IHC) teams

Objective 1.B: Prepare participating trainees to work effectively with underserved rural patients

Goal 2: Ensure a culturally competent workforce

Objective 2.A: Prepare trainees to work with identified high need populations

Each year at least 4 Counseling Psychology Ph.D. student trainees and 3 Counseling MA student trainees with an Addictions emphasis will have the opportunity to spend their final clinical placements in integrated healthcare setting. For Ph.D. students, this means their last clinical practicum placement prior to their predoctoral internships. For MA students, this means their Master's level internship. After applying and being selected for this opportunity, BHWET-ND Counseling Psychology and Counseling Addiction trainees will be provided with meaningful financial support through stipends for at least the 9-month academic calendar.

To be eligible for the BHWET-ND, trainees must be a citizen of the United States, a non-citizen national of the United States, or a foreign national who possesses a visa permitting permanent

residence in the United States. Individuals on temporary or student visas are not eligible to participate. Trainees also must complete a sequence of didactic experiences, designed to establish their knowledge and understanding of interprofessional competency skills, prior to being placed in the Integrated Health Care practicum:

- Introduction to Integrated Health Care and Behavioral Health Consultation. This is a four-hour in-class training, augmented with a series of videotapes and current readings about Behavioral Health Consultation best practices. Two hours of the in-class training is focused on lecture and information about the roles and responsibilities of the Behavioral Health Consultation in a primary care setting. The remaining two hours focuses on practicing a “warm handoff” with a primary care provider and learning to write notes appropriate for a primary care chart. This course is currently part of the Counseling Psychology Ph.D. curriculum as it is integrated into COUN 552 Professional Seminar I.
- Students will complete COUN 565C: Interprofessional Health Care, a class cross-listed with Medicine, Nursing, Physical Therapy, Occupational Therapy, Social Work, Music Therapy, Counseling Psychology, and Communication Sciences & Disorders. This course covers the Core Competencies of Interprofessional Collaboration, using case situations and health care errors vignettes to highlight the interaction of multiple professional perspectives on patient issues.

Application information will be shared with Counseling Psychology and Counseling Addictions students at the end of the Fall semester. Examples of eligible placements are below (these will change with time):

Agency	Contact Person	Role	Designation
Northern Prairie Community Clinic (Integrated Clinic)	Melissa Quincer	Practicum Site Telepsychology Hub	Training Clinic
Valley Community Health Centers	Mara Jiran	Behavioral Health Consultation Placement Practicum Site	FQHC
FirstCare Hospital	Louise Dryburgh	Practicum Site	Critical Access Rural Hospital
Sanford Health	Justin Stromme	Behavioral Health Consultation Placement	Rural Primary Clinic
Fargo Veterans Administration	Jessica Gustin	Practicum Site	VA
Altru Cancer Center	Jacqueline Roberts	Practicum Site	Full Service Hospital/Clinic

M. Observed Structured Clinical Examination (OSCE)

As outlined in Table 1, the program relies on assessment of competencies that cut across multiple activities and requirements to determine overall program success. These competencies are listed in Table 1.

Doctoral students in Counseling Psychology take three semesters of doctoral practicum, where they are required to complete three formal case presentations. These formal case presentations must include either audio/video (in at least two of the three cases) or testing data (and/or audio/video) in the third case. The audio/video component will be at least fifteen minutes, and the write-up and presentation will follow guidelines described in class. Each formal presentation will be rated on the OSCE Evaluation Form (see Appendix O), which contains both general rating elements (i.e., professionalism, working alliance, considerations of contextual factors) and factors specific to that formal case presentation emphasis area. A formal case presentation will include (but not be limited to): (a) conceptualization from a evidenced-based theoretical orientation, (b) conceptualization of factors of identity and context (both client and therapist), (c) evidence of ongoing assessment, (d) a treatment plan, and (e) diagnostic considerations. Each of the three cases must cover the presenting concerns or key therapy elements—including specific references in the video/audio or assessment data:

1. A presenting concern or key therapy element related to integrated behavioral health care (must be the focus of the audio/video).
2. A presenting concern or key therapy element involving intersectionality, identity, or contextual considerations (must be the focus of the audio/video).
3. A presenting concern or key therapy element involving one of the following: a) an assessment, b) a vocational/educational concern, c) a child/adolescent case, or d) a couples case (must be the focus of the assessment data and/or audio/video).

The practicum instructor will rate each formal presentation, give specific feedback to the student, and share those results with the student’s advisor. The student is also encouraged to share the formal presentation and video with their advisor. The student has the right to request that another faculty (beyond the practicum instructor) give a formal evaluation of their clinical skills for any of these three formal evaluations, with that evaluation also becoming part of the formal record.

N. Successful Completion of Comprehensive Examinations

Students must be deemed eligible to take the Comprehensive Examination (comps) no later than the end of the Spring semester of the year preceding their application for Pre-doctoral Internship. Eligibility is determined by the Counseling Psychology doctoral faculty, and requires that students complete Part I of the Doctoral Comprehensive Examination Form and submit it to the co-Training Directors by **April 15th**, prior to the summer you plan to take comps (and the below requirements have been completed). In order to be eligible to take comps, students must have successfully proposed their dissertation (see Dissertation section of this handbook). They must also have completed their scholarly tools, which includes **TWO** courses in **each** of the following categories:

Research Methods/Statistics

COUN 551
PSYC 541
PSYC 542 **OR** EFR 518
EFR 510
EFR 515

Assessment/Diagnosis

COUN 517
COUN 520
COUN 568
COUN 569

EFR 516
EFR 520
EFR 522
EFR 523
PSYC 543
COUN 995 OR 997 OR 998

Comps is composed of two parts: a written examination and an oral examination.

Written comps, consists of questions in three areas (blocks), where one area is take-home and the other two are in-person. The major content of these questions includes: Block A – Research (inclusive of psychometrics); Block B – Vocational, Supervision, and Consultation Practice; Block C – Psychological Theories and Intervention. Within each question (both take-home and in-person) are issues related to research, ethics, multicultural, and social justice. **The take-home and in-person written examination will be administered in July or August. In-person written examination will be administered on a consecutive Thursday and Friday, unless extenuating circumstances arise.** Exams are scheduled in two 4-hour blocks on the Thursday and Friday selected. Upon the completion of the written examination, each written response will be evaluated by two CPCS faculty members once contract time has started again. This faculty team will have 2 weeks to evaluate the examination responses, with additional time if a third reader is required. A third reader is required if the original two faculty split their decision between pass and remediation or fail (i.e., scores of 0 and 2, 0 and 3, 1 and 2, and 1 and 3). If the student does not fail the written examination, they proceed to an oral examination. Non-CPCS dissertation committee members will be invited to review the written comps, but their participation is not required.

Oral comps begins by assessing students' assessment, diagnostic, conceptualization, and intervention planning skills. The faculty will provide students a client file containing an intake and psychological test results. Students will be asked questions to assess assessment, diagnostic, conceptualization, and intervention planning skills. The remainder of comps will be a broad comprehensive examination period, and can include questions related to the student's written answers and any program content. The oral exam will be conducted by three faculty, at least two of whom are CPCS faculty, including the student's advisor, except in unique circumstances. Non-CPCS dissertation committee members will be invited to review oral comps, but their participation is not required. The oral exam must be completed **no later than October 15th of any given year**. The oral comps is part of your Assessment MLA.

Students are encouraged to **begin preparing for comps well in advance** of their test date. Sharing reading lists and developing strategies for addressing weak areas in the curriculum are just a few of the ways in which students might begin to study for the exam. The faculty encourages students to develop comps study materials throughout each course, draw from readings of current literature, and challenge themselves at each level of training in order to be ready for this capstone experience.

Students will be allowed to bring an APA-format reference list (hard copy) to the exam, which will be inspected by the proctor before the exam. No additional notes can be included on the reference list. The exam will be completed on computers provided by the department, either in a computer lab or in small rooms.

Comprehensive Exam Content

Block A – Research (inclusive of psychometrics). This block rotates as on-campus or take home every other year with Block B. There are two questions for this block per year, including the following topics: psychometrics/scale evaluation, research methodology and design, and research-practice integration.

Block B – Vocational, Supervision, and Consultation Practice. This block rotates as on-campus or take home every other year with Block A. There are two questions for this block per year, including content related to vocational psychology, supervision, and consultation theory and application. The Supervision and Consultations Questions are completed separately, though vocational is integrated to one or both of the questions. You must pass both questions to complete your MLA in this area.

Block C – Psychological Theories and Intervention. This portion is always on-campus (never take home). There are two questions for this block per year.

1. Pick a total of TWO theories/approaches – each from a different list:

List A

Existential Therapy
Emotion-Focused Therapy
Interpersonal Therapy
Psychodynamic/Object Relations
Person Centered Therapy

List B

ACT
Cognitive Therapy
CBT
REBT

List C

Reality/Choice Therapy
Behavioral Therapy
Solution-Focused Therapy
Motivational Interviewing

In an integrated manner, compare and contrast the two theories/approaches you selected, covering the following issues:

- a. View of the source of the clients’ problems/distress.
- b. Discussion of what aspects of counseling helps clients improve (mechanisms of change).
- c. How common factors manifest in each approach.
- d. How you as a therapist would know if treatment were successful.
- e. Degree of research support for the effectiveness of the approaches.
- f. Multicultural strengths and limitations.

2. Faculty will select at least three foundational bases from the following: developmental, social, affective, cognitive, and biological. Students will be asked to discuss the role of the selected psychological bases within their theoretical orientation in an integrated fashion. Students will also ***cite basic science research*** throughout their answer that both critiques and provides support for their theoretical orientation in light of what is known about the psychological bases of behavior. You must pass this question to complete your MLA in this area.

Evaluation of the Comprehensive Exam

Related to written comps, students will receive one of three outcomes: (a) “pass” – go on to oral comps” (completed no later than October 15th of the given year), (b) neither pass nor fail; “insufficient,” – go on to oral comps, or (c) “fail” (must re-take the failed written exam questions

or blocks on the 1st Thursday and/or Friday in December of the given year or the following July or August during regularly scheduled written comps).

Students written comps responses are evaluated by two program faculty members. The students' responses are all blinded (i.e., does not include the students' names).

Faculty will rate each question on a scale of 0-3, with a 3 being considered "honors," a 2 being considered a "pass," a 1 being considered "insufficient," and a 0 being considered a "fail." If faculty members' ratings are divided between a designation of "pass," "insufficient," or "fail" (i.e., 0 and 2, 0 and 3, 0 and 1, 1 and 2, and 1 and 3), a third faculty member will review the students' response(s) and provide a third rating. All ratings will be considered in the overall mean score, described in greater detail below.

a. Full Pass:

To pass a written comps question, students must attain a mean faculty rating of at least "2." To pass a written comps block, students must pass both questions with a mean faculty rating of at least "2."

To pass the oral comps portion of comps, a majority vote of "pass" must be achieved by the faculty members on the student's oral comps committee.

Students must pass all three written comps blocks after written and oral exams combined to pass comprehensive exams (inclusive of addressing "insufficient" written comps answers).

b. Insufficient:

Written comps questions designated as "insufficient" include a mean faculty rating above "0.5" but below "2." Written comps questions designated as "insufficient" will have the opportunity to be addressed during oral comps. Students will be given feedback on insufficient responses from their advisor based upon the faculty's reviews. If students do not pass a written comps question in oral comps, students will sit for their 2nd official attempt at written comps on the 1st Thursday and Friday in December of the given year or the following year during regularly scheduled comps (in July or August). They will follow the same process and evaluation procedure as their first attempt.

In addition to addressing insufficient written comps answers during oral comps, the oral comps committee will also vote on the students' overall comps outcome, including all questions related to written comps (including those that were identified as insufficient during written comps), questions related to the clinical case, and any questions related to elements of their program and training. To pass comps overall, students must fully redress any written comps insufficiency and pass all questions posed during oral comps. Minor concerns identified during oral comps (including elements of written comps questions) may be addressed by a paper or follow up discussions or oral exams with the advisor or committee within a span of four weeks following oral comps. This will be determined by the oral comps committee.

c. Fail:

Written comps questions designated as a "fail" includes a faculty mean rating of "0-0.5," or if a student is found to have plagiarized or cheated in any way. If in any block a student attains a score of 0.5 or less on *both* questions, the *block* is considered "failed" and must be rewritten

prior to moving onto oral comps in that area/block. This is considered a full re-take of written comps in this block. Students can attempt written comps *blocks* up to 3 times.

A full re-take of the written comps question(s) or block(s) will be scheduled on the 1st Thursday and/or Friday in December of the given year or the following July or August during regularly scheduled written comps.

If the committee determines that the oral comps portion was significantly deficient, determined by a majority vote of the oral comps committee, the student will need to schedule an additional oral comps meeting with their committee; students will have three attempts to pass the oral comps portion.

Students must pass all three blocks of written comps and the oral comps portion to be considered passing comprehensive exams.

If any block of written comps is failed three times or the oral comps portion is failed three times, the student will be dismissed from the program with the option of obtaining the MA degree if they do not already have one.

O. Successful Defense of Dissertation

The dissertation establishes your competency as a scholar in Counseling Psychology. It is a critical threshold in your intellectual development and serves as the basis of the Doctor of Philosophy degree. As such, you will need to spend an extensive amount of both your time and your intellectual energy in developing and implementing your dissertation research. The program has established a model wherein you participate actively in research prior to developing your own dissertation project so that you can learn an effective sequence of research skills.

Steps in developing the dissertation:

- Explore your areas of interest, through literature review and conversations with peers and faculty, as soon as you begin your program.
- You can begin working on your proposal through research assignments in classes or through your advisor's research team.
- In close consultation with your Chair, you will develop a final draft of the proposal to submit to your committee at your dissertation proposal meeting. The content of the proposal will vary depending on the dissertation option you select (see options below), but will include at a minimum an introduction and methods section.
- The final dissertation can be one of three options:
 - Option 1: A 4 or 5 chapter dissertation, including the: introduction (Chapter 1), literature review (Chapter 2), methods (Chapter 3), results (Chapter 4), and discussion (Chapter 5) OR introduction/literature review (Chapter 1), methods (Chapter 2), results (Chapter 3), and discussion (Chapter 4).
 - Option 2: A manuscript-style dissertation (i.e., the dissertation will reflect the sections and style of a journal manuscript).
 - Option 3: A series of three articles/manuscripts that are published or submitted for publication. Each article must be approved by the dissertation Chair and dissertation committee.
- The dissertation committee will be comprised of four members: (a) your dissertation Chair; (b) a Counseling Psychology faculty member; (c) a third member who is a faculty

member in the College of Education and Human Development and can offer expertise in either the topic or the methodology; and (d) a fourth member who is someone from outside the College of Education and Human Development (i.e., “member-at-large”). This “member-at-large” must be another member of the UND faculty as they monitor the dissertation process to ensure adherence to UND policies and procedures, particularly related to student due process rights. In rare occasions, an approved member from outside UND who can offer *unique* expertise (e.g., expertise not represented in the program, college or university faculty) in terms of content and/or methodology may act as a third committee member.

- The proposal is presented to the committee at the proposal meeting. The proposal meeting consists of a presentation by the student (typically using PowerPoint or similar presentation media), questions by the committee, and discussion of points that need to be addressed in order to increase likelihood of a successful project. Proposal meetings typically last 1.5-2 hours; the student’s presentation (absent questions and discussion) typically lasts 30-45 minutes. The committee discusses the proposal in the absence of the student and makes a determination of whether or not the proposals passes. If the committee approves the proposal, the student must submit a complete “Outline for Dissertation” form to the Graduate School, which must be signed by all committee members.
- Be sure to plan ahead as you prepare you proposal. The committee members will need **at least two weeks** to read the proposal before the proposal meeting. Also, dissertation proposals must be approved by May 15th preceding the Fall semester in which you apply for internship. **Faculty members reserve the right to participate in no more than two proposal or defense meetings in a given week, so you should NOT wait until the last few weeks of the Spring semester to schedule your proposal or defense meetings.**
- Upon committee approval of the full proposal and approval by the Institutional Review Board (IRB) or other applicable regulatory board, the student may begin data collection. Once the data is collected and the analysis process is well under way, students should expect to complete **several revisions** of their work in collaboration with their advisor and Committee members. It is appropriate to expect 4-6 revisions from the advisor alone, each of which may take 1-3 weeks to complete. This means that students should have their **first full draft** of the dissertation ready **during at least the semester prior to that in which they hope to defend.**
- When the dissertation is nearing completion, the student must request **Preliminary Approval** of a draft of the **completed** dissertation, which includes committee member signatures on the “Preliminary Approval” form, to be filed with the Graduate School. Preliminary approval assures the student that no major changes will be required in the final copy of the dissertation. **The Preliminary Approval form must be filed at least two weeks before the scheduled defense date. Faculty require at least two weeks of time to read the final draft.** This means that **the final draft of the dissertation must be submitted to all faculty members at least one month prior to the scheduled defense date.** After this, the final examination (oral dissertation defense) is conducted by the student’s Faculty Advisory Committee.
- The exact structure of the Defense meeting should be decided in a discussion between the student and Dissertation Chair. However, a typical meeting includes the following:
 - Student prepares a PowerPoint presentation of approximately 45 minutes.
 - The first 5-10 minutes should address the student’s interest in the study, a brief review of the most relevant literature, and the study’s purpose.

- The bulk of the presentation should focus on the Methods, Results, and Discussion. Implications for future research, training/practice, and theory should all be addressed in the Discussion section.
- Including time for questions from the dissertation committee and discussion of the project, the entire defense meeting typically runs 1.5-2 hours; however, meetings are scheduled for 2 hours.

Dissertation proposals and/or defenses are **not** held during summer semester except with prior arrangement with the committee in very extenuating circumstances. **The program strongly encourages students to complete the dissertation, and its defense, prior to the beginning of their year-long internship.** Failure to do so often leads to a considerable delay in completing the dissertation either during or following internship.

P. Internship

The Internship is a 12-month full-time intensive training experience, which must be completed at an APA- or CPA-accredited pre-doctoral psychology internship site. APA-approved internship programs are listed annually in the APPIC Directory (APPIC stands for Association of Psychology Postdoctoral and Internship Centers) and APPIC website at <http://appic.org>.

Students are responsible for identifying sites of interest and initiating application procedures with those sites and should check the APPIC website early in their progress to become familiar with the requirements. The APPIC Internship application is available at www.appic.org.

The Doctoral Program Training Director and program faculty will assist with this process, including internship class meetings in the summer and other group meetings with the Training Director and those students applying, documenting progress, verifying eligibility for internship, and providing references. Students often work together and look at the application materials of colleagues for ideas. The core Counseling Psychology program faculty will consider requests for non-APA-accredited sites if a student is not matched on uniform notification day and must go to the Phase II of the Match and/or into Post-Match Vacancy. Even so, non-accredited sites must be listed in the APPIC Directory and receive Counseling Psychology Ph.D. program approval before students can apply for these sites.

Students in recent years have interned at university counseling centers, mental health agencies, VA medical centers, and other medical settings. A sampling of sites includes: **Counseling Centers** at the University of Oregon, University of Florida, University of South Florida, Illinois State University, Utah State University, University of Washington, University of Utah, University of Texas at Austin, University of Houston-Clear Lake, and University of Arkansas; **Mental Health Agencies** such as Burrell Behavioral Health, Springfield, MO, Nebraska Consortium in Professional Psychology; Southeast Human Service Center in Fargo, ND, Phoenix Psychology Internship Consortium, Phoenix, AZ, Astor Services for Children, Rhinebeck, NY, Clifford Beers Clinic in Hamden, CT, National Psychology Training Consortium in Columbia and Springfield, MO, and NE Oklahoma Psychology Internship program; **VA Medical Centers** in Tucson, AZ, Kansas City, MO, Salt Lake City, UT, Brockton, MA, Leavenworth, KS, Gainesville, FL, Black Hills, SD, Birmingham, AL, Milwaukee, WI, and Fargo, ND; and **other medical settings** such as University of Miami/Jackson Memorial Medical Center, University of Colorado Health Sciences Center, Denver, CO, University of Oklahoma Health Sciences Center-Department of Psychiatry and Behavioral Sciences, Fulton State Hospital in Fulton, MO, Larned

State Hospital in Larned, Kansas, Trenton Psychiatric Hospital in West Trenton, NJ, and Nationwide Children's Hospital in Columbus, OH.

As outlined in Table 1, the program relies on assessment of competencies that cut across multiple activities and requirements to determine overall program success. These competencies are listed in Table 1.

VI. Evaluation, Progress, and Continuation in the Program

Continuing, regular, and accountable monitoring of students' progress in the program is essential, both for the integrity of the training program and for the benefit of students as they work to attain competence in the discipline. Students must maintain at least a 3.00 GPA for all coursework taken at UND. In addition to evaluations provided in coursework and graded experiences, there are five components to evaluation of progress:

- The program faculty conducts annual reviews of progress for each student in the program, beginning in the first year and continuing until graduation. Input is sought from all relevant sources (including the student's CV), satisfactory progress is asserted through a vote of the faculty, and feedback given to the student, through the Annual Evaluation (Appendix N). If progress is unsatisfactory, details are provided to the student, along with recommendations to facilitate future satisfactory progress. If necessary, remediation plans may be developed. Feedback is provided to all students.
- Comprehensive Examinations serve as formal means of evaluating academic competency.
- The Dissertation is a formal evaluation of the student's scholarly competence in the production of independent research in Counseling Psychology.
- Evaluations and certification of satisfactory completion of the pre-doctoral internship are required. Records are kept of all evaluative data as part of the confidential student file, which is open for student and authorized personnel review, but may not be released to any other individuals, agencies, or organization without the student's written consent.
- Students are also assessed through the Professional Benchmark process, annual evaluation, the OSCE, and specific competency assessments in each area of training. See Appendices L, M, and N.

In the event that a student demonstrates failure to make adequate progress in any area of competency, the faculty will implement a Remediation Plan. Students working on a remediation plan have the right to expect clearly articulated expectations, opportunities to provide evidence of obtaining competency, and timely feedback. See Appendix S for Remediation Plan Form.

Dismissal Policy: Dismissal from the program occurs when a student has demonstrated, after appropriate feedback and due process, that they cannot meet the academic or clinical requirements of the program; or if they engage in behavior (criminal or otherwise) that is considered grievously harmful to others or disqualifying to engage in clinical work. The majority vote of the core faculty of the counseling psychology program will be utilized as advisory to the graduate school for recommendation of dismissal. More specifically, there are five primary reasons that a student may be dismissed from the program: 1) Failure to maintain adequate GPA, 2) Failure to complete the program in a timely manner; 3) Failure to complete a remediation

plan, 4) A grievous violation of the American Psychological Association Code of Ethics, and 5) Criminal Conviction that precludes a student from engaging in the clinical work necessary for the completion of the degree.

1. If a student fails to maintain an adequate GPA: In accordance with Graduate School Policy, Students must maintain a GPA of 3.0 to be considered a student in good-standing. If a student falls below a 3.0, they are placed on probation for a semester or 9 credits hours. Failure to raise their GPA to a 3.0 or higher results in a recommendation for dismissal.

2. If a student fails to complete the program in a timely manner: The School of Graduate Studies has identified 7 years as the period in which a PhD is expected to be complete. As students complete the 7-year deadline, they are notified that their program requirements must be completed in a timely fashion. If students are enrolled for more than 7 years, there are a number of potential consequences. Courses that are more than 7 years old must be re-validated, and students will potentially need to complete coursework or clinical placements an additional time to remain current. Students matriculating beyond 7 years will need to file a plan for completion of the degree that is approved by the faculty and the School of Graduate Studies. Failure to submit or implement such a plan may result in dismissal.

3. If a student struggles academically or clinically, engages in inappropriate but not grievous professional behavior, or violates the ethics code of the American Psychological Association but does not cause grievous harm, and due process has been engaged, they will be placed on a remediation plan. The remediation plan (described above) will include specific goals and expectations regarding the behaviors or competencies, and specific dates and deadlines for meeting those goals and expectations. Failure to complete the remediation plan will result in a recommendation for dismissal.

4. If a student commits a grievous violation of the American Psychological Association Code of Ethical Conduct, they will be recommended for dismissal from the program. Grievous violations of the code of ethics includes behaviors that cause significant harm to clients, colleagues, or themselves (for example, inappropriate sexual or dual relationships with clients; threats or perpetration of violence against clients or colleagues; significant breaches of confidentiality; hate crimes).

5. If a student, while in the program, is convicted of a crime that precludes them from working with vulnerable populations/clinical work, they will be recommended for dismissal from the program.

If a majority of core faculty vote for dismissal of student, the student may grieve that decision through the graduate school (for academic grievances; see <http://und-public.courseleaf.com/graduateacademicinformation/academicpolicies/academicgrievance/>), or through the Associate Dean of Student Services and Assessment (see College of Education and Human Development Policy at https://education.und.edu/_files/docs/academic-concerns.pdf). More on grievance procedures and policies can be found in the next section.

VII. Student Grievance Procedures and Policies

The Counseling Psychology program faculty is committed to providing quality professional training for our students, in an atmosphere of respect, acceptance, mutual feedback, and in accordance with the APA Ethical Principles. Acceptance of and respect for diverse identities and individual differences are of the utmost importance. If occasions arise where students feel aggrieved, both the department and the University provide grievance procedures, which are outlined below. While every effort will be made to resolve grievances informally, violations of student rights will not be tolerated.

A. Discrimination and Sexual Harassment Grievances

Any grievance based upon alleged discrimination, report of gender or sexual harassment, or gender- or sexually-based assaults must be filed with due diligence in accordance to guidelines of the Affirmative Action office (<http://und.edu/affirmative-action/>).

B. College of Education & Human Development Academic Concerns and Grievance Process Policy

The grievance process can be found on the web at http://education.und.edu/_files/docs/academic-concerns.pdf. Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. **It is the student's responsibility to initiate and advance the grievance.** Please contact the Associate Dean of Student Services and Assessment, for more information and assistance with the CEHD grievance process.

C. Informal Grievance Options

Any faculty or student who has a non-grade related grievance is asked to attempt to resolve it at the program and Department level.

- a. The grievant shall discuss the grievance first with the person(s) involved in an attempt to resolve the situation.
- b. After initial contact, the grievant may attempt to use either negotiation or mediation, or both, before initiating a formal grievance. In most instances, the grievant should attempt to resolve the grievance through negotiation by discussing the concern with their colleague with whom they have the grievance and/or the Department Chair.
- c. The grievant may initiate mediation by requesting assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the instructor and/or the Department Chair and proceed with mediation if that party agrees.

VIII. Faculty

There are eight core Counseling Psychology faculty. Specifically, seven full-time faculty in the Counseling Psychology program who are also identified as core faculty for the Ph.D. program: Ethan Dahl, Karla Feher, Ryan Flinn, Rachel Navarro, Akorede Teriba, Trevor Waagen, and Kara Wettersten. Additional faculty with .50 FTE or more allotted to the program also are identified as core faculty: Melissa Quincer. Katherine Nelson and Tamba-Kuui Bailey are faculty members who are also regularly involved with the doctoral program. David Perry and Cindy

Juntunen are Emertius Professors who continue to work with doctoral students (e.g., dissertation committee members). Adjunct faculty provide supervision and teach occasional courses. In addition, clinical and other faculty from the Department of Psychology are involved in the program through coursework and membership on doctoral committees. Listed below are the Counseling Psychology program faculty and their training and research interests.

A. Core Faculty in Counseling Psychology

Ethan Dahl, Ph.D. *he/him/his* (Texas Tech University), Assistant Professor. Training: Research methods; advanced statistical techniques; psychometric analyses; grant writing and implementation. Research: Understanding the impact of social identity and group identification on rural and behavioral health. Including studying the experiences of exclusion, inclusion, and ostracism. Specifically, understanding how the health of individuals in disadvantaged groups (e.g., individuals with disabilities, LGBTQ+ individuals, non-majority racial groups) are impacted by personal and social identity formation and lived experiences.

Karla Fehr, Ph.D., L.P. *she/her/hers* (Case Western Reserve University, Cleveland, Ohio), Associate Professor. Training: Pediatric psychology, pediatric integrated behavioral health, child and adolescent therapy and assessment. Research: Pediatric psychology, pediatric integrated behavioral health in rural settings, treatment seeking and interventions for pediatric behavioral sleep difficulties, cognitive-behavioral play intervention, play-based assessment (including ASD screening) and intervention, training and ethics in pediatric psychology, pretend play. Clinical: Pediatric psychology; pediatric integrated behavioral health; therapy for children, adolescents, and parents; comprehensive and neurodevelopmental psychological assessments for youth; evidence-based practice; CBT; cognitive-behavioral play intervention.

Ryan Flinn, Ph.D. *they/them/theirs* (New Mexico State University), Assistant Professor. Training: Emerging adult and college student mental health, LGBTQ+ health, HIV/AIDS, addictions counseling, integrated behavioral healthcare. Research: Stigma, help-seeking, HIV prevention and treatment, substance use, trauma, incarceration, lived experience, marginalized people, health disparities, prejudice and discrimination. Clinical: Self-compassion, relapse prevention, health psychology, chronic disease, hospice, sex and sexuality, gender-affirming care, trauma-informed care.

Rachel L. Navarro, Ph.D., L.P. *she/her/hers* (University of Missouri, Columbia), Professor. Doctoral Co-Training Director. Training: Practicum; career and vocational psychology; assessment; and group counseling. Research: Influence of culture and contextual factors (e.g., ethnic identity, acculturation, cultural values, supports, barriers, oppression) on well-being, help-seeking, and academic persistence, particularly for Latinx and Indigenous women and men and other persons from under-served and underrepresented cultural groups. Clinical: Relationship issues, identity development issues, sexual identity issues, depression, anxiety, grief, experiences of interpersonal violence, and vocational concerns.

Melissa Quincer, Ph.D., L.P. *she/her/hers* (University of North Dakota), Assistant Professor. CPCS Clinic Director of the Northern Prairie Community Clinic (NPCC). Clinical: Involved in the operations of the integrated training clinic in conjunction with the Department of Psychology and Communication Sciences and Disorders, as well as development and implementation of the telemental health program at the clinic. Supervision: Oversight of the training of CP doctoral students providing counseling services in the community and supervision at NPCC.

Akorede Teriba, Ph.D. *he/him/his* (University of Iowa), Assistant Professor. Training: Community-based participatory research; intervention development and implementation; career development (e.g., social cognitive career theory, strengths-based inclusive theory of work); diversity and disability advocacy. Research: Human flourishing (e.g., perseverance and passion for long-term goals, growth mindset, self-regulation); social determinants of health (e.g., poverty, identity marginalization, cultural norms), mental health help-seeking stigma. Clinical: Brief psychodynamic therapy; identity development (e.g., race/ethnicity, gender/sexual, academic/vocational); anxiety; existential concerns; depression; self-esteem; relational trauma.

Trevor Waagen, Ph.D., *they/them/theirs* (University of North Dakota). Assistant Professor. Doctoral Co-Training Director. Co-Coordinator of the on-campus Master's Program. Training: Multicultural counseling, methods of counseling, and group counseling. Supervision: Provides individual supervision for Counseling Psychology master's and doctoral students at Northern Prairie Community Clinic. Clinical: Cognitive-Behavioral, Emotion-Focused, identity development (specifically for transgender and non-binary identified individuals), use of a feminist and multicultural lens to guide clinical work, and general practice.

Kara Wettersten, Ph.D., L.P. *she/her/hers* (University of Kansas), Associate Professor. Doctoral Co-Training Director. Training: Research methods (qualitative and quantitative); scale development and psychometrics; and relationship skills training (including relationship-based leadership skills). Research: Social emotional predictors of academic success in children and adolescents; healthy relationship skills acquisition (health promotions) in adults and children; friendship and relationship maintenance; comparative outcome research; psychological scale development; and N of 1 studies. Clinical: Solution-Focused Therapy; Gottman couples counseling; experiential therapies (including EFT); domestic violence; and general practice.

B. Other CPCS Faculty Working with Ph.D. Students

Tamba-Kuui Bailey, Ph.D. *he/him/his* (Georgia State University), Associate Professor. Training: Ethics and laws; clinical supervision; diagnosis, psychopathology and treatment; and counseling methods. Research: Internalized racial oppression; racial oppression and mental health functioning; Black psychology; and multicultural psychology. Clinical: Interpersonal theory; psychodynamic therapy; multicultural and feminist counseling; and person-centered therapy.

Cindy Juntunen, Ph.D., L.P. *she/her/hers* (University of California-Santa Barbara), Emeritus Professor. Training: Vocational psychology; supervision and counselor development; ethics; professional issues and identity; and psychologists as agents of social change, diversity. Research: Vocational psychology; poverty; career values in racial/ethnic minority populations; issues in training and supervision; and rural behavioral health.

Katherine L. Nelson, Ph.D., L.P. *she/her/hers* (Western Michigan University), Assistant Professor. Co-Coordinator of the K-12 School Counseling Emphasis of the Master's Program. Training: Intersectional culturally responsive and social justice-based practices; quantitative and qualitative research methods; psychological assessment with children, adolescents, and adults; consultation and supervision. Research: Culturally responsive and social justice worldview development and outcomes; school-based mental health and "school counseling" practices and outcomes; and longitudinal single subject time-series analyses with

compounds units (e.g., schools or communities). Clinical: Ecological, multisystems, and strength-based therapies; social justice interventions for individuals, groups, and systems; and interpersonal process and trauma-focused therapies.

David C. Perry, Ph.D., CRC *he/him/his* (University of North Dakota), Emeritus Professor. Training: Rehabilitation counseling; life-span development; consultation; and professional issues in counseling. Research: Attitudes toward persons with disabilities; disability, social justice, and inclusion; accreditation and credentialing in rehabilitation; and early recollections of disability. Clinical: Personal adjustment and disability; career planning; impact of disability on employment and independence; and Adlerian psychology in rehabilitation.

IX. Resources and Support

A. Financial Support

The College strives to obtain financial support for students their first year in the program, and if possible, their second year as well. The program often receives funding for several quarter-time Graduate Assistantships. Graduate Teaching Assistants assist in the instruction and supervision of master's level practitioner coursework as well as independent teaching at the undergraduate level. Graduate Research Assistants help with research projects and related research tasks. Graduate Student Assistants often help with program-specific needs and organizational tasks. Stipends for Graduate Assistants are set by the Graduate School.

Tuition waivers are provided separately from Graduate Assistantships. **Tuition waivers can be applied only to credits on the student's Program of Study and cannot be applied to online classes.** To the extent that program allocation resources allow, first-year students will be awarded tuition waivers for the full cost of their tuition regardless of residency status. Beginning in the second year, waivers, if available, will be awarded at the North Dakota (ND) residency rates. Exceptions to this include international students who are ineligible to apply for ND residency and Minnesota (MN) residents, based on the reciprocity agreement between ND and MN.

It is possible for out-of-state students to acquire residency status in North Dakota after living here for one year, which will lower tuition at UND. You should initiate this process when you move to North Dakota. For more information and the appropriate form contact the One-Stop Student Services, Memorial Union.

B. CPCS Graduate Assistantships

The assignment of Counseling Psychology and Community Services graduate assistantships is currently determined by the doctoral program Training Director in consultation with other program faculty and approved by the Dean of the College of Education and Human Development (EHD). A position description of open positions and a preference/experience survey is generally distributed to students to determine student preferences for available assistantships. When there are more students seeking assistance than funding available, the faculty has set the following guidelines for determining the awarding of graduate assistantships. Priority is based on the following, in order of consideration:

1. Student who are **in the first year of the program** will have first priority.

2. Students **without other funding** will be given priority. Examples of such funding include financial aid, APA scholarships, GSAs at other places on campus, Graduate School Scholarships.
3. Students who have **not been supported in previous years** will have priority. The less support you have had in the past, the higher your priority for future support.
4. The **program's assistantship needs and the qualifications** of various students to fulfill those needs are also priorities.

Most assistantships in the program are quarter-time (10 hours/week). The stipend is paid to the student on or about the fifteenth and the last days of the month. Available positions are typically announced each Summer for the following academic year; new positions will be announced as they become available.

If you obtain an assistantship or offer of tuition waivers outside of the department, you are required to notify the doctoral program's Training Director of your appointment as soon as possible. This helps with the equitable distribution of resources within the program.

Unless there are exceptional circumstances or students are awarded assistantships in other departments/programs/offices, if students receive tuition waivers from the College, they must serve in the role of a Graduate Assistant as assigned by the program. **There may not be enough assistantships for every student who receives tuition waivers;** however, if assistantships are available, students may be assigned based upon the needs of the program.

C. Assistantships Elsewhere at UND

In addition to the program assistantships, there are a number of other assistantships available on the campus. These are often advertised by UND departments and Student Affairs Divisions, and usually awarded in late Spring or early Summer. Students interested in these assistantships apply directly for them. Research (GRAs), Teaching (GTAs) and Service (GSAs) Assistantships in other departments and offices on campus are frequently available and awarded to our students. In recent years, doctoral students in Counseling Psychology have been awarded GSAs in: Dean of Students Office, Career Office of the Counseling Center, Health Promotions, and in Housing, in a Housing Center Satellite supervised by the Counseling Center, as well as GRA positions with several research projects on campus. It is recommended that students contact these offices directly to determine whether assistantships are available.

D. Other Sources of Support

- Advanced students working on their dissertations are eligible to apply for Graduate School Summer Doctoral Fellowships of \$5,000 plus tuition/fee waiver. Students are also encouraged to apply for other research grants.
- The Graduate School announces annual scholarships via newsletters and announcements. You will receive notification of these options directly from the Graduate School.
- Finally, students may seek limited external employment, provided it does not interfere with their program of study. For further information, go to the Financial Aid and Graduate School websites: <https://und.edu/one-stop/financial-aid/index.html> and <https://und.edu/graduate-school/current-students/forms.html#d14e78-4>

E. University Support Services

Academic support programs available to students include the Student Success Center, the Writing Center, Career Services, and Disability Services for Students. Counseling services for students are provided, at no charge, by the University Counseling Center, and include individual, couples, and group counseling for personal/social, developmental, career, academic, and substance use concerns. Student Health Services provides free medical care to enrolled students.

Social and cultural supports programs include the International Center, Student Diversity & Inclusion, American Indian Center, Veteran & Nontraditional Student Services, a number of student organizations through Student Involvement and Leadership Office, and various religious centers. Day care services are available at the University Children's Learning Center. There is a citywide bus system, as well as a campus shuttle bus.

The Memorial Union, Wellness Center, and Hyslop Sports Center provide no-or low-cost recreational facilities. The Wellness Center offers a wide range of activities for students that support wellness across multiple life domains. There are a wide variety of recreational and social activities, films, lectures, concerts and special events hosted at UND; many are free to students or at reduced prices.

Below is a list of university support services and their websites to learn more:

Admissions: <https://und.edu/admissions/index.html>

Bookstore: <https://www.bkstr.com/northdakotastore/home>

Career Services: <http://www1.und.edu/student-life/careers/>

Chester Fritz Library: <https://library.und.edu>

College of Education and Human Development (EHD): <https://education.und.edu>

Disability Services for Students (DSS): <http://www1.und.edu/disability-services/>

Financial Aid (One Stop Student Services): <https://und.edu/one-stop/financial-aid/>

Housing: <http://www1.und.edu/student-life/housing/>

Indigenous Student Center: <https://und.edu/student-life/diversity/indigenous-center/index.html>

International Center: <https://und.edu/academics/international-center/>

Memorial Union: <http://www1.und.edu/student-life/union/>

Office of the Registrar: <https://und.edu/academics/registrar/>

One Stop Student Services: <https://und.edu/one-stop/financial-aid/>

Parking: <http://www1.und.edu/finance-operations/parking-transportation/parking.cfm>

School of Graduate Studies: <https://und.edu/graduate-school/>

Student Diversity & Inclusion: <http://www1.und.edu/student-life/student-diversity-inclusion/index.cfm>

Student Health Services: <http://www1.und.edu/health-wellness/student-health/>

Student Involvement and Leadership Office: <http://www1.und.edu/student-life/student-involvement/>

Student Success Center: <http://www1.und.edu/student-affairs/academic-support/student-success-center/index.cfm>

University Children's Learning Center (Pre-school): <http://www1.und.edu/uclc/>

University Counseling Center: <http://www1.und.edu/health-wellness/counseling-center/>

Veteran & Nontraditional Student Services: <https://und.edu/military/>

Wellness Center: <http://www1.und.edu/health-wellness/wellness/index.cfm>

Writing Center: <https://und.edu/academics/writing-center/index.html>

F. Library Resources

Chester Fritz Library and the Health Science Library have journals, databases and other resources relevant to Counseling Psychology students. For detailed information, go to the UND website: <https://library.und.edu>

The reference librarian assigned to CPCS is Danielle Masursky. She is extremely helpful and will be happy to assist you in your library work. Below is some brief information about key reference areas.

PsycInfo. You can access PsychInfo and other databases on the web either from computers on campus or at home through your UND email account at:

<https://libguides.und.edu/az.php?t=32349&a=p&p=1>

MedlinePlus is also available: <https://libguides.und.edu/az.php?t=32349&a=m&p=1>

ERIC. If your interest for counseling is in an education area, higher education, or youth related issues, the database you might want to search is ERIC:

<https://libguides.und.edu/az.php?t=32349&a=e&p=1>

G. Professional Affiliations

Doctoral students are strongly encouraged to become Student Affiliate Members both of the American Psychological Association (APA; <http://www.apa.org/members/your-membership/graduate.aspx>) and of Division 17 (Society of Counseling Psychology; <http://www.apa.org/about/division/div17.aspx>). Our students are very involved in Student Affiliates of Seventeen (SAS; <https://www.div17.org/students-sas->). There are a number of Division 17 Sections or Special Interest Groups (SIGs) of Division 17 you may consider joining. (Please see Division 17's website for updates and changes to this list of professional associations – it typically changes from year to year. <https://www.div17.org>) It is also possible to become a Student Member of the American Counseling Association (ACA; <http://www.counseling.org>).

With an APA membership comes a subscription to the *American Psychologist* and the *APA Monitor*, and discounts on many other journals.

What is the Student Affiliate of Seventeen (SAS) of APA?

SAS is a national organization for graduate students in Counseling Psychology that is associated with Division 17 of APA. The organization was established by the Division 17 Executive Committee at an annual meeting in 1977 to offer Counseling Psychology students the opportunity to become involved in the activities of the division.

What does SAS do?

SAS is intended as a vehicle for enhancing communication between Counseling Psychology professionals and students in Counseling Psychology graduate programs. Through a SAS membership, students are able to increase their identification with the profession by experiencing formal involvement with Division 17 and networking with both students and professionals. Additionally, students have the opportunity to receive publications (e.g., SAS Newsletter, Division 17 Newsletter, and *The Counseling Psychologist*), which helps to keep them informed about current issues in the field of Counseling Psychology. Please note that SAS is not the same

as or related to the American Psychological Association of Graduate Students (APAGS). Being an APAGS member does not mean you are a SAS member. SAS serves only Counseling Psychology graduate students, while APAGS is open to undergraduate and graduate students in all disciplines of psychology.

What are some benefits of joining SAS?

- Ψ Subscription to *The Counseling Psychologist*
- Ψ Reduced first year professional dues in Division 17
- Ψ Increased information about professional issues in Counseling Psychology
- Ψ Increased knowledge about Division 17 structures & activities
- Ψ Increased communication about members' accomplishments
- Ψ Information about research awards
- Ψ Opportunities for professional leadership
- Ψ Networking opportunities with students & professionals
- Ψ Receive Division 17 & SAS newsletters
- Ψ Student input into Division 17 & the future of the profession

How do students join SAS?

SAS membership runs from January 1st to December 31st each year and must be renewed yearly at minimal cost. Memberships received prior to November 1st will be processed retroactively and students will receive back issues of *The Counseling Psychologist*. Those received after November 1st will be held until the following year. For a membership application or more information, please visit SAS's website (<https://www.div17.org/students-sas->) or contact a current SAS executive committee member (<https://www.div17.org/sas-board>)

Who runs SAS?

Currently, University of Tennessee, Knoxville (UT) is the SAS host institution, with a term running from August 2022 to August 2025. The SAS Executive Committee is comprised of tri-chairs, secretary, and treasurer who are at UT along with pillar chairs and newsletter editors, social media and listserv coordinators, programming and events committee chairs who represent other Counseling Psychology doctoral program. Finally, there are two Master's Clinician Chairs representing SAS Master's student members. Please see the SAS website for more information (<https://www.div17.org/students-sas->).

In previous years, SAS has been hosted by several prominent universities: University of Iowa (1977-80), Ohio State University (1980-83), University of Maryland (1983-86), University of Illinois (1986-89), University of Southern Mississippi (1989-92), Southern Illinois University at Carbondale (1992-95), University of Utah (1995-98), University of Missouri at Kansas City (1998-2001), the University of Akron (2001-04), Marquette University (2004-2007), UND (2007-2010), the University at Albany (SUNY; 2010-13), Cleveland State University (2013-2016), Ball State University (2016-2019), and the University of Missouri, Columbia (2019-2022).

X. Recruitment and Retention Policy

The faculty, students, and staff of the CPCS programs value the recruitment and retention of faculty and students who represent diverse, protected, and minority populations. We aim to integrate issues of culture and identity in all work and day-to-day activities and remain open to these and other retention and recruitment initiatives.

In regard to recruiting diverse students, we work toward increasing numbers of students from diverse backgrounds (inclusive of race, culture, ethnicity, nationality, age, ability, religion, gender/gender expression, sexual orientation, socio-economic background, and other relevant identity factors), with an increased emphasis on rural-urban differences. North Dakota and the region are rural and primarily populated with individuals of Scandinavian and Northern European descent. North Dakota also has a significant Native American population, and UND has the largest Native American student population of any university in the upper Midwest. The CPCS programs have maintained a standing commitment to recruiting Native American students, in addition to students from other underrepresented and culturally diverse groups. In relation to recruitment to the Ph.D. program, we attempt to identify our own promising Counseling Master's students and have successfully recruited Native American and international students in that way. We also work to recruit students during conferences related to diversity, at which our current students and faculty are frequent presenters. We also seek out first-generation college students, who come from diverse socio-economic backgrounds, primarily by recruiting students who are undergraduates in the McNair Scholar Program.

Regarding recruiting diverse faculty, the program advertises new positions in outlets that are relevant for Counseling Psychology faculty with diverse identities and interests. For example, in addition to disseminating job ads to Division 17, we post every position opening on the listservs of APA Divisions 44 and 45. We also make active contacts with our colleagues with diversity interests at other institutions and request referrals for openings. In addition, every advertisement includes the phrase "We seek candidates who can demonstrate a commitment to diversity and social justice." Finally, during telephone interviews with applicant pools, we specifically ask the question "How will you contribute to the diversity goals of our program?"

The following specific strategies are aimed at retaining diverse students and faculty:

1. Dedicated faculty meeting time, set aside at least once a month, to discuss psychoeducational or process issues related to diversity, multiculturalism, or intersectionality.
2. The on-going work of the multicultural and diversity committee, led by students (with faculty liaisons and mentorship). The charge of this committee is to bring forth CPCS program area climate issues, dialogue, and educational opportunities related to (a) creating an inclusive and safe environment and (b) better understanding issues of culture and diversity.
3. Town hall meetings, facilitated by faculty and held twice a year, in which the CPCS community has a focused educational experience or targeted process discussions related to culture and diversity issues.
4. In consultation with the multicultural and diversity committee, a climate assessment will be conducted once a year, and the results and actions plan related to that assessment will be presented at the 2nd yearly town hall meeting.
5. Mentoring or coaching programs, for both faculty and students, that have a goal of facilitating support and professional success.

XI. Records Retention Policy

UND is required by the North Dakota Century Code Chapter 54-46 to establish and maintain an active, continuing program for the economical and efficient management of records. One component of this program is the uniform disposition of records based on the University of

North Dakota Records Retention Schedule. Once records have met the required retention, they are transferred to the archives, retained permanently, or destroyed in accordance with the schedule. Records should only be retained longer than the required retention to satisfy the requirements of an ongoing audit or legal matters including contractual obligations and litigation. This procedure details the process of implementing, maintaining, and removing a records hold to meet those obligations. Please see the following link to a PDF that outlines UND's complete records retention schedule by type of record: http://und.edu/finance-operations/records-management/_files/docs/2017-02-17-und-retention-schedule.pdf

Doctoral student physical records are currently kept in a locked closet in EHD and electronic records are stored on a UND secure server. To request records, ask the Training Director for access. We also securely store background checks, complaints, and grievances. Files are maintained for a minimum of 10 years, in alignment with UND's record retention policy.

XII. Complaints and Grievances Record Policy

The program must keep records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine a program's records of student complaints as part of its periodic review of the program.

XIII. Background Check Policy

The following policy aligns with the College of Educational and Human Development's policy and covers all CPCS programs. All students must have the results of a Criminal Background Check by the end of the first semester in the program and/or prior to any field experience. The criminal background check must be accomplished by the Federal Bureau of Investigation. The cost of a background check is the responsibility of the student and the report will remain the property of the student. Students are encouraged to follow the guide created by their program in order to facilitate the FBI criminal background check application process. Students who do not comply with this requirement will not be allowed to continue with their program.

Criminal background check reports and other submitted information are confidential and may only be reviewed by officials and designated representatives of affiliated field partners in accordance with the Family Educational Records and Privacy Act and other applicable state and federal law. A faculty committee from the Department (comprised of the student's advisor, program director, and departmental chair) will review any criminal background checks that contain information of concern. Criminal background check information for UND students will be kept pursuant to the University of North Dakota's records retention policy.

Steps to complete an FBI background check

- The state requires that all students working with vulnerable populations complete a background check prior to any clinical activity.
- Go to the FBI website (<https://www.edo.cjis.gov/#/>) and follow the steps under "How to complete a request." Right now the FBI website is only supported by Firefox or Explorer (don't use Chrome or Safari).
- **Be sure to do the electronic submission.** It takes less time.

- You will complete the online request first. Use your own email and/or mailing address (not UND's).
- Print the confirmation letter that will be generated after you pay.
- Go get fingerprinted – which may mean a trip to your local police station. Be sure to attain a hardcopy of your prints.
- Send a hard-copy of your fingerprints with the confirmation letter to the FBI – be sure to use the exact address on the confirmation letter.
- The FBI will send you an electronic version of your background check about a week after they receive the fingerprints.
- Students should bring the print out of your background check to the designated administrative staff to put in your file.

Students have the right to appeal the results of the background check.

XIV. Telepsychology Policy

In accordance with the APA Standards of Accreditation, we utilize telesupervision as needed to support students in completing the program curriculum. Predominantly, students receive supervision in-person. However, in extenuating circumstances, the program will allow students to receive telesupervision as needed to complete their program of study, receive adequate supervision per week, ensure supervision is provided by a licensed psychologist, or to ensure supervision consists of direct observation. Telepsychology is only utilized in stable, UND-recognized supervisory relationships.

Definitions

Telesupervision is clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee.

In-person supervision is clinical supervision of psychological services where the supervisor is physically in the same room as the trainee.

Guidelines and Limits

Telesupervision may not account for more than 50% of the total supervision at a given practicum site and may not be utilized until a student has completed their first intervention practicum experience. Furthermore, it is the doctoral program's responsibility to ensure that the student has had sufficient experience and in-person supervision in intervention at the doctoral level and possesses a level of competence to justify this modality of supervision in their sequence of training.

UND Counseling Psychology's Telepsychology Policy

Telesupervision, as defined above, is used in supervision situations where in-person, direct supervision is not feasible for a variety of reasons (e.g., distance). Given our program's commitment to serving rural areas of ND and MN, our students frequently provide services at practicum sites several hours away or through telemental health. Provision of telemental health services is consistent with our program's social justice mission of providing mental health services to underserved populations. The SoA guidelines above determine which trainees can participate in telesupervision. This includes only students who have completed their first intervention practicum experience and they have the required communication skills for telesupervision, as demonstrated through the Professional Benchmarks. Off-site supervisors

maintain all professional responsibility for clinical cases by engaging in telesupervision within one week of the sessions being supervised; complete a review of case notes and other documentation within one week of the sessions being supervised; and take action when needed if it is deemed telesupervision is not meeting the needs of clinical cases. Students manage non-scheduled consultation and crisis coverage by working to contact first their direct supervisor and then other professionals at their site if their direct supervisor is unavailable. Privacy and confidentiality of clients and trainees are assured by using only technology that is deemed HIPAA compliant, both for the actual telesupervision via video and record keeping. Students and telesupervisors are provided with information on HIPAA regulations, including instructions on how to operate the HIPAA compliant system that maintains client confidentiality via a structured training. Technology support for this technology is available through UNDS NDUS Information Technology.

XV. Online and Hybrid Classes Policy

None of the core doctoral courses are offered online or electronically (Ethics, Professional Seminars, the Assessment sequence, Research Issues, Doctoral Practicum, Advanced Vocational, Supervision/Consultation, DSK courses other than EFR 501, as described below). However, Direct Admit students may complete some of the prerequisite (Masters level courses) in electronically mediated courses, as described below. In most instances, students are taking the course on campus and face-to-face, and students in other programs (Master's in School Counseling) are joining via the distance system. Further, because we are a rural community, our faculty and students are often trained to fluidly move in and out of online mediums, especially synchronous mediums (live capture, such as Zoom). We do this to accommodate both large distances and harsh weather conditions, and to create a welcoming community. For example, large meetings that involve faculty and students are assumed to have both zoom and in-person attendance options.

In the larger counselor program and college, some courses are offered in an electronically mediated fashion. You can only sign up for one type of medium for anyone course, you are required to utilize that medium for the entirety of the semester. Electronically mediated course fall into five categories. These include:

1. Synchronous on-line platform: A live synchronous approach via Zoom classroom or similar platforms (i.e., we formerly used Adobe Connect) in which students and instructors participate face-to-face on-line. The following MA counseling courses utilizes this medium: COUN 530 (Theories of Counseling, Personality and Development—Summer offering).
2. Mixed on-line platform: A rotating approach where students meet both (a) online in a live synchronous platform (Zoom) and (b) in-person during specified weeks of the school year. The following MA counseling courses are run in this manner: COUN 518 (Group Counseling), COUN 515 (Research Methods), and COUN510 (Counseling Methods—Summer Offering only).
3. Hybrid in-person: In these courses, doctoral students attend class in-person, but their colleagues from other program attend via a live-synchronous platform (Zoom). Special rooms are utilized so students can see and interact with each other whether they are physically (counseling psychology doctoral students) or virtually (other programs) present. The following MA counseling courses meet in this capacity: COUN 517 (psychological testing), COUN 532 (Multicultural

Counseling), COUN 519 (Career Counseling), and COUN 520 (Diagnosis and Prevention Strategies).

4. Hybrid in-person or online: In these courses, doctoral students have the option of attending class in-person, or in via a live-synchronous platform (Zoom). Special rooms are utilized so students can see and interact with each other whether they are physically or virtually (other programs) present. Doctoral students have a choice of how to attend in these courses. The following EFR courses meet in this capacity: EFR 501 (Psychological Foundations of Education).
5. Asynchronous Online: An asynchronous on-line platform utilizing Blackboard and Tegrity video (or related video options). The following EFR courses meet in this capacity: EFR 510 (Qualitative Research Methods) EFR 515 (Stats 1), EFR 516 (Stats 2). **All three of these EFR courses are optional face-to-face or Asynchronous via Blackboard.

Only EFR courses have fees associated with their online option of courses you are required to take, though these fees will discontinue for courses starting after July 31, 2019. Each of these courses also have alternative (non-fee) offerings, either through a different department or at a different time of year. Please see course catalogs for more information regarding course fees for EFR courses.

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Appendix A: Sample Course Plan

A Sample 6-year course plan for Direct Admit Students. Students should meet with their advisor to develop a Program of Study.

Year 1 – Fall (14 credits)	Year 1 – Spring (15 credits)	Year 1 – Summer (0 credits)
COUN 501: Ethics and Professional Issues in Counseling Psychology (3) COUN 510: Methods of Counseling (3) COUN 532: Multicultural Counseling (4) COUN 530: Theories of Counseling, Personality and Development (3) COUN 552: Counseling Psychology Professional Seminar I (1)	COUN 535: Child, Family, and Couples Counseling (4) COUN 553: Counseling Psychology Professional Seminar II (1) COUN 580: Master's Practicum (4) COUN 515: Research Methods (3) or EFR 509: Introduction to Education Research COUN 518: Group Theory and Process (3)	
Year 2 – Fall (12 credits)	Year 2 – Spring (14 credits)	Year 2 – Summer (3 credits)
COUN 520: Diagnostic & Prevention Strategies in Counseling (3) COUN 584: Master's Internship (6) COUN 519: Career Counseling (3)	COUN 560: Supervision and Consultation (3) COUN 584: Master's Internship (6) COUN 997: Independent Study (2) COUN 517: Psychological Testing (3)	COUN elective (3)
Year 3 – Fall (9 credits)	Year 3 – Spring (11 credits)	Year 3 – Summer (5 credits)
COUN 568: Adult Personality and Cognitive Assessment (3)* / COUN 569: Child and Adolescent Assessment (3)* (every other year) COUN 583: Doctoral Practicum (2) COUN 565C: Interprofessional Healthcare (1)	COUN 505: History of Psychology (3) COUN 583: Doctoral Practicum (2) EFR 512: Survey and Test Design (3)	COUN 583: Doctoral Practicum (2) EFR 501: Psychological Foundations of Education (3)
Qualitative or Quantitative Class* (3)	Qualitative or Quantitative Class* (3)	
Year 4 – Fall (11 to 12 credits)	Year 4 – Spring (8 to 9 credits)	Year 4 – Summer (6 to 7 credits)
COUN 568: Adult Personality and Cognitive Assessment (3)* / COUN 569: Child and Adolescent Assessment (3)* (every other year) COUN 583: Advanced Practicum (1-2; not required) COUN 586: Practicum in Supervision (1) PSYC 537: Physiology of Behavior and Psychophysiological Measurement (3)	PSYC 560: Advanced Social Psychology (3) COUN 551: Research Issues in Counseling Psychology (3) COUN 583: Advanced Practicum (1-2; not required) COUN 586: Practicum in Supervision (1)	COUN 583: Advanced Practicum (1-2; not required) COUN 999: Dissertation (4) **Need 12 cr total COUN 554: Preparation for the Pre-doctoral Internship (1)
Qualitative or Quantitative Class* (3)		
Year 5 – Fall (8 to 9 credits)	Year 5 – Spring (8 to 9 credits)	Year 5 – Summer (no enrolled-transition to internship)
COUN 999: Dissertation (4) **Need 12 cr total COUN 583: Advanced Practicum (1-2; not required) COUN 540: Advanced Vocational Psychology (3) (odd years)	COUN 999: Dissertation (4) **Need 12 cr total COUN 583: Advanced Practicum (1-2; not required) PSYC 551 Advanced Developmental Psychology (3)	
Year 6 - Fall	Year 6 - Spring	Year 6 - Summer
UNIV 994: Internship (1)	UNIV 994: Internship (1)	UNIV 994: Internship (1)
*Only need to take 2-3 Qualitative or Quantitative courses; semesters taken and classes will vary by student		

A Sample 4-year Course Plan for Post-Master's Students.
Students should meet with their advisor to develop a Program of Study.

Year 1 – Fall (13 credits)	Year 1 – Spring (13 credits)	Year 1 – Summer (3 credits)
COUN 501: Ethics and Professional Issues in Counseling Psychology (3) COUN 552: Counseling Psychology Professional Seminar I (1) COUN 568: Adult Assessment (3)/ COUN 569: Child & Adolescent Assessment (3) (every other year) COUN 520: Diagnosis and Prevention (3)	COUN 551: Research Issues in Counseling Psychology (3)* COUN 553: Counseling Psychology Professional Seminar II (1) COUN 560: Supervision and Consultation (3)* COUN 505: History of Psychology (3)	EFR 501: Psychological Foundations of Education (3)
Qualitative or Quantitative Class (3)	Qualitative or Quantitative Class (3)	
Year 2 – Fall (13 credits)	Year 2 – Spring (12 credits)	Year 2 – Summer (7 credits)
COUN 583: Doctoral Practicum (2) COUN 586: Practicum in Supervision (1) COUN 565C: Interprofessional Health Care (1) PSYC 537: Physiology of Behavior and Psychophysiological Measurement (3) COUN 568: Adult Assessment (3)/ COUN 569: Child & Adolescent Assessment (3) (every other year)	PSYC 551 Advanced Developmental Psychology (3) COUN 586: Practicum in Supervision (1) COUN 583: Doctoral Practicum (2) EFR 512: Survey and Test Design (3) COUN 535: Child, Family, and Couples Counseling (3)	COUN 554: Internship Preparation (1) COUN 583: Doctoral Practicum (2) COUN 999: Dissertation (4) **Need 12 cr total
	Qualitative or Quantitative Class (3)	
Year 3 – Fall (8-9 credits)	Year 3 – Spring (8 to 9 credits)	Year 3 – Summer (not enrolled-transition to internship)
COUN 999: Dissertation (4) **Need 12 cr total COUN 583: Advanced Practicum (1-2; not required) COUN 540: Advanced Vocational Psychology (3) (odd years)	PSYC 560: Advanced Social Psychology (3) COUN 583: Advanced Practicum (1-2; not required) COUN 999: Dissertation (4) **Need 12 cr total	
Year 4 – Fall (1 credit)	Year 4 – Spring (1 credit)	Year 4 – Summer (1 credit)
UNIV 994: Internship (1)	UNIV 994: Internship (1)	UNIV 994: Internship (1)
Only need to take 2-3 Qualitative or Quantitative courses; semesters taken and classes will vary by student		

Appendix B: Counseling Psychology Model Training Values Statement Addressing Diversity¹ Form

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.

In accepting the offer of admission to the Ph.D. program in Counseling Psychology at the University of North Dakota, I acknowledge that I have read the above *Counseling Psychology Model Training Values Statement Regarding Diversity*. Further, I understand that participating in training in counseling psychology requires that I engage in self-examination about my beliefs and values and that I expect to both challenge myself and be challenged in ways that will facilitate life-long learning and continuous development of multicultural and diversity competence.

Student Printed Name

Student Signature

Date

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

Appendix C: APA Ethics Adherence Form

Counseling Psychology doctoral student statement that they have read and agree to adhere to the APA Ethical Principles of Psychologists and Code of Conduct

The APA-approved* Counseling Psychology Program at the University of North Dakota adheres to the *Ethical Principles of Psychologists and Code of Conduct* (2017). Each student in the University of North Dakota Ph.D. program in Counseling Psychology is expected to be familiar with and adhere to the APA Ethics Code. Students will become familiar with the Ethics Code through a variety of sources, including reading the code, classroom instruction, applied practice with clients and research, and supervision of student's supervision and/or teaching of Master's counseling trainees or other students.

Ethical principles and codes protect the client, the research participant, the student you may be supervising or teaching, and also protect you as a doctoral student, by setting out expectations for behavior by practitioners, professors-teachers, supervisors, and researchers. It is important as you go through our program in various roles that you are familiar with the APA *Ethical Principles of Psychologists and Code of Conduct* and that you agree to act according to the guidelines set forth in that code.

Please read the following statements and sign as appropriate.

YES NO I have read the APA *Ethical Principles of Psychologists and Code of Conduct* and understand its application to my work as a Counseling Psychology doctoral student, and understand that while a student this work will include being taught, mentored, and supervised by professors, licensed psychologists, and other professionals; seeing clients; conducting research; supervising Master's-level counseling trainees; and perhaps teaching.

Student Printed Name

Student Signature

Witness Printed Name

Witness Signature

Date

YES NO I agree to adhere to the standards of conduct put forth by the APA
Ethical Principles of Psychologists and Code of Conduct.

Student Printed Name

Student Signature

Witness Printed Name

Witness Signature

Date

*For information regarding accreditation status, contact:
American Psychological Association Committee on Accreditation,
Office of Program Consultation and Accreditation,
American Psychological Association, 750 First Street, N.E.,
Washington, DC 20002-4242; Phone: 202-336-5979

Appendix E: Sample Teaching Observation Form

Date of Observation: _____
 Instructor: _____
 Observer: _____
 Course Observed: _____
 Number of Students: _____

Rating Scale: 1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, N/A = not applicable

CONTENT KNOWLEDGE AND RELEVANCE

Main ideas clear and specific	1	2	3	4	5	
Sufficient variety in supporting information	1	2	3	4	5	
Relevance of main ideas was clear	1	2	3	4	5	
Instructor related ideas to prior knowledge	1	2	3	4	5	
Made distinctions between fact and opinion	1	2	3	4	5	N/A
Presented divergent view points when appropriate	1	2	3	4	5	N/A
Demonstrated command of the subject matter	1	2	3	4	5	

Comments:

ORGANIZATION AND CLARITY

Introduction captured attention	1	2	3	4	5
Introduction stated organization of lecture	1	2	3	4	5
Effective transitions (clear, with summaries)	1	2	3	4	5
Clear organizational plan	1	2	3	4	5
Concluded by summarizing main ideas	1	2	3	4	5
Reviewed by connecting to previous classes	1	2	3	4	5
Previewed by connecting to future classes	1	2	3	4	5

Comments:

INTERACTION

Asked questions to foster critical thinking & access learning	1	2	3	4	5	N/A
Asked probing questions when student answers were incomplete	1	2	3	4	5	N/A
Encouraged student questions	1	2	3	4	5	N/A
Provided satisfactory answers to student questions	1	2	3	4	5	N/A
Promoted & facilitated student-driven discussions	1	2	3	4	5	N/A
Instructor incorporated student responses into remaining class content	1	2	3	4	5	N/A

Demonstrated enthusiasm for the subject matter.	1	2	3	4	5	N/A
Created and maintained a good rapport with students						

Comments:

USE OF INSTRUCTIONAL MATERIALS AND TOOLS

Prepared students for the lesson with appropriate assigned readings	1	2	3	4	5	N/A
Supported lesson with relevant and useful classroom activities	1	2	3	4	5	N/A
Presented helpful audio-visual materials to support major points	1	2	3	4	5	N/A
Materials were easily read, viewed or heard (e.g., slides, handouts, videos)	1	2	3	4	5	N/A
All materials were clear and well-organized	1	2	3	4	5	N/A

Comments:

VERBAL/NON-VERBAL COMMUNICATION

Language was understandable	1	2	3	4	5
Articulation and pronunciation clear	1	2	3	4	5
Absence of verbalized pauses (er, ah, etc.)	1	2	3	4	5
Instructor spoke extemporaneously	1	2	3	4	5
Effective voice quality	1	2	3	4	5
Volume sufficient to be heard	1	2	3	4	5
Rate of delivery appropriate	1	2	3	4	5
Effective body movement and gestures	1	2	3	4	5
Eye contact with students	1	2	3	4	5
Confident & enthusiastic	1	2	3	4	5

Comments:

What were the instructor’s major strengths as demonstrated in this observation?

What suggestions do you have for improving upon this instructor’s skills?

OVERALL EFFECTIVENESS RATING 1 2 3 4 5

Modified from: (1) *A Guide for Evaluating Teaching for Promotion and Tenure*, by Centra, Froh, Gray, & Lambert (1976) Center for Instructional Development, Syracuse University, (2) Porter, Meyer, & Hagen (1994) *The Journal of Staff, Program, & Organizational Development*, Vol. 12 No. 2 pp. 104-105; (3) *Successful Faculty Evaluation Programs*, by Petr Seldin (1980), Coventry Press.

Appendix F: Sample Teaching Self-Observation Form

Date of Classroom Observation: _____

Name: _____

Course Number: _____

Course Name: _____

Instructions: Complete this self-reflection form by writing about your teaching performance and your students' learning during the class session that was observed.

- 1) Identify and describe two teaching strengths you demonstrate during the classroom observations. Mention specific teaching behaviors that exemplify these strengths.

- 2) Identify one area of teaching that you feel would benefit from further development. Explain using specific examples from the observed class session.

- 3) Comment on your students' achievement of the learning objectives you identified from this class session. What activities helped them to achieve the objectives? What evidence did you observe that demonstrated that the students had learned those specific learning objectives?

- 4) Would you do anything differently the next time you teach this specific subject matter? Why/Why not?

Other comments or concerns:

Modified from the University of Illinois at Urbana Champaign's Liberal Arts and Science Teaching Academy's *Self-reflection Instrument*.

Appendix G: Supervisor in Training Evaluation Form

Student Clinician:

Date of Evaluation:

Supervisor-in-Training:

Circle One: Fall Spring Summer

DIRECTIONS: Circle or highlight the number which best represents how you feel about the supervision received.

The Supervisor:

	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>
1. Gives time and energy in monitoring sessions, reviewing tapes and case conferences.	1 2	3 4	5 6
2. Accepts and respects me as a person.	1 2	3 4	5 6
3. Recognizes and encourages further development of my strengths and abilities.	1 2	3 4	5 6
4. Gives me useful feedback when I do something well.	1 2	3 4	5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2	3 4	5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2	3 4	5 6
7. Provides suggestions for developing my counseling skills.	1 2	3 4	5 6
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	1 2	3 4	5 6
9. Encourages me to use new and different techniques when appropriate.	1 2	3 4	5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2	3 4	5 6
11. Helps me to define and achieve specific concrete goals for myself during the Practicum experience.	1 2	3 4	5 6
12. Gives me useful feedback when I do something wrong.	1 2	3 4	5 6
13. Allows me to discuss problems I encounter in my Practicum setting.	1 2	3 4	5 6
14. Pays appropriate amount of attention to both me and my clients.	1 2	3 4	5 6
15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1 2	3 4	5 6
	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>

16. Helps me define and maintain ethical behavior in counseling and case management.	1	2	3	4	5	6
17. Encourages me to engage in professional behavior.	1	2	3	4	5	6
18. Maintains confidentiality discussed in supervisory sessions, per the agreed upon supervision contract.	1	2	3	4	5	6
19. Deals with both content and affect when supervising.	1	2	3	4	5	6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6
21. Helps me to effectively use microskills, such as reflection, paraphrasing, and interpretation, in the counseling session.	1	2	3	4	5	6
22. Helps me develop higher-level skills such as responding immediately and about process in session.	1	2	3	4	5	6
23. Helps me increase awareness of my own values and gender and/or cultural perspectives as they impact on my counseling.	1	2	3	4	5	6
24. Helps me organize relevant case data in planning goals and strategies with my client.	1	2	3	4	5	6
25. Helps me to formulate a sound rationale of human behavior.	1	2	3	4	5	6
26. Helps me conceptualize the case.	1	2	3	4	5	6
27. Offers resource information when I request or need it.	1	2	3	4	5	6
28. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6
29. Allows and encourages me to evaluate myself.	1	2	3	4	5	6
30. Explains his/her criteria for evaluation fairly and in behavioral terms.	1	2	3	4	5	6
31. Applies his/her criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6

Additional Comments and/or Suggestions:

Appendix H: COUN 510 Counseling Methods Assessment Form

Student Name: _____

Evaluation Date: _____

Instructor: _____

GTA Name: _____

Purposes:

1. To provide trainee with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills.
2. To provide the trainee with a basis for identifying areas of emphasis within supervision.

Basic Helping Skills

	<u>Learning</u>	<u>Recognize</u>	<u>Basic Mastery</u>			
1. Ability to demonstrate active attending behavior.	1	2	3	4	5	N/O*
2. Ability to listen to and understand client nonverbal behavior.	1	2	3	4	5	N/O
3. Ability to track client's verbal report (i.e., active listening).	1	2	3	4	5	N/O
4. Ability to understand/explore the client's experience.	1	2	3	4	5	N/O
5. Ability to identify themes in client's story.	1	2	3	4	5	N/O
6. Ability to respond with accurate empathy.	1	2	3	4	5	N/O
7. Ability to ask open-ended questions.	1	2	3	4	5	N/O
8. Ability to help clients clarify and focus.	1	2	3	4	5	N/O
9. Ability to assess accurately severity of client's problems.	1	2	3	4	5	N/O
10. Ability to establish a collaborative working relationship with client.	1	2	3	4	5	N/O
11. Ability to paraphrase client's statements.	1	2	3	4	5	N/O
12. Ability to summarize client's statements.	1	2	3	4	5	N/O
13. Ability to provide feeling reflections.	1	2	3	4	5	N/O
14. Ability to balance empathic responding, clarification (information gathering), and reflecting.	1	2	3	4	5	N/O
15. Ability to explore the counselor-client relationship.	1	2	3	4	5	N/O
16. Ability to identify inconsistencies in client's story.	1	2	3	4	5	N/O
17. Ability to address inconsistencies via effective confrontation.	1	2	3	4	5	N/O
18. Ability to utilize appropriate interpretation or reframing.	1	2	3	4	5	N/O
19. Ability to provide non-evaluative feedback to peers.	1	2	3	4	5	N/O
20. Ability to share information appropriately (psychoeducation).	1	2	3	4	5	N/O

21. Ability to share constructively use self-disclosure.	1	2	3	4	5	N/O
--	---	---	---	---	---	-----

Basic Helping Skills (Cont.)

	<u>Learning</u>	<u>Recognize</u>	<u>Basic Mastery</u>			
22. Ability to assess client’s strengths and resources.	1	2	3	4	5	N/O
23. Ability to help clients identify treatment goals.	1	2	3	4	5	N/O
24. Ability to help clients explore results of the goals they set.	1	2	3	4	5	N/O
25. Ability to help clients sustain action in direction of goals.	1	2	3	4	5	N/O
26. Ability to help clients review and revise, or recommit to, goals based on new experiences.	1	2	3	4	5	N/O
27. Ability to recognize client reluctance/ resistance/ hesitation.	1	2	3	4	5	N/O
28. Ability to effectively address client resistance/reluctance/ hesitation.	1	2	3	4	5	N/O
29. Utilization of the process dimension of counseling.	1	2	3	4	5	N/O
30. Utilization of hypothesis testing and case conceptualization skills.	1	2	3	4	5	N/O

Procedural Skills

	<u>Learning</u>	<u>Recognize</u>	<u>Basic Mastery</u>			
31. Ability to open session smoothly, including providing informed consent.	1	2	3	4	5	N/O
32. Ability to work with client to identify important concerns for the session.	1	2	3	4	5	N/O
33. Ability to work with a client who is in crisis.	1	2	3	4	5	N/O
34. Ability to close session smoothly.	1	2	3	4	5	N/O
35. Ability to obtain and use client feedback.	1	2	3	4	5	N/O

Multicultural Competence

	<u>Learning</u>	<u>Recognize</u>	<u>Basic Mastery</u>			
36. Ability to demonstration awareness of personal values and biases.	1	2	3	4	5	N/O
37. Ability to explore aspects of cultural identity with client.	1	2	3	4	5	N/O
38. Ability to recognize multicultural factors related to client and presenting concerns.	1	2	3	4	5	N/O

Supervisory Learning

	<u>Learning</u>	<u>Recognize</u>	<u>Basic Mastery</u>			
39. Displays professional demeanor and language.	1	2	3	4	5	N/O
40. Displays compassion and respect in interpersonal interactions.	1	2	3	4	5	N/O

41. Shows appropriate respect for colleagues.	1	2	3	4	5	N/O
---	---	---	---	---	---	-----

Supervisory Learning (Cont.)

	<u>Learning</u>	<u>Recognize</u>	<u>Basic Mastery</u>			
42. Demonstrates effort to effectively resolve conflict.	1	2	3	4	5	N/O
43. Completes case documentation accurately and timely.	1	2	3	4	5	N/O
44. Critiques and analyzes own interview/sessions accurately and appropriately, incorporating strengths and weaknesses.	1	2	3	4	5	N/O
45. Demonstrates cooperative discourse (e.g., refrains from interrupting, does not dominate, contributes actively).	1	2	3	4	5	N/O
46. Demonstrates willingness to admit errors and accept feedback.	1	2	3	4	5	N/O
47. Willing to be observed and evaluated by supervisor(s).	1	2	3	4	5	N/O
48. Integrates feedback from supervisor into performance.	1	2	3	4	5	N/O

Overall Counseling Skills.	1	2	3	4	5
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Additional Comments:

**Appendix I: Student Evaluation of Practicum Placement
Ph.D. Program in Counseling Psychology**

PLACEMENT SITE: _____

DATES OF PLACEMENT ____ / ____ / ____ **TO** ____ / ____ / ____

STAGE OF SEMESTER: MID-YEAR _____ **END OF PLACEMENT** _____

SUPERVISOR: _____

1) On a scale of 1 (Poor) to 10 (Excellent) please rate the overall quality of this placement site for practicum training: _____

COMMENTS:

2) Using the same scale as in #1 above, please rate the overall quality of the supervision you received at this placement site: _____ (Please consider not only the technical aspects of supervision, but also the openness of your supervisor to candid, give and take discussion about important practice issues, and the supervisor's ability to provide support with issues of individual and cultural diversity.)

COMMENTS:

3) Practicum training is, in part, intended to expose the student to appropriate professional role models - psychologists actively engaged in the practice of the profession. Do you believe that this placement provided you with that opportunity? Yes NO

If NO, please comment:

4) Practicum training is intended to provide the student with an opportunity to interact with people from other professions and disciplines - social work, psychiatry, other areas of medicine, physical therapy, occupational therapy, etc. Do you believe that this placement provided you with this opportunity? YES NO

If NO, please comment:

5) Practicum training is intended to provide the student with a diverse set of training experiences (e.g., initial client contact/intake, crisis intervention, ongoing counseling, assessment, staff meetings, consultation, report/progress note writing), congruent with developmental stage of training. Do you believe that this placement provided a helpful range of training experiences, given your stage in clinical training? YES NO

If NO, please comment:

6) Practicum training is intended to provide the student with the opportunity to share experiences with other trainees at a similar level of training. This not only helps in the learning process but is also essential in building a professional identity. Did this placement provide such an opportunity? YES NO

If NO, please comment:

7) Using a scale of 1 (POOR) to 10 (EXCELLENT), please rate the physical space, office accommodations, and facilities of this site: _____

COMMENTS:

8) Using the same scale as in #7 above, please rate the testing materials and necessary supplies (if appropriate) available at this placement: _____. Please check here if not applicable:

_____ COMMENTS:

9) Using the same 10-point scale please rate the library facilities available at this placement, if applicable or used: _____.

COMMENTS:

10) Did it appear to you, as a trainee, that the larger placement site supported, in fact and spirit, the use of the facility as a training site? YES NO

If NO, please comment:

11) Was there any opportunity at this site to participate in psychological research? YES NO

If YES, please describe (even if YOU did not actually participate):

12) Practicum training is intended, in part, to provide the student with the opportunity to interact with and work with a culturally diverse population. Cultural diversity is defined here as a broad concept, inclusive of a wide variety of identities (e.g., race/ethnicity, gender, sexual orientation, age, religion, disability, socioeconomic status, etc). Did this placement provide that opportunity? YES NO

If YES, please comment:

13) Please make any additional comments that you would like concerning this training experience:

STUDENT: _____ [typing your name will suffice as a signature]

DATE: _____

Appendix J: Student Counseling/Counseling Psychologist Trainee's Evaluation of Supervisor Form

Supervisor/Instructor:

Circle One:

Midterm

Final

DIRECTIONS: Circle or highlight the number which best represents how you feel about the supervision received.

The Supervisor:

	<u>Poor</u>		<u>Adequate</u>		<u>Good</u>	
1. Gives time and energy in monitoring sessions, reviewing tapes and case conferences.	1	2	3	4	5	6
2. Accepts and respects me as a person.	1	2	3	4	5	6
3. Recognizes and encourages further development of my strengths and abilities.	1	2	3	4	5	6
4. Gives me useful feedback when I do something well.	1	2	3	4	5	6
5. Provides me the freedom to develop flexible and effective counseling styles.	1	2	3	4	5	6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1	2	3	4	5	6
7. Provides suggestions for developing my counseling skills.	1	2	3	4	5	6
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5	6
9. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6
10. Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6
11. Helps me to define and achieve specific concrete goals for myself during the Practicum experience.	1	2	3	4	5	6
12. Gives me useful feedback when I do something wrong.	1	2	3	4	5	6
13. Allows me to discuss problems I encounter in my Practicum setting.	1	2	3	4	5	6
14. Pays appropriate amount of attention to both me and my clients.	1	2	3	4	5	6
15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1	2	3	4	5	6

	<u>Poor</u>		<u>Adequate</u>		<u>Good</u>	
16. Helps me define and maintain ethical behavior in counseling and case management.	1	2	3	4	5	6
17. Encourages me to engage in professional behavior.	1	2	3	4	5	6
18. Maintains confidentiality in material discussed in supervisory sessions.	1	2	3	4	5	6
19. Deals with both content and affect when supervising.	1	2	3	4	5	6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6
21. Helps me to effectively use microskills, such as reflection, paraphrasing, and interpretation, in the counseling session.	1	2	3	4	5	6
22. Helps me develop higher-level skills such as responding immediately and about process in session.	1	2	3	4	5	6
23. Helps me increase awareness of my own values and gender and/or cultural perspectives as they impact on my counseling.	1	2	3	4	5	6
24. Helps me organize relevant case data in planning goals and strategies with my client.	1	2	3	4	5	6
25. Helps me to formulate a sound rationale of human behavior.	1	2	3	4	5	6
26. Helps me conceptualize the case.	1	2	3	4	5	6
27. Offers resource information when I request or need it.	1	2	3	4	5	6
28. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6
29. Allows and encourages me to evaluate myself.	1	2	3	4	5	6
30. Explains his/her criteria for evaluation fairly and in behavioral terms.	1	2	3	4	5	6
31. Applies his/her criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6

Additional Comments and/or Suggestions:

*Based on Materials from H. Hackney and S. Nye (1973), *Counseling Strategies and Objectives*, Prentice-Hall.

Appendix K: Professional Benchmark Summary Feedback Form

Student Name: _____

Advisor: _____

Competency	Strengths	Weaknesses	Specific Examples	Growth Plan	Feedback (please indicate one of the following as part of your feedback). 3. Student has addressed the area well and has an appropriate plan. 2. Area needs additional attention. 1. Requires remediation.
Professionalism -Integrity -Depoartment -Accountability - Concern for Others' Welfare -Professional Identity					
Reflective Practice/Self - assessment/ Self-care -Willingness and ability to consider one's own motives, attitudes, behaviors and one's effect on others -Basic awareness and					

attention to self-care					
Relationships -Interpersonal Skills -Affective Skills -Expressive Skills					
Individual and Cultural Differences -Self -Others -Interactions -Applications					
Ethical-Legal -Knowledge of standards and guidelines -Awareness and application of ethical decision making -Ethical attitudes and values evident in conduct					
Research-Evaluation Scientific mindedness and critical thinking					

Student Printed Name

Student Signature

Advisor Printed Name

Advisor Signature

Date

Appendix L: Doctoral Student Self-Evaluation Form

Doctoral Student Self-Evaluation: Due April 15, by Noon

Name: _____ Year admitted: _____ Advisor/Chair: _____

Please indicate your completion status for each of the following tasks, activities, or competencies markers. (Note: For earlier activities, advanced students can provide approximate dates or semester. Students are advised to keep an electronic copy and update their progress on a regular basis to make tracking easier each year – this is YOUR responsibility!).

Activity	C, IP, NS*	If C, date	Progress Indicator	C, IP, NS*	If C, date
FBI background check completed			Professional Benchmark		
IRB training completed			Research team member		
HIPAA training completed			Teaching experience		
Practicum Plan completed			OSCE		
Current liability insurance on file			Dissertation Proposal		
Program of Study completed			Dissertation Defense		
Dissertation Chair assigned			Social Justice Project		
Dissertation Committee identified			Integrated Assessment Report		
All other forms up to date and complete for this academic year			Research Presentation		
			Comprehensive Exams		
			Specialization area		
			Manuscript submission		
			Behavioral Healthcare Rotation		
			Interprofessional Health Care competency +		

* C = Complete, IP = In Progress, NS = Not Started

+ - This competency is required beginning with students admitted in Fall, 2013

Did you receive any “B” or lower in your academic courses this year? If so, in which classes?

Assistantship Learning Experiences		
Assistantship Assignment	Semester	Faculty Supervisor

1. When do you plan to apply for Internship? _____
2. How many supervised direct contact hours have you accrued so far?
 - a. Doc _____ MA _____
 - b. Based on these, are you on target to meet the minimum of 800 experiential hours, 300 of which must be face to face by the end of your program? _____ YES _____ NO
3. At how many different **DOC** sites have you completed practicum? _____
4. How many licensed **DOC** practicum supervisors have you had? _____

Between August 16, 2018 and August 15, 2019, **how many (include accepted activities slated for future presentation, e.g., APA in August):**

1. National presentations have you completed? _____ Had accepted? _____
2. Journal manuscripts have you published? _____ Submitted? _____
3. Book chapters have you published? _____ Submitted? _____
4. State or regional presentations have you completed? _____ Had accepted? _____

Provide a brief update of your completion of the research competency tasks outlined in the student handbook, required of students prior to leaving for internship. If you have not met the minimum requirements yet for completion of publications and presentations, briefly outline your plan for completion:

- a) Submit a manuscript for publication as a key author
- b) At least one regional (i.e., Great Lakes), national, or international presentation as a key author

5. What is your specialty Competency?
 Consultation Leadership Grant-writing Child & Adolescent Counseling
 Provide a brief update of the tasks you have accomplished or have planned to meet this competency.

6. List your coursework for Spring **2018**, Summer 2018, and Fall 2018 and obtained grade in the course below. Do not list Spring **2019** grades as you don't have them yet.

Course Name and Number	Grade

7. Counseling psychologists have available to them a number of career paths (i.e., settings, roles, specific areas of expertise). We also recognize that as you move through the program, your career goals may evolve and change.
 - a) What are your current professional goals [if they have changed during the past year or so, please note that]? Please also address the ways in which these goals have evolved during the past year.
 - b) What steps have you been taking to further your professional goals?
 - c) What measurable activities do you plan to do this upcoming year to meet and further your goals?
8. Please briefly assess your own strengths, weaknesses, and areas for further development at this point with respect to both (a) your academic functioning, (b) your clinical functioning, and (c) your research functioning.
9. Are there barriers that have interfered with your participation in progressing in the program? If so, what were/are these barriers and what have been their specific effects? What are possible ways to overcome those barriers?
10. List the accomplishments of this past year that make you the most proud or happy.
11. Please note any additional comments that are not covered above.

Submit this Self-evaluation Form and a **current CV** to your advisor and Sharon Fields-Uhrich by April 26th by noon.

____ Self-Evaluation Form
 ____ Current CV

Thank You.

Student Signature: _____ Date: _____

Appendix M: Practicum Plan Form

- 1) Long-term career goals:

- 2) Desired pre-doctoral internship types (list up to 3 in order of preference):

- 3) Given above preferences, what types of practicum/field experiences will most prepare you to be competitive for your desired pre-doctoral internship?

- 4) Which specific practicum and/or internship sites will you be applying for?

- 5) What additional experiences should you be pursuing in order to develop competencies necessary for your career goals?

- 6) What specific actions will you take in the next year in order to obtain the identified competencies?

- 7) Other issues that need to be addressed in order to successfully complete your practicum plan.

Student Printed Name

Student Signature

Faculty Printed Name

Faculty Signature

Date

Appendix N: Annual Evaluation of Student's Performance Form

Student Name: _____

Date: _____

Instructions:

Evaluation is based on the learning experiences following the typical curriculum plan. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Trainees early in the program (e.g., year 1) will likely have consistent lower scores

Trainees later in the program (e.g., year 2, 3 & beyond) will likely have consistent higher scores

Minimum Level of Achievement for trainees applying for internship is a 3 in all areas

Instructions: Indicate the number that best describes the trainee's competence based on the descriptions:

RATING KEY				
1	2	3	4	5
<p>Not at All/Slightly (Beginner)</p> <p>Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently</p>	<p>Somewhat (Advanced Beginner)</p> <p>Competence is below average, but with further supervision and experience is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required</p>	<p>Moderately</p> <p>Competence is at least at the minimal level necessary for functioning with moderate supervision required</p>	<p>Mostly</p> <p>Competence is above average; trainee can function independently with periodic supervision</p>	<p>Very</p> <p>Competence is well developed and trainee can function independently with little or no supervision required</p>

PROFESSION-WIDE COMPETENCY						
1. Research						
ELEMENT 1A	Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.					
Rating	1	2	3	4	5	N/O
ELEMENT 1B	Conduct research or other scholarly activities.					
Rating	1	2	3	4	5	N/O
ELEMENT 1C	Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.					
Rating	1	2	3	4	5	N/O
ELEMENT 1ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all elements of research.					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
2. Ethical & Legal Standards						
ELEMENT 2A	Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and, relevant professional standards and guidelines.					
Rating	1	2	3	4	5	N/O
ELEMENT 2B	Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.					
Rating	1	2	3	4	5	N/O
ELEMENT 2C	Conduct self in an ethical manner in all professional activities.					

Rating	1	2	3	4	5	N/O
ELEMENT 2ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively in an ethical manner.					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
3. Individual & Cultural Diversity						
ELEMENT 3A	An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.					
Rating	1	2	3	4	5	N/O
ELEMENT 3B	Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.					
Rating	1	2	3	4	5	N/O
ELEMENT 3C	The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.					
Rating	1	2	3	4	5	N/O
ELEMENT 3D	Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
4. Professional Values & Attitudes						
ELEMENT 4A	Behave in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.					
Rating	1	2	3	4	5	N/O
ELEMENT 4B	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being and professional effectiveness.					
Rating	1	2	3	4	5	N/O
ELEMENT 4C	Actively seek and demonstrate openness and responsiveness to feedback and supervision.					
Rating	1	2	3	4	5	N/O
ELEMENT 4D	Respond professionally in increasingly complex situations with greater degree of independence as they progress across levels of training.					
Rating	1	2	3	4	5	N/O
ELEMENT 4ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively related to professional values and attitudes.					
Rating	1	2	3	4	5	N/O
CP	Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
5. Communication & Interpersonal Skills						
ELEMENT 5A	Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services.					
Rating	1	2	3	4	5	N/O
ELEMENT 5B	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.					
Rating	1	2	3	4	5	N/O
ELEMENT 5C	Demonstrates effective interpersonal skills and ability to manage difficult communication well.					
Rating	1	2	3	4	5	N/O
ELEMENT 5ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively in all communication and interpersonal interactions.					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
6. Assessment						
ELEMENT 6A	Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.					
Rating	1	2	3	4	5	N/O
ELEMENT 6B	Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).					
Rating	1	2	3	4	5	N/O
ELEMENT 6C	Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.					
Rating	1	2	3	4	5	N/O

ELEMENT 6D	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
Rating	1 2 3 4 5 N/O
ELEMENT 6E	Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
Rating	1 2 3 4 5 N/O
ELEMENT 6F	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Rating	1 2 3 4 5 N/O
ELEMENT 6ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively in assessment.
Rating	1 2 3 4 5 N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
7. Intervention						
ELEMENT 7A	Establish and maintain effective relationships with the recipients of psychological services.					
Rating	1 2 3 4 5 N/O					
ELEMENT 7B	Develop evidence-based intervention plans specific to the service delivery goals.					
Rating	1 2 3 4 5 N/O					
ELEMENT 7C	Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.					
Rating	1 2 3 4 5 N/O					

ELEMENT 7D	Demonstrate the ability to apply the relevant research literature to clinical decision making.					
Rating	1	2	3	4	5	N/O
ELEMENT 7E	Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.					
Rating	1	2	3	4	5	N/O
ELEMENT 7F	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.					
Rating	1	2	3	4	5	N/O
ELEMENT 7ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively with interventions.					
Rating	1	2	3	4	5	N/O
CP	Demonstrates interventions consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
8. Supervision						
ELEMENT 8A	Demonstrate knowledge of supervision models and practices.					
Rating	1	2	3	4	5	N/O
ELEMENT 8B	Demonstrate application of supervision model.					
Rating	1	2	3	4	5	N/O

ELEMENT 8ICD	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in supervision.					
Rating	1	2	3	4	5	N/O

Summary Feedback:

PROFESSION-WIDE COMPETENCY						
9. Consultation & Interprofessional/Interdisciplinary Skills						
ELEMENT 9A	Demonstrate knowledge and respect for the roles and perspectives of other professions.					
Rating	1	2	3	4	5	N/O
ELEMENT 9B	Demonstrate knowledge of consultation models and practices.					
Rating	1	2	3	4	5	N/O
ELEMENT 9ICD	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in consultation and interprofessional/interdisciplinary skills.					
Rating	1	2	3	4	5	N/O

Summary Feedback:

Academic Coursework:

Did this student meet all MLA's for this year's academic coursework (i.e., receive a minimum of B's in all classes)? Yes/No

If no, which classes received a B or lower? When does the student plan to re-take the course?

Additional Academic Coursework Feedback:

Coursework in Public Health or Interprofessional Health Care:

Has this student successfully taken their coursework to meet this requirement? Yes/No

Specialization Area:

Has this student successfully completed their Specialization Area? Yes/No

Area: Leadership Consultation Grant Writing Child and Adolescent Counseling

Nature of progress:

Research:

Is this student part of their advisor's research team? Yes/No

Did this student receive a conference acceptance for a regional, national, or international conference presentation as a key author? Yes/No

*Be sure to complete the Research Rating Form.

Did this student submit a manuscript as a key author? Yes/No

*Be sure to complete the Research Rating Form.

Did this student successfully defend their dissertation? Yes/No

*Be sure to complete the Research Rating Form.

Dissertation:

Has this student successfully proposed their dissertation? Yes/No

Nature of progress:

Has this student successfully defended their dissertation? Yes/No

Nature of progress:

Teaching:

Has this student successfully completed their teaching experience? Yes/No

Nature of progress:

Social Justice Project:

Has this student successfully completed their social justice project? Yes/No

Nature of progress:

Professional Benchmark:

Has this student successfully completed their Professional Benchmark? Yes/No

Integrated Assessment Report:

Has this student successfully completed their integrated assessment? Yes/No

Nature of progress:

Observed Structured Clinical Examination (OSCE):

Has this student successfully completed their OSCE? Yes/No

Nature of progress:

Comprehensive Exams:

Has this student successfully completed their comprehensive exams? Yes/No

Nature of progress:

Internship:

Has this student successfully completed their pre-doctoral internship? Yes/No

Nature of progress:

General Writing Skills Feedback:

Overall Progress:

Special Accomplishments this Year:

Signed: _____, Doctoral Program Training Director

_____, Advisor/Committee Chair

_____, Student

**Appendix O: OSCE Evaluation Form –
Area 1: Integrated Health Care/Behavioral Health Care Case**

Student Name: _____

Rater Name: _____

Doctoral Practicum Semester: _____

Please evaluate each student on the basis of expectations for competency appropriate to the **corresponding semester of doctoral practicum**. Each of the students participating in this OSCE is considering applying for internship as early as this coming fall, and your feedback should be given in light of future readiness for internship.

General Observations: Integrated Health Care/Behavioral Health Care Case

How were expectations met for each area below (as rated from the audio/video)?	Not Met	Marginally	Adequately	Exceeded
Student used rapport-building skills				
Student appeared professional and prepared				
Student displayed multicultural engagement, sensitivity and responsiveness to diversity, including considerations for their own and their client’s intersecting identities, privilege, and oppression				
Student gathered data appropriate for conceptualizing the problem or pursuing a diagnostic assessment				
Student identified information relevant to the client’s strengths and weaknesses/concerns				
Student engaged in on-going assessment of the concerns and goals of the intervention (for multiple session interactions)				
Students demonstrated knowledge of evidenced-based treatment approaches/best practices in interventions and assessments, including documentation/citations in formal write-up				

Students demonstrated the ability to integrate affective, developmental, and social aspects into their case conceptualization from their theoretical orientation				
<i>Comments on student's general skills and approach to working with the client:</i>				

Observations specific to integrated health care/behavioral health care:

How were expectations met for each area below?	Not Met	Marginally	Adequately	Exceeded
Student displayed knowledge of IHC or behavioral health care issues, including addressing both the psychological and the physical/behavioral aspects of the concerns being addressed in the audio/video				
Student displayed clinical acumen and client-centered focus in exploring the concerns and experiences related to IHC or behavioral health care issues in the audio/video				
Student displayed comfort (i.e., ease and client-centered confidence) in addressing issues related to IHC or behavioral health care issues in the audio/video				
Students evidenced ability to draw from, integrate, or consult with other health care professionals (inside of or outside of session) through audio/video/formal write-up				
<i>Comments:</i>				

Post-session question for each student: LEFT INTENTIONALLY BLANK

Answer: _____

Student Printed Name

Student Signature

Faculty Printed Name

Faculty Signature

Date

OSCE Evaluation Form – Area 2: Intersectionality, Identity, and Contextual Case

Student Name: _____

Rater Name: _____

Doctoral Practicum Semester: _____

Please evaluate each student on the basis of expectations for competency appropriate to the **corresponding semester of doctoral practicum**. Each of the students participating in this OSCE is considering applying for internship as early as this coming fall, and your feedback should be given in light of future readiness for internship.

General Observations: Intersectionality, Identity, and Contextual Case

How were expectations met for each area below? (as rated from the audio/video data)	Not Met	Marginally	Adequately	Exceeded
Student used rapport-building skills				
Student appeared professional and prepared				
Student displayed multicultural engagement, sensitivity and responsiveness to diversity, including considerations for their own and their client's intersecting identities, privilege, and oppression				
Student gathered data appropriate for conceptualizing the problem or pursuing a diagnostic assessment				
Student identified information relevant to the client's strengths and weaknesses/concerns				
Student engaged in on-going assessment of the concerns and goals of the intervention (for multiple session interactions)				
Students demonstrated knowledge of evidenced-based treatment approaches/best practices in interventions and assessments, including documentation/citations in formal write-up				
Students demonstrated the ability to integrate affective, developmental, and social aspects into their case				

conceptualization from their theoretical orientation				
<i>Comments on student's general skills and approach to working with the client:</i>				

Observations specific to intersectionality, identity, or contextual considerations:

How were expectations met for each area below?	Not Met	Marginally	Adequately	Exceeded
Student displayed knowledge of the identity, intersectionality, or contextual factors being discussed in the audio/video segment				
Student displayed clinical/cultural humility and a client-centered focus in exploring the identity, intersectionality, or contextual factors being discussed in the audio/video segment				
Student displayed cultural comfort (i.e., willingness and ability to address diversity issues) in directly addressing issues related to identity, intersectionality, or context in the audio/video segment				
Student displayed evidence of considering issues of power and privilege in working with issues related to identity, intersectionality, or context in the audio/video segment and formal case write-up				
<i>Comments:</i>				

Post-session question for each student: LEFT INTENTIONALLY BLANK

Answer:

Student Printed Name

Student Signature

Faculty Printed Name

Faculty Signature

Date

OSCE Evaluation Form – Area 3: Assessment, Vocational/Educational Concern, Child/Adolescent, or Couples Case

Student Name: _____

Rater Name: _____

Doctoral Practicum Semester: _____

General Observations: Assessment, Vocational/Educational Concern, Child/Adolescent, or Couples Case

How were expectations met for each area below (as rated from the audio/video/assessment data)?	Not Met	Marginally	Adequately	Exceeded
Student used rapport-building skills				
Student appeared professional and prepared				
Student displayed multicultural engagement, sensitivity and responsiveness to diversity, including considerations for their own and their client’s intersecting identities, privilege, and oppression				
Student gathered data appropriate for conceptualizing the problem or pursuing a diagnostic assessment				
Student identified information relevant to the client’s strengths and weaknesses/concerns				
Student engaged in on-going assessment of the concerns and goals of the intervention (for multiple session interactions)				
Students demonstrated knowledge of evidenced-based treatment approaches/best practices in interventions and assessments, including documentation/citations in formal write-up				
Students demonstrated the ability to integrate affective, developmental, and social aspects into their case conceptualization from their theoretical orientation				
<i>Comments on student’s general skills and approach to working with the client:</i>				

--

Observations specific to an assessment, vocational/educational concern, child/adolescent, or couples case:

How were expectations met for each area below?	Not Met	Marginally	Adequately	Exceeded
Student displayed knowledge of the assessment process, vocational/educational concern, child/adolescent case, or couples issue focused on in video/audio/assessment segment				
Student displayed clinical acumen and client-centered focus in exploring the issue related to the assessment referral question, the vocational/educational concern, the child/adolescent case, or the couples issue focused on in video/audio/assessment segment				
Student displayed clinical comfort (i.e., willingness and ability) in conducting and/or reviewing the assessment process, results, and materials; or in addressing either the vocational/educational concern, child/adolescent case, or couples issue in the video/audio segment				
Student displayed diagnostic thoroughness and accuracy, and evidence-based treatment approaches or recommendations, throughout the formal case write-up and video/audio/assessment segment				
<i>Comments:</i>				

Post-session question for each student: LEFT INTENTIONALLY BLANK

Answer: _____

Student Printed Name

Student Signature

Faculty Printed Name

Faculty Signature

Date

Appendix P: Comprehensive Exam Evaluation Faculty Rating Form

Student #: _____ Date: _____

Block & Question #: _____

Rating

3 = Pass with honors 2 = Pass 1 = Needs remediation 0 = Fail

Raters should only use whole numbers when giving a score.

Aspect of Response	Rating	Comments (feedback is required; specific feedback is required for ratings of 1 or 0)
Coverage of topic (demonstrated appropriate breadth & depth, capture key aspects of question)		
Clarity of argument/rationale		
Evidence of analysis, synthesis, critical thinking		
Appropriate use of evidence/citations		
Quality of writing		
Overall evaluation		

Evaluator: _____

Appendix Q: Research Rating Form

Q1 The name of the student being reviewed?

Q7 Name/Title of project or dissertation?

Q6 What is your name?

Q2 What type of research project are you reviewing?

- Regional, National, or International Conference Poster or Presentation (1)
- Manuscript Submission (2)
- Independent Study or thesis (3)
- Dissertation (4)

Q4 If this was a **peer-reviewed** conference presentation or manuscript publication, was it accepted (for presentation or publication)?

- yes (1)
- no (2)
- I don't know (3)

Q3 Please rate the level of demonstrated skills for each of the areas below:

	Failing or Failed (1)	Unsatisfactory (2)	Satisfactory (3)	Highly Satisfactory (4)	Exceeds Standards (5)
Literature Review (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Conceptualization (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Methodology Implementation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity/Inclusion Integration (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data Analysis (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpretation and implications (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Manuscript (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix R: Supervisor's Practicum Evaluation Form

Doc Prac Evaluation - (SoA Version [qualrics])

Start of Block: Default Question Block

Opening Dear Clinical Supervisor--

Thank you for filling out this evaluation! This link is unique to you, so until you hit the last "submit" button on the last page of this evaluation, you should be able to return as often as you need. **At the end of this survey you will have the option to save your evaluation responses as a pdf to save and review with the student.**

You rate the student in nine different competency domains: (1) Research, (2) Ethical & Legal Standards, (3) Individual & Cultural Diversity, (4) Professional Values & Attitudes, (5) Communication & Interpersonal Skills, (6) Assessment, (7) Intervention, (8) Supervision, and (9) Consultation & Interprofessional Skills. For more information about these domains and the specific competencies, please see Section C-8 D Profession Wide Competencies of the Implementing Regulations related to APA's Standards of Accreditation (<https://www.apa.org/ed/accreditation/section-c-soa.pdf>).

In each domain, you will be asked to rate the student based on specific competencies. Your evaluation should be based on the learning experiences following the typical developmental plan. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Trainees early in the program (e.g., in Master's Practicum or Master's Internship) will likely have consistent lower scores

Trainees later in the program (e.g., Doctoral Practicum or Advanced Doctoral Practicum) will likely have consistent higher scores

Minimum Level of Achievement for trainees applying for internship is a 3 in ALL areas
All students are rated on the following scale:

RATING KEY

1 2 3 4 5

1. Not at All/Slightly (Beginner): Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently

2. Somewhat (Advanced Beginner): Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

3. Moderately (Sufficient): Competence is at least at the minimal level necessary for functioning with moderate supervision required. Ready to apply for pre-doctoral internship.

4. Mostly (Independent): Competence is above average, trainee can function independently with periodic supervision. At the level of predoctoral intern.

5. Very (Excellent): Competence is well developed and trainee can function independently with little or no supervision required. At the level of a licensed practitioner.

Please rate the student's competence level to:

Following those rating you will have the option to add any qualitative information regarding the student's performance in that domain. **At the end of the survey you will be asked to comment on the students general strengths and areas for growth.**

If you have any questions at all, please feel free to contact Dr. Kara Wettersten at 701-777-3743, or email kara.wettersten@und.edu.

Q4 Evaluation Period

- Fall Semester - Midterm (1)
 - Fall Semester - Final (4)
 - Spring Semester - Midterm (3)
 - Spring Semester - Final (2)
 - Summer (5)
-

Q3 Date of Evaluation

Q8 Who is completing this evaluation?

- On-site supervisor (3)
- Additional supervisor (4)
- Student (Self-Evaluation) (5)
- Other: (6) _____

Skip To: Q2 If Who is completing this evaluation? = Student (Self-Evaluation)

Q1 Student Name

Q7 What is your name? Please provide your degree and licensure/certification (e.g., Your Name, M.A., LPC).

Q2 What course is associated with the this student's field experience? This helps establish developmentally appropriate expectations for competencies. Students earlier in training will likely have consistently lower scores than students who are further along in training.

- Master's Practicum: 1st year in counseling training (1)
 - Master's Internship: 2nd year of training (2)
 - Doctoral Practicum: 1st year post-master's (3)
 - Advanced Doctoral Practicum: 2nd or 3rd year post-master's; Preparing for predoctoral internship (4)
-

Q5 Practicum Site:

Q6 Type of Site:

- University Counseling Center (e.g., UND, NDSU, Concordia, UMC Counseling Center, etc.) (1)
- Community Mental Health Center (e.g., the Village; Northeast Human Service Center, etc.) (2)
- Outpatient Medical Center/Behavioral Health (not VA) (e.g., Park River First Care Medical Center, etc.) (3)
- VA (e.g., Fargo VA) (4)
- Inpatient Psychiatric (e.g., Prairie St. John's, etc.) (5)
- Air Force Base (e.g., Grand Forks Air Force Base, etc.) (6)
- other (please specify): (7) _____

Q9 It is a requirement that supervisors have direct observation of student clinicians. Direct observation includes in-person observation (e.g., co-therapy or one-way mirror), audio recording, audio/visual recording, or live streaming of activities.

Have you directly observed this student during this training period? (students completing self-evaluations should mark "yes")

- Yes (1)
- No (3)

Skip To: SIGN If It is a requirement that supervisors have direct observation of student clinicians. Direct observ... = No

Q10 Please indicate all types of direct observation employed during this training period.

- Co-therapy (1)
- Live Supervision (2)
- Audio recording (3)
- Video recording (4)
- Live stream (5)
- Other: (6) _____

Q11 How often have you observed the student in this training period (e.g., 1, 2, weekly, twice weekly, etc.)?

Page Break _____

RSL Research Competency

Has the student conducted research under your supervision during the course of this field experience?

- Yes (1)
- No (2)

Skip To: E1 If Research Competency Has the student conducted research under your supervision during the course
o... = No

R1 RESEARCH	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
formulate research or other scholarly activities that are of sufficient quality to contribute to the professional knowledge base. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conduct research or other scholarly activities. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critically evaluate and disseminate research or other scholarly activity via publication and presentation. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all elements of research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

R3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding RESEARCH:

Page Break

E1 ETHICAL & LEGAL STANDARDS

Please rate the student's competence level to:

	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
be knowledgeable of and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct; relevant laws ; and professional standards . (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognize ethical dilemmas as they arise, and apply ethical decision-making processes to resolve them. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conduct self in an ethical manner in all professional activities. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively with diverse others in an ethical manner (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

E3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding ETHICAL REASONING AND BEHAVIOR:

Page Break

ICD1 INDIVIDUAL & CULTURAL DIVERSITY

Please rate the student's competence level to:

	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
understand of how their own personal/cultural history, attitudes, and biases affect how they interact with people different from themselves. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of the current theoretical and empirical knowledge base as it relates to diversity. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to articulate and effectively apply an approach to working effectively with diverse individuals. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ICD2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

ICD3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding INDIVIDUAL AND CULTURAL DIVERSITY:

Page Break

PVA1 PROFESSIONAL VALUES & ATTITUDES	(1) <u>NOT AT ALL /</u> <u>SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (6)	(5) <u>VERY</u> (Excellent) (4)	Not Applicable / Not Observed (7)
behave in ways that reflect values and attitudes of psychology, including integrity, professional identity, accountability, concern for the welfare of others, etc. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be self-reflective and active in improving one's personal and professional functioning. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actively seek and demonstrate openness and responsiveness to feedback and supervision. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respond professionally in increasingly complex situations with more independence as they progress in training. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

apply knowledge, sensitivity, and understanding regarding **individual cultural and diversity** issues to work effectively with diverse others related to professional values and attitudes. (6)

demonstrate the professional values and attitudes consistent with **counseling psychology** (e.g., holistic & contextual worldview; developmental, strength-based perspective). (7)

PVA2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

PVA3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding PROFESSIONAL VALUES AND ATTITUDES:

COM1 COMMUNICATION & INTERPERSONAL SKILLS

Please rate the student's competence level to:

	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and clients (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
produce and comprehend oral, nonverbal, and written communications that are informative; demonstrate a thorough grasp of professional language and concepts. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate effective interpersonal skills and ability to manage difficult communication well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply knowledge, sensitivity, and understanding regarding individual cultural and diversity issues to work effectively with diverse others in all communication and interpersonal interactions. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

COM3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding COMMUNICATION AND INTERPERSONAL SKILLS:

Page Break

AI ASSESSMENT	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
Please rate the student's competence level to: demonstrate current knowledge of diagnostic classification systems , including client strengths and psychopathology. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors to the assessment process. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
select and apply appropriate assessment methods; collect relevant data from multiple sources and methods. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accurately interpret assessment results to inform case conceptualization, classification, and recommendations. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively communicate orally and in written documents the findings and implications of the assessment. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

apply knowledge, sensitivity, and understanding regarding **individual cultural and diversity** issues to work effectively with diverse others in assessment (8)



A2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

A3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding ASSESSMENT:

Page Break

II INTERVENTION	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
establish and maintain effective relationships with clients. (1)	○	○	○	○	○	○
develop evidence-based intervention plans specific to the service delivery goals. (2)	○	○	○	○	○	○
implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. (4)	○	○	○	○	○	○
demonstrate the ability to apply the relevant research literature to clinical decision making. (5)	○	○	○	○	○	○
modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking (6)	○	○	○	○	○	○
evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. (7)	○	○	○	○	○	○

applies knowledge, sensitivity, and understanding regarding **individual cultural and diversity** issues to work effectively with diverse others in interventions (8)

demonstrate interventions consistent with the area of **counseling psychology** (e.g., holistic & contextual worldview; developmental, strength-based perspective). (9)

12 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

13 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding INTERVENTION:

S-SL Has this student supervised other trainees during this training period and while under your supervision?

- Yes (1)
- No (3)

Skip To: C-SL If Has this student supervised other trainees during this training period and while under your super... = No

S1 SUPERVISION

Please rate the student's competence level to:

	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
demonstrate knowledge of supervision models and practices. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in supervision. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

S2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

S3 OPTIONAL: Additional comments regarding this student's **strengths** and **areas for growth** regarding SUPERVISION:

Page Break

C-SL Has this student engaged in consultation or interprofessional work during this training period and while under your supervision?

- Yes (1)
- No (3)

Skip To: O1 If Has this student engaged in consultation or interprofessional work during this training period an... = No

CIS1 CONSULTATION & INTERPROFESSIONAL SKILLS Evaluation is based on the learning experiences
 Please rate the student's competence level to:

	(1) <u>NOT AT ALL / SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)	Not Applicable / Not Observed (7)
demonstrate knowledge of and respect for the roles and perspectives of other professions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge of consultation models and practices. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in consultation and interprofessional skills. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CIS2 Please comment on any item that you believe does not meet the minimum threshold for this student's developmental level.

CIS3 Additional comments regarding this student's **strengths** and **areas for growth** regarding CONSULTATION & INTERPROFESSIONAL SKILLS:

Page Break

O1 OVERALL

	(1) <u>NOT AT ALL /</u> <u>SLIGHTLY</u> (Beginner) (1)	(2) <u>SOMEWHAT</u> (Advanced Beginner) (2)	(3) <u>MODERATELY</u> (Sufficient) Prepared to apply for predoctoral internship (3)	(4) <u>MOSTLY</u> (Independent) (4)	(5) <u>VERY</u> (Excellent) (6)
Overall level of competency. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

O2 Overall **areas of strength** for this student, or significant progress in clinical skills:

O3 Overall **areas requiring attention for continued development** for this student:

Page Break

SIGN Supervisor's Signature and Date (Typing your name will be recorded as an electronic signature)

END ***When the form is complete and electronically signed, push the "This form is complete" button below.**

On the next page, you will see a summary of your answers. By clicking on "**DOWNLOAD PDF**" in the top right corner, you can save your survey and print.

Please go over this evaluation with the student trainee at your next supervision meeting.

*If you push this button prior to completing the survey, please contact Kara for assistance (kara.wettersten@und.edu, 701-777-3743).

****Thank you for completing this evaluation form!!***

This Form is Complete (1)

End of Block: Default Question Block

Appendix S: Trainee Remediation Plan Form

Trainee Remediation Plan

Date of Remediation Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Circle all competency domains of in which the trainee’s performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

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

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) were brought to the trainee’s attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that were identified:

Steps already taken by the supervisor(s)/faculty to address these problems:

Remediation Plan

<u>Competency Domain/ Essential Components</u>	<u>Problem Behaviors</u>	<u>Expectations for Acceptable Performance</u>	<u>Trainee’s Responsibilities/ Actions</u>	<u>Supervisors’/ Faculty Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

Remediation Plan Continued

SUMMATIVE EVALUATION OF REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Expected Benchmarks (met, partially met, did not meet)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>

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

Trainee Date

Training Director Date

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

Appendix T: COUN 560 MLA Assignment Confirmation Form

COUN 560 MLA Assignment Confirmation Form

Student Name: _____

Semester Completed: _____

Supervision Assignment

Letter Grade: _____ Percentage of Points Earned: _____

Consultation Assignment

Letter Grade: _____ Percentage of Points Earned: _____

Instructor Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Training Director Signature: _____ Date: _____

Appendix U: EFR 501 MLA Assignment Confirmation Form

EFR 501 MLA Assignment Confirmation Form

Student Name: _____

Semester Completed: _____

Affective Assignment

Letter Grade: _____ Percentage of Points Earned: _____

Cognitive Assignment

Letter Grade: _____ Percentage of Points Earned: _____

Instructor Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Training Director Signature: _____ Date: _____