

**STUDENT HANDBOOK
Ph.D. PROGRAM
IN
COUNSELING PSYCHOLOGY
(APA Accredited)**



College of Education

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Educational/Counseling Psychology

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PREFACE

This handbook serves as a general reference on program, departmental and college policies and requirements. This handbook is designed to supplement the Washington State University Graduate Catalog. This document will facilitate graduate students' orientation and progress through the Counseling Psychology Program.

Students agree to accept responsibility for being informed, for following the procedures in this handbook, and also acknowledge that they are required to follow established policies in order to qualify for the degree. Updates and changes in the program will be dated and included in future revisions of this Handbook. Student's curriculum is governed by the policies and guidelines in this handbook, which are operative on April 1 of the year they are admitted into the program. Minor procedural changes are possible throughout the student's program.

The handbook is divided into 4 sections:

- I. Introduction and program philosophy, values and goals
- II. Program requirements
- III. Related program information and links
- IV. Appendices including forms and program planning materials

SECTION 1: INTRODUCTION AND PROGRAM PHILOSOPHY, VALUES AND GOALS

Washington State University - College Of Education

Department of Educational Leadership, Sport Science, and Educational/Counseling Psychology

INTRODUCTION

The doctoral program in Counseling Psychology at Washington State University (WSU) subscribes to the scientist-practitioner model of doctoral training. That is, while graduates are prepared to function as counseling psychologists in a variety of academic and service delivery settings, the common thread of all training is a balance of applied, theoretical, and scientific components in the practice of professional psychology. Students prepare for careers in counseling, teaching, research, and other professional settings. The program is currently accredited by the American Psychological Association and graduates are able to obtain licensure as psychologists in Washington as well as most other states. However, because licensure requirements differ across states, potential applicants should be aware of the specific requirements for the various states in which they choose to practice ([ASPPB, 2012](#)).

The program focuses on facilitating psychological growth and development, emphasizing the interaction of individual, environmental and socio-cultural factors in the treatment of psychological problems, as well as the promotion of health through better self-management and self-renewal. Examples of faculty expertise and interest include multi-cultural issues, clinical and experimental hypnosis, family systems and attachment theory, human/pet interaction, risks and protective factors and resilience in indigenous people and people of color, Ego State Therapy for Post-Traumatic Stress Disorder and Acute Stress Disorder, personality structure and assessment, vocational psychology, counselor supervision, eating and habit disorders, aviation crew resource management and program evaluation.

Counseling Psychology distinguishes itself from other applied specialty areas in psychology. The focus of the program is consistent with the following descriptions. For example, Gelso and Fretz (1992) describe Counseling Psychology in terms of three major roles and five predominant themes:

The major roles are (a) the remedial (assisting in remedying problems), (b) the preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and (c) the educative and developmental (discovering and developing potentialities).

Although these three roles are similar across fields related to counseling psychology (e.g., clinical psychology, social work), the ways in which these roles are implemented distinguish counseling psychology from related fields. Thus, the predominant themes are (a) a focus on intact rather than severely disturbed people; (b) a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; (c) an emphasis on relatively brief interventions; (d) an emphasis on person-environment interactions rather

than an exclusive emphasis on the person or the environment; and (e) an emphasis on educational and career development.

The most recent National Conference for Counseling Psychology further delineated this position, describing Counseling Psychology's orientation as based on the following characteristics: 1) A perspective that values the empowerment of individuals to gain mastery over their own lives and methods that focus on strengths, adaptive strategies, and direct teaching of skills relevant to promoting the psychological health of individuals, groups and systems. 2). A focus on development across the life span with attention to diverse developmental issues and paths, building upon the developmental models that form the cornerstone of counseling psychology and generating new techniques for application in three primary service modes: prevention, developmental enhancement, and remediation. 3) The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by ethnicity, gender, sexual orientation, age, and socio-historical perspective (Kagan, et al., 1988, p 351). Additionally, our program has been designed in accordance with the principles of the Model Training Program in Counseling Psychology, which represents the collective input of the Council of Counseling Psychology Training Programs and the Society of Counseling Psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998). The evolution of this traditional Counseling Psychology orientation along with its current application is detailed by Heppner, Casas, Carter, and Stone (2000).

Counseling Psychologists apply this orientation to a variety of practice settings (e.g., educational, business, advertising, industry, and medical). As a result of Counseling Psychology's educational and preventive focus, the vast majority of APA accredited Counseling Psychology programs are housed within Colleges of Education. Consequently, prospective applicants are strongly encouraged to contrast the Counseling Psychology perspective with those of other applied areas. This is especially pertinent in regard to Clinical Psychology, which has traditionally focused on the diagnosis of psychopathology and remediation of deficits by long-term therapeutic techniques. *The Journal of Counseling Psychology* and *The Counseling Psychologist* also provide information on the research and practice areas of Counseling Psychology, which students can read to determine whether this specialty area fits with their professional goals.

References

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Resources

American Psychological Association (APA) – <http://www.apa.org/>

Asian American Psychological Association – <http://www.aapaonline.org/>

Association of Black Psychologists – <http://www.abpsi.org/>

Association of Psychology Postdoctoral and Internship Centers (APPIC) – <http://www.appic.org/>

Council of Counseling Psychology Training Programs (CCPTP) – <http://www.ccptp.org/>

General introduction: <http://www.div17.org/about/what-is-counseling-psychology/>

National Latina/o Psychological Association – <http://www.nlpa.ws/>

Office of Program Consultation and Accreditation – <http://www.apa.org/ed/accreditation/>
750 First St, NE
Washington, DC 20002
Office Phone: 202.336.5979
Office Fax: 202.336.5978

Society for Child and Family Policy and Practice – <http://www.apa.org/divisions/div37/>

Society of Counseling Psychology – <http://www.div17.org/>

Society of Indian Psychologists – <http://aiansip.org/>

Society of Psychological Hypnosis – <http://www.apa.org/divisions/div30/>

Society for the Psychological Study of Ethnic Minority Issues –
<http://www.apa.org/divisions/div45/>

Specialty in Professional Psychology: <http://www.div17.org/wp-content/uploads/2012-CRSPPP-PETITION-w-Appendix.pdf>

Student Affiliates of Seventeen – <http://www.marquette.edu/17sag/>

PROGRAM GOALS AND OBJECTIVES

As outlined below, the Counseling Psychology program at Washington State University seeks to train scientist-practitioners who demonstrate the highest standards of excellence and ethical behavior in the variety of academic and practice settings in which Counseling Psychologists are employed. Our intent is to train generalists who can function in diverse settings rather than narrow specialists. We also seek to train Counseling Psychologists who have a strong foundation in diversity and who are capable of working in a variety of settings with individual and cultural diversity broadly defined. Students may develop expertise in various specialty areas in addition to general skills through the choice of faculty advisor, internship sites, elective course work, and dissertation topic areas. Students entering the program with a bachelor's degree can complete the academic requirements in four years of full-time on-campus course work. However, many students choose to complete these requirements over a 5-year period. Students entering the program with a Master's degree may waive certain courses, depending on their equivalence, which may shorten their program timeline. Students spend an additional year on internship.

Below are our five broad goals and objectives, along with corresponding competencies¹:

Goal 1: Produce generalist Counseling Psychologists who apply theory, assessments, diagnosis and appropriate interventions.
Objective 1A: Gain knowledge of counseling theories and apply them to diagnosis/case conceptualization, treatment plans, and interventions
Competency 1A-1: Demonstrate a comprehensive knowledge of the major counseling theories
Competency 1A-2: Demonstrate the ability to appropriately apply and evaluate theory-based interventions
Competency 1A-3: Demonstrate the ability to develop a positive therapeutic alliance with clients and to communicate advanced, accurate empathy
Competency 1A-4: Demonstrate the ability to articulate the theoretical basis for their approach to counseling
Competency 1A-5: Demonstrate the ability to develop accurate, theory-based case conceptualizations and treatment plans
Competency 1A-6: Demonstrate knowledge of psychopathology
Competency 1A-7: Demonstrate the ability to formulate an appropriate diagnosis
Competency 1A-8: Demonstrate knowledge of human growth and development across the life span
Competency 1A-9: Demonstrate the ability to integrate knowledge of developmental factors into case conceptualizations and treatment plans
Competency 1A-10: Demonstrate the ability to assess and evaluate the outcomes and effectiveness of therapeutic and consultation interventions
Objective 1B: Acquire knowledge that enables students to administer, score, and interpret appropriate assessment tools to determine diagnoses as a basis for appropriate interventions
Competency 1B-1: Demonstrate the knowledge required to administer, score and interpret appropriate assessment tools
Competency 1B-2: Select, competently administer, and interpret case-appropriate assessment tools. Appropriately use assessment tools to inform diagnosis and case conceptualization
Goal 2: Produce Counseling Psychologists who generate and evaluate scientific knowledge relevant to their professional roles
Objective 2A: Obtain knowledge and skills required to critique and evaluate psychological research
Competency 2A-1: Demonstrate knowledge of theory, research methods, and data analysis in critiquing psychological literature
Competency 2A-2: Demonstrate the ability to apply knowledge of theory, research methods and data analysis in critiquing the psychological literature
Objective 2B: Obtain knowledge and skills required to conduct psychological research

<p>Competency 2B-1: Demonstrate the ability to conceptualize, conduct, and report all aspects of psychological research, including literature review, design, methodology, data collection, analysis and interpretation</p>
<p>Goal 3: Produce Counseling Psychologists who consistently apply accepted ethical and legal standards to their work and who exhibit professional integrity</p>
<p>Objective 3A: Obtain knowledge and skills required to apply legal, ethical and professional standards in all aspects of their professional work</p>
<p>Competency 3A-1: Demonstrate the ability to apply legal, ethical and professional standards in their clinical work</p>
<p>Competency 3A-2: Demonstrate the ability to apply legal, ethical and professional standards in evaluating, conceptualizing and conducting research</p>
<p>Competency 3A-3: Demonstrate professionalism, integrity and collegiality</p>
<p>Competency 3A-4: Demonstrate efficacy in building and maintaining professional relationships</p>
<p>Goal 4: Produce Counseling Psychologists who demonstrate sensitivity to issues of diversity and the ability to integrate this into their respective professional roles: Produce Counseling Psychologists who have the awareness, knowledge, and skills necessary to address issues of multiculturalism and human, diversity broadly defined.</p>
<p>Objective 4A: Obtain awareness, knowledge, and skills related to human diversity (broadly defined) and multicultural counseling</p>
<p>Competency 4A-1: Demonstrate knowledge of human diversity (broadly defined)</p>
<p>Competency 4A-2: Demonstrate the ability to integrate theory and research in human diversity and multicultural counseling in conceptualizations, assessments, and interventions with culturally diverse clientele</p>
<p>Competency 4A-3: Demonstrate the ability to apply theory and research in human diversity and multicultural counseling in evaluating, designing and conducting research</p>
<p>Goal 5: Produce Counseling Psychologists whose core professional identity is counseling psychology, and who also have begun to explore and develop specialty areas that complement this identity and facilitate their career development</p>
<p>Objective 5A: Gain knowledge regarding the status of counseling psychology as a profession within the field of psychology, including the differences between counseling psychology and other applied psychology specialties and the types of professional activities in which counseling psychologists are typically engaged</p>
<p>Competency 5A-1: Demonstrate knowledge of roles and activities of Counseling Psychologists, including the remedial, preventive, educative and developmental</p>
<p>Competency 5A-2: Understand the ways that these professional roles are implemented, through a focus on lifespan development and strengths</p>

Objective 5B: Develop a core professional identity as a generalist Counseling Psychologist
Competency 5B-1: Perform career-related activities that are consistent with professional counseling psychology
Objective 5C: Through specialized coursework, dissertation topics, and other training experiences, identify an area of specialty expertise
Competency 5C-1: Perform career-related activities that are consistent with their area of specialty

¹ APA requires that we specify Minimum Levels of Achievement (MLAs) (also referred to as minimum thresholds for achievement) for **each** competency listed above. MLA's are the **minimum** standard **each** student must achieve in order to remain in good standing and progress satisfactorily through the program. These may be based on performance in coursework, practicum evaluations, research projects, etc. The minimum levels of achievement for each competency specified above are described in [Appendix A: Minimum Levels of Achievement \(MLAs\)](#).

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK AND DEPARTMENT MISSION STATEMENT

College of Education Conceptual Framework:



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology Mission Statement:

The mission of the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology Mission Statement is to address the needs of communities, individuals, and educational institutions in a diverse society through leadership, scholarship, collaboration, and professional practice.

TRAINING VALUES ADDRESSING DIVERSITY

The program embraces the values described in the Counseling Psychology model training values statement addressing diversity which is reproduced below. See *The Counseling*

Psychologist (Jul 2009, 37) for additional information about the development of the model training values statement.

Counseling Psychology Model Training Values Statement Addressing Diversity¹

Council of Counseling Psychology Training Programs, Association of Counseling Center Training Agencies, and Society of Counseling Psychology

The Counseling Psychologist, Jul 2009, (37), 641-643

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

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

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.

SECTION 2: PROGRAM REQUIREMENTS

I. Program Requirements for the Ph.D. In Counseling Psychology

The doctoral program is designed for full-time study.

Course work requirements for the doctoral program in Counseling Psychology span five curriculum areas. Specific courses or types of courses that meet requirements are as follows:

A. Professional Core in Counseling Psychology

Course work includes theory, research, techniques in individual and group interventions, assessment procedures, vocational/career development, and professional issues.

Course Number	Course Title	Credit Hours
COUN_PSY 501	Introduction to Counseling Psychology: Historical and Philosophical Perspectives	3
COUN_PSY 511	Theories of Counseling and Psychotherapy	3
COUN_PSY 512	Counseling Techniques & Microskills (Prerequisite: COUN_PSY 511)	3
COUN_PSY 513	Career Counseling: Theories and Methods	3
COUN_PSY 515	Professional Problems and Ethics in Counseling Psychology	3
COUN_PSY 516	Life Span Development and Counseling Issues	3
COUN_PSY 518	Theoretical Foundations of Group Counseling (Prerequisite: COUN_PSY 511)	3
COUN_PSY 525	Counseling Diverse Populations (Prerequisites: COUN_PSY 511 & 512)	3
COUN_PSY 527	Individual Appraisal I (Prerequisite: ED_PSYCH 508 or equivalent course)	3
COUN_PSY 528	Individual Appraisal II (Prerequisites (COUN_PSY 508 & 509)	3
COUN_PSY 529	Counselor Supervision: Theory, Research and Practice	3
COUN_PSY 541	Clinical and Experimental Hypnosis Seminar (Choice of 541 or 542 required)	3
COUN_PSY 542	Cross-cultural Research in Counseling and Assessment (Choice of 541 or 542 required)	3

Core Area "A" total minimum credit hours (including credit for waived courses) = 36

B. Supervised Practicum in Counseling Psychology

All required practicum course work involves (a) regular weekly class meetings with the University instructor and (b) weekly meetings with the practicum site staff. Courses are sequential and graded on a satisfactory/fail basis. Doctoral Practicum I (COUN_PSY 551) and Doctoral Practicum II (COUN_PSY 552) are taken at the WSU Counseling Center. All students enroll for COUN_PSY 551 in the fall semester of their second year. Students are expected to be continuously enrolled in practica from their enrollment in COUN_PSY 551 until at least six semesters of COUN_PSY 551-553 have been successfully completed. In addition to COUN_PSY 553, 3 credits of Psych 547 (Medical Psychology Practicum) or Psych 538 (Child Therapy Practicum) can fulfill a semester requirement. Note: to be eligible to participate in the Med Psych practicum, students are required to take the Med Psych course.

All students seeing clients in any capacity (e.g., Counseling Assistantships, volunteer hours, etc.) and/or as part of a practicum experience must enroll in COUN_PSY 551-553 credits or COUN_PSY 600 Independent Study, Med PSYCH 547, or PSYCH 538 as appropriate. A practicum agreement form must be completed and returned to the Director of Training for all sites (see [Appendix B: Department Practicum Forms](#)).

Note: CoPsy 553 classes will meet at the University of Idaho, Moscow, ID for some class sessions, in order to comply with site requirements for student's placed at the University of Idaho Counseling Center. Specific dates and times will be provided by the CoPsy 553 instructor.

New Practicum Sites

Students who wish to complete a practicum at a site that is not a currently approved practicum site for Ph.D. students in Counseling Psychology must have the site (local or long distance) approved by the faculty. In order for the faculty to approve a practicum site, the following information is required. 1) description of the site – it's purpose/mission/function, 2) the professional staff and their qualifications – degrees, licensure, 3) name(s) of the staff member(s) who will be supervising the student and a copy of their vita(e), 4) number of hours and type (group, individual) of supervision provided per week, 5) additional educational opportunities, if any, 6) expectations for the student, e.g., number and type of client contact hours per week, etc. Training experiences at the site must include empirically-supported procedures. Many sites have much of this information on a website. This information should be submitted to the Director of Clinical Training, who will submit it to the faculty for approval.

Insurance

It is recommended that students secure their own malpractice insurance. Student malpractice insurance is available through the [American Psychological Association Insurance Trust \(APAIT\)](#). You can enroll on line or contact them at:

American Psychological Association Insurance Trust

750 First Street, NE
 Suite 605
 Washington, DC 20002-4242
 Voice: 800-477-1200
 Fax: 800-477-1268
 Email: insurance@apait.org

To qualify for this insurance, you must be an APA Student Affiliate. For information about membership, call APA Membership at (800) 374-2721, or visit <http://www.apa.org/membership/member/index.aspx> to sign up directly. The cost of the APAIT insurance is approximately \$35.00 for coverage of \$1,000,000.00 each incident, \$3,000,000.00 aggregate for the year.

The university will allow you to purchase medical malpractice insurance from the University of \$1,000,000, each incident, \$3,000,000, annual aggregate for approximately \$19 per academic year. The required form is the [Student Professional Liability Insurance](#), available in the College of Education Office of Graduate Education (Cleveland Hall 70).

Course Number	Course Title	Credit Hours
COUN_PSY 551	Doctoral Practicum in Counseling Psychology I (Prerequisites: COUN_PSY 511, 512, 513, 515, 517 (COUN_PSY 517 can be taken concurrently))	4
COUN_PSY 552	Doctoral Practicum in Counseling Psychology II (Prerequisite: COUN_PSY 551)	4
COUN_PSY 553	Doctoral Practicum in Counseling Psychology III (Prerequisite: COUN_PSY 552)	4+
PSYCH 545	Child Therapy Practicum (with M. Gertstein –requires a practicum site placement working with children) (Prerequisite – Psych 543 generally required)	3
PSYCH 547	Medical Psychology Practicum (Prerequisite – Psych 544 generally required)	3

Core Area “B” total minimum hours = 22 - 24 (A list of current and recent practicum sites is available in [Appendix C: Current Practicum Sites](#)).

C. Statistics, Research Design, Measurement, and Program Evaluation

It is important for counseling psychologists to not only be good consumers of research, but also to become proficient with the research process. This includes problem identification and definition, familiarity with relevant literature, operationalizing and measuring constructs, designing studies, collecting and analyzing data, and reporting the results. Beginning in the second semester of the first year, continuous enrollment of at least two credits of COUN_PSY 600 is required until work on the dissertation begins. At this point, COUN_PSY 800 enrollment is required. All courses listed below are required (with the exception of qualitative methods courses), including a minimum of 4 credits of COUN_PSY 600.

Course Number	Course Title	Credit Hours
ED_PSYCH 508	Educational Statistics. (Students who have taken a graduate level course in statistics or upper division undergraduate equivalent should apply for a course waiver (see Appendix D: Application for Course Waiver) for ED_PSYCH 508. Students who have not completed such a course are required to take ED_PSYCH 508, and are encouraged to enroll in the summer, prior to the first full-time semester of enrollment).	3
ED_PSYCH 509	Educational Measurement	3
ED_PSYCH/ ED RES 563 (Same course)	Fundamentals of Doctoral Research	3
ED_PSYCH 565	Advanced Educational Statistics (Prerequisite: ED_PSYCH 508)	3
ED_PSYCH 568	Research Methods II (Prerequisites: ED_PSYCH/ ED_RES 563, 565)	3
ED_PSYCH 569	Seminar in Quantitative Techniques in Education (Prerequisite: ED_PSYCH 565)	3
ED_PSYCH 570	Introduction to Program Evaluation	3
COUN_PSY 590	Research Seminar in Counseling Psychology (Prerequisites: COUN_PSY 512, 515, 527, ED_PSYCH 565, 568)	3
COUN_PSY 600	Special Projects or Independent Study	min 4
ED_RES/ ED_PSYCH 564	Qualitative Research	3
<i>Above course is an elective.</i>		

Target Competencies and Activities for Coun_Psy 600 Credit

Competencies

The following objectives and indicators are target goals for COUN_PSY 600 coursework.

1. Students will be able to conduct a literature review in an area of relevance to counseling psychology and prepare an integrated and critical review of this literature in APA journal article format with writing of good quality. This review will include research questions or hypotheses following typical methodology and instrumentation, major findings, significant knowledge gaps, and a critical evaluation of the literature. This written review can take the form of a stand-alone review article or a succinct introduction typical of an empirical journal article.

2. Students will demonstrate the ability to formulate appropriate research questions and hypotheses in an area of research relevant to counseling psychology, informed by a previous review of the relevant literature.
3. The student will demonstrate the ability to consider various methods or options for sampling research participants in an area relevant to counseling psychology, and demonstrate knowledge of procedures for the ethical use of human subjects.
4. Students will select and evaluate instruments that operationalize key constructs in an area of research relevant to counseling psychology using appropriate criteria.
5. Students will discuss various threats to the validity of research designs.
6. Students will demonstrate the ability to analyze and interpret the results of quantitative or qualitative data that address research questions or hypotheses that are relevant to counseling psychology. In the case of quantitative data, this typically includes demonstrating the ability to enter and transform data, as well as to conduct and interpret statistical analyses using relevant programs in SPSS-PC. In consultation with the student's COUN_PSY 600 supervisor, the student will select the quantitative or qualitative procedures to focus on, which may vary according to student's research focus (e.g., analysis of variance, factor analysis, multiple regressions, structural equations modeling, etc.).

Typical Activities: (Note – Typically, students should expect to spend 3 hours per week in 600-level activities for each credit hour of enrollment)

The above competencies suggest that the following activities are appropriate or typical for one or more enrollments in COUN_PSY 600, under the supervision of a faculty member.

1. Initial exploration of scientific literature in an area(s) of potential research or dissertation interest
2. Critical review of the literature in a chosen area of relevance to counseling psychology, to include an analysis of research questions asked and hypotheses tested typical methodology and instrumentation, major findings, and significant gaps in knowledge.
3. Literature review assistance to faculty in areas of mutual interest or ongoing faculty research.
4. Assisting faculty and receiving training in preparing research materials and collecting data associated with ongoing projects.
5. Training and practice in how to fill out and submit forms associated with human subjects review procedures.
6. Assisting faculty and receiving training in data entry associated with ongoing research projects (e.g., using SPSS-PC or EXCEL).
7. Assisting faculty and receiving training in qualitative or quantitative analysis of research data, including such tasks as data coding and statistical analysis with SPSS-PC or other specialized statistical software.
8. Working with faculty on the conceptualization and design of a research project of mutual interest.

9. Collaboration with faculty as a co-author in writing up a literature review or empirical study for a conference presentation or journal submission.

D. Psychological Foundations

Course work in the psychological foundations area covers four major substantive areas within general psychology: biological determinants of behavior, social determinants of behavior, individual behavior, and cognitive/affective bases.

Course Number	Course Title	Credit Hours
1. Biological Determinants of Behavior course:		
PSYCH 534	Clinical Psychopharmacology (Required)	3
PSYCH 574	Clinical and Experimental Biopsychology (Required)	3
2. Cognitive/Affective Determinants of Behavior:		
ED_PSYCH 502	Theoretical Foundations of Learning and Instruction (Required)	3
COUN_PSY 516	Life Span Development and Counseling Issues	3
3. Social Determinants of Behavior courses:		
COUN_PSY 502	Social Psychology Foundations in Educational and Counseling Psychology (Required)	3
4. Individual Bases of Behavior courses:		
COUN_PSY 517	Diagnosis, Psychopathology and Counseling Psychology (Required)	3

Area "D" total minimum hours – 15

E. Electives

Elective course work may be chosen to broaden the scope of the student's program or facilitate further specialization. Courses available as electives include Advanced Hypnosis, Chicano and Latina Psychology (offered as special topics courses), Clinical Psychopharmacology and Behavioral Medicine Interventions, Family Therapy, and Substance Abuse Counseling and Interventions, Pet Loss and Human Bereavement and Reverence for Life.

F. Suggestions for Developing an Individual Program

A Graduate School form titled "[Program of Study for Doctoral Degree](#)" for the doctoral degree must be completed and filed by each student the semester before he/she sits for the preliminary examination (see also [Appendix E: Program of Study](#)). The [Program Planning Guide](#) can be used to assist in developing your program of study. The individual program of study for each student should be developed carefully under the direction of the student's advisor. Below is a basic outline to assist students in the program development process. It was developed for students

who intend to complete their WSU courses in a four years. Students who have not taken a graduate- level course in statistics or the upper division undergraduate equivalent are required to enroll in ED_PSYCH 508. If feasible, students are encouraged to enroll in ED_PSYCH 508 in the summer prior to the first full-time semester of enrollment. We recommend that students complete coursework early in their residency, and that they consider taking summer courses to fulfill prerequisites for advanced courses in the academic year.

Fall First Year		
Course Name	Course Title	Credits
COUN_PSY 501	Historical and Philosophical Foundations of Counseling Psychology	3
COUN_PSY 511 ¹	Theories of Counseling and Psychotherapy	3
COUN_PSY 513	Career Counseling: Theories and Methods	3
COUN_PSY 515 ¹	Professional Problems and Ethics in Counseling Psychology	3
ED_PSYCH 508 ²	Educational Statistics	3

Spring First Year		
Course Name	Course Title	Credits
COUN_PSY 512 ¹	Counseling Techniques and Microskills	3
COUN_PSY518 ¹	Theoretical Foundations of Group Counseling	3
ED_PSYCH 509	Educational Measurement	3
ED_PSYCH/ED_RES 563	Fundamentals of Research I	3
COUN_PSY 600 ³	Special Projects or Independent Study ²	

Fall Second Year		
Course Name	Course Title	Credits
COUN_PSY 517 ¹	Diagnosis, Psychopathology and Counseling Psychology	3
COUN_PSY 527 ¹	Individual Appraisal I	3
COUN_PSY 551 ⁴	Doctoral Practicum in Counseling Psychology I	4
ED_PSYCH502	Theoretical Foundations of Learning and Instruction	3
ED_PSYCH 565	Advanced Educational Statistics	3
COUN_PSY 600/800	Special Project or Independent Study/ Doctoral Research, Dissertation, and/or Examination	V

Spring Second Year		
Course Name	Course Title	Credits
COUN_PSY 525 ¹	Counseling Diverse Populations	3
COUN_PSY 528	Individual Appraisal II	3
COUN_PSY 552 ⁴	Doctoral Practicum in Counseling Psychology II	4
COUN_PSY 541 or 542	Research Seminar (only one is required)	3
ED_PSYCH 568	Research Methods II	3
COUN_PSY 600/800	Special Project or Independent Study/ Doctoral Research, Dissertation, and/or Examination	V

Fall Third Year		
Course Name	Course Title	Credits
COUN_PSY 502 ⁵	Social Psychology in Educational and Counseling Psychology	3
COUN_PSY 516	Lifespan Development and Counseling Issues	3
COUN_PSY 553	Doctoral Practicum in Counseling Psychology III	4
COUN_PSY 590	Research Seminar in Counseling Psychology	3
PSYCH 574	Clinical and Experimental Biopsychology	3
COUN_PSY 600/800	Special Project or Independent Study/ Doctoral Research, Dissertation, and/or Examination	V

Spring Third Year		
Course Name	Course Title	Credits
COUN_PSY 529 ⁵	Counselor Supervision: Theory, Research and Practice	3
COUN_PSY 553	Doctoral Practicum in Counseling Psychology III	4
ED_PSYCH 569	Seminar in Quantitative Techniques in Education	3
PSYCH 534	Clinical Psychopharmacology	3
COUN_PSY 600/800	Special Project or Independent Study/ Doctoral Research, Dissertation, and/or Examination	V

Fall Fourth Year		
Course Name	Course Title	Credits
COUN_PSY 553	Doctoral Program in Counseling Psychology III	4
ED_PSYCH 570	Introduction to Program Evaluation	3
COUN_PSY 800	Doctoral Research, Dissertation, and/or Examination	V

Spring Fourth year		
Course Name	Course Title	Credits
COUN_PSY 541 or 542	Research Seminar (only one of these is required)	3
COUN_PSY 553	Doctoral Practicum Counseling Psychology III ⁶	4
COUN_PSY 800	Doctoral Research, Dissertation, and/or Examination	V

PLEASE READ THE FOLLOWING FOOTNOTES CAREFULLY

¹ Prerequisite: COUN_PSY 551, COUN_PSY 517 can be taken concurrently

² Students who have taken a graduate level course in statistics or upper division undergraduate equivalent should apply for a course waiver for ED_PSYCH 508. Students who have not completed such a course are required to take ED_PSYCH 508, and are encouraged to enroll in the summer prior to the first full-time semester of enrollment.

³ COUN_PSY 600 is offered for variable credit

⁴ COUN_PSY 551 & 552 also require a weekly seminar conducted by WSU CTS.

⁵ Courses taught every other year

* Students who want to take lighter course loads during the regular academic year or to include coursework beyond the minimum requirements may choose to attend one or more summer sessions. Courses taught during summer sessions are identified in the

above table by an asterisk (*). Consult your advisor or the program coordinator for expected summer course offerings. Summer course offerings are contingent upon sufficient enrollment. Courses without sufficient enrollment will not be offered.

G. Doctoral Preliminary Examination (See page 21 for details)

To move to status as a doctoral candidate, a student must pass the specialty paper preliminary examination.

H. Pre-Doctoral Internship

Every student is required to complete an internship that must span one year of full-time or two years of half-time supervised experience, equivalent to a minimum of 2,000 hours of internship experience. The internship is an educational experience involving counseling, supervisory and research activities under the supervision of a psychologist. The internship is scheduled after completion of program course work requirements and approval of the dissertation proposal. The selection and suitability of internship sites is decided by the student and his or her advisors in conjunction with the Director of Training. Students are required to apply to sites accredited by the American Psychological Association. Students who wish to apply to internship sites that are not APA approved must obtain faculty approval. A description of the internship site and reasons for choosing the site must be submitted to the Director of Training and approved by the faculty. Again, internship requirements for licensure may vary by state, and students are encouraged to become familiar with degree requirements for the state(s) where they intend to practice to ensure that all criteria are met. Students enroll for two internship credits per fall and spring semesters of the internship year. A grade of "X" is entered until receipt of notification from the internship site that all requirements have been met. Graduation does not take place until internship requirements have been met, although students may attend graduation ceremonies with only internship credits pending. Failure/dismissal from an internship is grounds for dismissal from the program.

Course Number	Course Title	Credit Hours
COUN_PSY 597	Counseling Psychology Internship	4 (minimum)

Total minimum credit hours = 4

I. Doctoral Dissertation

Each student must submit an acceptable dissertation that demonstrates his/her ability to conduct independent research and formulate appropriate conclusions that will modify or extend previous knowledge. Students must maintain continuous enrollment in COUN_PSY 800 during fall and spring semester. Students must enroll in the summer semester when the student is working with his/her faculty advisor during the summer.

Course Number	Course Title	Credit Hours
COUN_PSY 800	Doctoral Research, Dissertation, and/or Examination	24 (minimum)

J. Advanced Standing Policy

Students admitted to the doctoral program who have completed a master's degree may be allowed to waive certain required courses. Once admitted, three copies of a complete waiver application must be submitted to the Office of Graduate Education for each course a student wishes to waive by Aug. 1st.

Applications are subject to the following conditions:

1. In Curriculum Area B, no advanced standing will be granted for practicum.
2. All applications for advanced standing in areas other than Area E will be considered only when based upon evidence of graduate credit (except for ED_PSYCH 508) in Counseling Psychology or equivalent graduate course work. All applications for advanced standing (other than in Area E, Electives) must be approved by the Counseling Psychology Waiver Committee. Appeals may be made in writing to the chair of the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology.
3. Students need only to obtain their advisor's approval for any WSU course they choose to submit as evidence of advanced standing for Area E electives. In the case of non-WSU courses, regular waiver procedures apply.
4. No courses credited by waivers will apply toward the student's total number of credits completed at Washington State University.

II. DOCTORAL SPECIALTY PAPER/ PRELIMINARY EXAMINATION (RESEARCH COMPETENCY) AND PRACTITIONER COMPETENCIES

A. Doctoral Specialty Paper/Doctoral Preliminary Examination

The doctoral specialty paper/preliminary examination is designed to assess a student's research proficiency in counseling psychology. The student must pass this examination to be admitted to candidacy for the Ph.D. The student must be admitted to candidacy before collecting data for the Ph.D. dissertation. The preliminary exam schedule form must be completed no later than September 15th, and the specialty research paper must be defended by October 5th of the year the student is applying for Internship.

1. Prerequisites

The doctoral specialty paper/preliminary examination may not be scheduled until the student's Individual Program of Study has been submitted and approved by the Graduate School. This must be filed with the Graduate School no later than the beginning of the semester prior to the specialty paper/preliminary examination. The student must complete the [Preliminary Examination Scheduling Form](#) and submit it to the Graduate School at least 10

working days prior to the exam date, and no later than Sept 15 of the year the student is applying for internship. In general, before scheduling the exam, the student must complete (a) the core counseling psychology courses (Section A, except the research seminars); (b) the first two practica (Section B); and (c) three or more courses in statistics, research design and psychological measurement (Section C, except COUN_PSY 590). A student should consult with his/her advisor regarding the appropriate prerequisites and co-requisites, which may be approved in his/her particular case.

All outstanding grades of incomplete must be completed before students can schedule their preliminary examination.

2. Purpose

In writing and defending the specialty paper, which also serves as the doctoral preliminary examination in Counseling Psychology, the student should demonstrate his or her readiness or ability to conduct research in a focused area of relevance to counseling psychology. Such readiness would include the knowledge of and ability to critically evaluate the following: (a) typical research questions asked or hypotheses tested in the area of focus, (b) typical methodology and instrumentation (c) data analytic methods used, (d) major findings, (e) significant gaps in knowledge, and (f) current research needs.

3. Format Options

There are two format options for the specialty paper. One is for the traditional dissertation, while the other is for the two manuscript dissertation. Both types of specialty papers should be written in APA format, with good quality writing. The specialty paper should be prepared in consultation with the student's dissertation advisor and committee.

a. Traditional Format

In this format, the specialty paper will take the form of an integrative scholarly review of the literature. Thus, the article should resemble review articles published in journals such as *Psychological Bulletin*, *Personality and Social Psychology Review*, and, on occasion, *The Counseling Psychologist*. It is anticipated that papers written in this format will comprise, with limited adaptation, Chapter 2 (Literature Review) of a dissertation written in the traditional format.

Paper length should conform to the typical manuscript length for articles submitted to journals. For a review article, this length would typically be in the range of 40 to 50 typed double-spaced pages for the body of the text (i.e., not including the reference list).

b. Two Manuscript Format

This format is used by students who are doing an alternate format dissertation (see Dissertation section on page 32). For example, the two manuscript format can be comprised of (a) two data-based articles or (b) the specialty paper (literature review manuscript, as described above for the traditional dissertation), plus one data based article.

In the two data-based article option, the format of the specialty paper can take the form of a data based journal article, reporting the results of an empirical study conducted by the student, for which the student would qualify as the sole or first author (see WSU CITI criteria). Thus, the article should take the form of empirical articles, such as those published in the *Journal of Counseling Psychology* or other journals that publish empirical studies relevant to psychology. Successfully defended papers written in this format would qualify as one of the two manuscripts that can comprise the alternate dissertation format approved by the Graduate School (see [Dissertation/Thesis Submission Guidelines](#)).

1. In the data-based article format, the article would typically include about 25 to 35 text pages, a maximum of 5 tables or figures, plus the reference list. If the student wishes to submit the article for publication to a particular journal, the manuscript preparation guidelines for the particular journal should be consulted. Although it is not required that data based specialty papers be submitted for publication, students are encouraged to do so, in consultation with their dissertation advisor and committee. Journal submission should be facilitated by adhering to the format guidelines described here.

If the student plans to use data-based format for the specialty paper, he or she should inform the committee of these plans regarding the nature and design of the empirical study as soon as possible. This does not preclude the student from applying a study that was previously conducted **during the program**. However, the student should keep in mind that the doctoral committee must ultimately approve the final product(s) and the defense of any empirical studies incorporated into the preliminary exam and dissertation.

2. In the specialty paper (literature review manuscript) and one data-based article format, the specialty paper will take the form of an integrative scholarly review of the literature, as described above, for the traditional dissertation, (See requirements for the traditional format specialty paper in #1, above).

4. Conduct of the Preliminary Exam

Committee members will sign the preliminary examination scheduling form when they believe that the specialty paper is ready to be defended by the student during the preliminary oral exam. The goal of the oral exam is to determine the readiness or ability of the student to conduct research in the area addressed in the specialty paper. Typically, the student will provide a brief overview or summary of the specialty paper at the beginning of the examination, although this is at the discretion of the committee.

Traditional format - When the specialty paper has been written in the literature review format, questions typically focus on evaluating the student's knowledge of and ability to critically evaluate typical research questions asked or hypotheses tested in the area of focus, typical methodology, instrumentation, and data analytic methods used, major findings, significant gaps in knowledge, and current research needs.

Two Manuscript format - When the specialty paper has been written using the literature review format plus one data-based article, questions typically focus on evaluating the student's knowledge of and ability to critically evaluate typical research questions asked or hypotheses tested in the area of focus, typical methodology, instrumentation, and data analysis methods, major findings, significant knowledge gaps, and current research needs. If the specialty paper is one of two data-based articles, questions also typically address the nature and quality of the empirical study reported.

Students must successfully defend their specialty paper at a preliminary oral exam before defending their dissertation proposal. The preliminary exam must take place on or before ***October 5 of the academic year in which the student applies for his/her internship.*** In addition, the dissertation proposal must be defended ***on or before the last day of finals week of the Fall semester of the academic year in which the student applies for internship.***

B. Practitioner Competencies

There are three practitioner competencies, an assessment competency, empathy competency and theory/therapy competency. Practitioner competencies must be passed by November 1st of the academic year in which the student applies for internship. **Competencies must be submitted on or before October 10th in order to be evaluated by the November 1st deadline.** See below for more information.

Practitioner competencies are graded by three (3) current practicum instructors. Practitioner competencies are graded on a 4-point scale. The student must achieve a median score of 3 to pass the competency (see [Appendix F: Competency Scoring](#) for a discussion of scoring procedures and rubric). Students are expected to inform the Office of Graduate Education and the faculty evaluating the competencies when

they have submitted a competency and where the materials for review are located (i.e., the Office of Graduate Education, the WSU Counseling Center). Every effort will be made to evaluate the competency and inform the student of the outcome within four weeks of the date of submission. However, since there are often many submissions toward the end of spring semester, practitioner competencies must be submitted **on or before April 1 in order to be graded by the end of spring semester.**

1. Assessment Competency

Goals/Objectives

1. Conduct a comprehensive psychological assessment based on a clinical interview and at least two psychological measures, which **may** include measures such as: an objective personality measure(s), a vocational assessment instrument(s), a projective instrument (s) and/or a measure(s) of intelligence.
2. Gather and present relevant background information on a client.
3. Administer two or more tests as appropriate for the case.
4. Interpret and report results.
5. Diagnose, conceptualize, and provide treatment recommendations in a standard written format.

Procedure

Students will select a client from their current caseload with whom to (a) conduct a clinical assessment, (b) obtain written permission from the client, and (c) administer and interpret two or more psychological measures. Students must also submit a written report, along with all the raw data to the Office of Graduate Education, to be graded by 3 practicum instructors for that year. They will obtain the client's consent using agency-approved permission forms. Practitioner competencies will be graded on a four-point scale. The student must achieve a median score of 3 to pass the competency (see [Appendix F: Competency Scoring](#) for a discussion of scoring procedures and rubric). If a student receives a score below 3, he or she will be allowed to submit a second battery to demonstrate this required competency. If the student receives a score below 3 a second time, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake. Failure to pass the assessment competency is grounds for dismissal from the program.

The student's current clinical supervisor will be informed of and oversee the assessment activities, but will not supervise the student's formulation. The competency must be submitted prior to receiving feedback from the current clinical supervisor. Students will sign a written statement that they have not received input from supervisors, fellow students or other professionals beyond the supervisory input required for the client's welfare. The student will outline the specific input received from his/her supervisor and/or other colleagues and the supervisor will countersign to indicate his/her agreement. Students will sign a written statement noting that the work presented is their own. Students must successfully demonstrate this competency by November 1 of the year that they are applying for internship.

Format

The format for the Assessment Competency is consistent with the format required for written testing reports used by WSU Counseling and Testing Services detailed below:

Client:

Date of Report:

Evaluator:

Case#:

Supervisor:

Date of Birth:

Test(s) Administered:

Reason for Referral/Referral Question:

Demographics:

Psychological Symptoms:

Psychiatric History and Medication:

Non-Prescription Drug Use:

Observations during Testing:

Test 1 Findings:

Test 2 Findings:

Test 3 Findings:

Interpretation:

Summary and DSM 5 Diagnostic Impressions:

Recommendations:

Timeline

Students must complete and pass this competency by November 1 of the academic year in which the student plans on applying for internship for eligibility to apply for a pre-doctoral internship. In order for the competency to be evaluated by the November 1st date, it must be submitted by October 10th. We strongly recommend that all students complete this competency by the end of the third year of practicum. Students applying for internship in their fourth (4th) year in the program (third (3rd) year of practicum must pass the competency by November 1st of their fall semester. In the case of inadequate performance, the instructors evaluating the tape will meet with the student to provide feedback, discuss areas of concern and expectations for improvement. For any competency to be graded prior to the end of spring semester, it must be submitted on or before April 1.

2. Empathy Competency

Objectives:

Students will demonstrate their active listening skills and their ability to communicate advanced accurate empathy to their clients.

Procedure:

Students will select an appropriate client and obtain his/her consent using agency-approved permission forms to submit an audio or video recorded counseling session to Counseling Psychology practica instructors. The student will submit an audio or video recording in which he/she demonstrates basic counseling skills and mastery of the ability to communicate advanced accurate empathy. Three Counseling Psychology practica instructors for that year will review the tape. The competency will be graded on a four-point scale. The student must achieve a median score of 3 to pass the competency (see [Appendix F: Competency Scoring](#) for a discussion of scoring procedures and rubric). **Since this competency involves the demonstration of basic counseling skills, the mastery of these skills should be demonstrated by the end of the second semester of doctoral practica. It must be passed before November 1st of the year the student plans to apply for internship.** In the case of a score below 3, the instructors evaluating the tape will meet with the student to provide feedback, discuss areas of concern and expectations for improvement. In the case of a second inadequate performance, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake with a different client. Failure to pass the empathy competency is grounds for dismissal from the program.

1. Theory-Based Treatment Competency

Objectives:

Students will demonstrate their ability to articulate their theoretical orientation, conceptualize a case and formulate a treatment plan based on their theoretical orientation. Students will demonstrate their ability to implement their theoretical orientation in a therapy session.

Procedure:

Students will select an appropriate client and obtain his/her consent using agency-approved permission forms to submit an audio- or video-recorded counseling session to Counseling Psychology practica instructors. The student will submit an audio or video recording in which he/she demonstrates the ability to implement his/her theoretical orientation. The recording should be accompanied by, (a) a statement of the student's theoretical orientation, (b) a written case conceptualization of the client based on that theoretical orientation, (c) a DSM 5-based diagnosis, (d) a treatment plan based on the theoretical orientation and, (e) the student's written critique of the session. These written components are limited

to eight (8) pages maximum, excluding references, in APA style, double spaced (12-point font). Three Counseling Psychology practica instructors for that year will review the tape and written materials. The competency will be graded on a four-point scale. The student must achieve a median score of 3 to pass the competency (see [Appendix F: Competency Scoring](#) for a discussion of scoring procedures and rubric). Students will sign a written statement that they have not received input from supervisors, fellow students or other professionals beyond the supervisory input required for the client's welfare. The student will outline the specific input received from their supervisor and/or other colleagues, and the supervisor will countersign to indicate their agreement. Students will sign a written statement saying that the work they present is their own. Students must successfully demonstrate this competency by November 1 of the year that they are applying for internship. **It is strongly recommended that this competency be completed by the end of the third year of practicum and that either the Theory or Assessment competency be completed by the end of the second year of practicum.** In the case of a score below 3, the instructors evaluating the tape will meet with the student to provide feedback and discuss areas of concern and expectations for improvement. In the case of a second inadequate performance, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake with a different client. Failure to pass the therapy competency is grounds for dismissal from the program.

III. PRE-DOCTORAL INTERNSHIP

Consistent with the scientist-practitioner model of professional training, students in the doctoral program in counseling psychology are required to integrate the theoretical and research offerings of the University with substantial applied experiences. These practitioner-oriented requirements are practica and internship. Their purpose is to provide actual supervised experience in interventions (e.g., counseling, diagnosis, consultation, assessment, and supervision). **Students are required to apply only to internships accredited by the American Psychological Association.**

According to the guidelines of the American Psychological Association (APA), the internship must consist of one year of full-time or two years of half-time professional experience.

All APA-approved internship sites follow a strict application period. The [Association of Psychology Postdoctoral and Internship Centers'](#) (APPIC) guidelines regarding application procedures and time lines are set forth in APPIC Match Policies, which are available online. APPIC forms for Verification of Internship Eligibility and Readiness and Definition of Terms for documenting practicum experience are available at the APPIC website at <http://www.appic.org>.

A. Prerequisites for Full-time Off-campus Internships

The counseling psychology program has the following prerequisites for applying to and beginning a full-time internship: (1) a student must have successfully completed the empathy, theory/therapy, and assessment competencies by November 1 of the year in which they apply for internship. Students are strongly

encouraged to submit their competencies as they are ready during their second and third years in the program, and in no case later than **October 10** of the year they will apply for internship; (2) a student must have successfully completed the preliminary examination based on their specialty paper by Sept. 29th of the year in which they apply for internship; (3) a student must have an approved dissertation proposal signed by the student's dissertation committee by **the last day of finals week in the Fall semester** of the academic year in which he/she applies for the internship. Students should recognize that dissertation proposal approval is a program requirement. However, several internships may require completion of all data collection of the dissertation phase; (4) all grades of "I" (incomplete) must be satisfied. Failure to meet these requirements will result in postponing the internship application process until the following year. In rare cases, exceptions to prerequisites (2) and (3) may be granted by vote of the area faculty. To be considered for such an exception, students must submit to the Director(s) of Training, prior to the November 1 deadline, a precise description of progress on the relevant criteria and a realistic timeline for successful completion.

In addition, except in unusual circumstances the student must have completed, or be enrolled in all course work requirements under curriculum Area A (Counseling Psychology core), Area B (Supervised Practicum in Counseling Psychology), Area C (Statistics, Research Design, and Psychological Measurement), and Area D (Psychological Foundations) to accept an internship.

The Washington State University Counseling Center may select a doctoral student from the Counseling Psychology program to serve as a half-time intern for two consecutive years. Under these circumstances, the student is required to complete the preliminary examination specialty paper no later than the fall semester of his/her first year as an intern.

B. Guidelines for Doctoral Internships in Counseling Psychology

Types of Settings		
University Counseling Services	Medical Centers	Collaborative
State Hospitals	Military Consortium	
Mental Health Centers	V.A. Hospitals	

In your progress through the program, as you develop a greater sense of your professional identity, your goals and preferences for internship experiences may develop and change. However, you should familiarize yourself with the APPIC directory early in your program. It contains information about APA-approved and APPIC listed internships. Internships differ in terms of the minimum requirements for total number of practicum hours (intervention, assessment and supervision), requirements specific to the internship (e.g., minimum number of integrated testing reports etc.). Familiarizing yourself with the APPIC directory will help you identify appropriate practicum experiences and requirements for the for the types of internship sites you are considering.

C. Suggested Time Frame for Application

Note: specific dates change on a yearly basis. The dates for 2014-2015 are provided to give a general idea of the time frame. You can expect APPIC to inform you of the specific dates in July of the year you apply.

Summer

Students should sign up for the APPIC listserv Match news, which provides a wealth of information about the internship process.

In July, the APPIC Application for Psychology Internship (APPI) for that year is available online, as is the online APPIC directory of internship programs at <http://www.appic.org/>.

A hard copy of the new APPIC Directory of Internship Programs in Professional Psychology can be purchased through the Director of Training, and is also available from:

*Association of Psychology Predoctoral Internship Centers (APPIC)
1400 K Street NW
Washington, D.C. 20005*

The APPIC Directory is also available for check-out from the Office of Graduate Education.

Update your vita and gather internship information. Consult the web pages for the internships that you are considering. Make sure that you meet or will meet **all** the requirements for an internship. Failure to meet all requirements will likely disqualify you from consideration beyond the initial screening.

As part of the APPI, you are required to complete four essays (500-word limit). These include your approach to working with clients, an autobiographical essay, diversity and research. Because this is a time consuming process, it is strongly recommended that you draft your responses in the summer. This will allow time for reflection, obtaining input, revising and review by the Director of Training and generally by your advisor with sufficient lead time. The APPI application process allows you to tailor both your essays and your cover letter to the internship site. Although highly recommended, this can be time-consuming (see [Appendix G: APPIC Policy and Forms](#)).

Identify what you want in an internship experience and use these criteria to evaluate internships and formulate interview questions (e.g., rotations, stipend, benefits, starting date, client ages and problems, theoretical orientation, groups, assessment, consultation, hours worked per week, caseload size, dissertation time, supervision, etc.).

You will need reference letters. Most internships want letters from at least two and sometimes three practica supervisors. You should request your letters of recommendation several weeks before your application deadlines.

The verification of readiness for internship, filled out by the training director, is required by all internship sites. This form from the Director of Clinical Training states your eligibility and readiness for internship, as required by internship sites, and verifies the number of practicum hours (intervention, assessment and supervision) that you have claimed. If you seek a recommendation from the Director of Clinical Training in addition to a statement of readiness, please make the request known.

July

APPIC posts the APPI internship application on the APPIC listserv.

PHASE 1 of the MATCH

October - November

Apply to the sites of your choice. Many sites have Nov. 1 application deadlines. Some sites have late October deadlines, while some have Dec. deadlines. Throughout this time period, new sites might be approved or sites might have gained additional positions. These updates will be posted on the Match News listserv. Internships generally schedule interviews within a few weeks of their application deadline. Most interviews occur in December and early January, so plan accordingly.

December 1

By this date, applicants should return their Agreement forms to National Matching Services, Inc.

December 31

By this date, applicants and training directors will receive instructions for submitting Rank Order Lists and obtaining Match results.

February 5

Final date for submission of applicant and program Rank Order Lists. No Rank Order Lists or Agreements can be accepted after this date.

Upon completion of interviews, each applicant submits a Rank Order List of his/her desired programs in numerical order of preference (first choice, second choice, etc.). Applicants may rank as many programs as they wish. Each internship site submits one or more Rank Order List(s) of their desired applicants, listing as many applicants as they wish, in order of the program's preference (multiple lists may be used by a program to fill multiple positions). These lists are submitted to National Matching Services, and are confidential.

February 21

Phase 1 Match Day Applicants will be informed of internship matches. If matched, applicants will be informed of the name of the program.

PHASE II of the MATCH

February 21, 2014

The list of internships with unfilled positions in Phase I is posted

Applicants who registered for Phase I but did not obtain a position in Phase I will be eligible to participate in Phase II. Those applicants will use the AAPI Online service to submit applications to programs with unfilled positions from Phase I.

Feb. 27– Application submission deadline for Phase II of the match.

March 17- Deadline for submission of Rank Order Lists for Phase II of the Match.

March 24- APPIC Phase II Match Day: Results of the Match will be released to applicants and training directors.

The Matching Program places applicants into positions based entirely on the preferences stated in the Rank Order Lists. The program places student in the most preferred position on the applicant’s Rank Order List, and does not fill its positions with more preferred applicants. Similarly, the most preferred applicants are matched to each internship program according to its Rank Order List(s) to fill the number of positions available. , who rank the program and who do not receive positions at programs they prefer.

D. Guidelines for Approving Non-APA Internship Sites

A student may have a specific reason for applying to an internship that is not APA-approved (e.g., unique training opportunities). In this case, the Director of Training will convene the Counseling Psychology Doctoral Training Program Committee to consider the request. The student must provide a rationale for his/her request, as well as the information required to evaluate the internship site. The committee will evaluate the internship site and approve or disapprove it following general APA internship guidelines. The basic criteria are as follows: (a) evaluation of the number of licensed psychologists who are supervisors; (b) specialization areas of supervisors; (c) number of interns; (d) exposure to other professionals; (e) regular, organized professional education seminars; and (f) whether or not the site already has a high number of WSU graduates.

IV. DISSERTATION

The following faculty members are eligible to be a dissertation chair for Counseling Psychology doctoral students:

Olusola Adesope	Phyllis Erdman	Brian McNeill
Marianne Barabasz	Brian French	Mike Trevisan
Arreed Barabasz	Hsin-Ya Liao	Sarah Ulrich-French
Tim Church	Laurie McCubbin	

A. Proposal and Committee Guidelines

Dissertation topics are generally selected in meetings with members of the student’s dissertation committee. In order to assist students in selecting an appropriate

advisory committee, faculty in the counseling psychology program will identify areas of research interest. In consultation with the dissertation chair, the candidate may be required to develop a précis/proposal outlining the research to be conducted. After a Dissertation Advisory Committee has been selected, approved, and a relevant research topic has been identified, the graduate student will focus on developing the basis for her/his specialty paper/doctoral preliminary examination (see [Doctoral Specialty Paper/Preliminary Examination](#)).

Traditional Dissertation Format

Upon passing the doctoral preliminary examination, the student will work with the members of his/her committee to formulate a research design. The candidate will prepare, in accordance with APA style, a formal dissertation proposal (D-1) consisting of an introduction, statement of the problem, survey of literature, methodology and plans for data analysis. The Dissertation Advisory Committee will review the candidate's dissertation proposal and make recommendations for further refinement.

Two Manuscript Format

Upon passing the doctoral preliminary examination (data based manuscript or literature review format), the student will prepare a formal dissertation proposal, consisting of an introduction, statement of the problem, survey of literature, methodology and plans for data analysis for a data-based article. The Dissertation Advisory Committee will review the candidate's dissertation proposal and make recommendations for further refinement.

The student must include additional materials that serve to integrate the presentation of the manuscripts. These could include General Introduction, Discussion and/or Conclusion sections.

B. Proposal Meeting

The completed dissertation proposal (D-1) will be presented orally in a colloquium. The dissertation chair and student will determine whether the D-1 will be restricted to dissertation committee members or open to the public. If open to the public, an electronic copy of the abstract must be sent to the Office of Graduate Education (gradstudies@wsu.edu) at least five working days prior to the D-1. The proposal meeting is scheduled by the student using the [D1 Scheduling Form](#), which is submitted to the Office of Graduate Education. Following the dissertation proposal presentation, the student's Dissertation Advisory Committee members will meet to recommend acceptance or rejection of the dissertation proposal. Typically, the committee will make additional recommendations to the student to improve the proposed research. Students may begin the dissertation work once the Dissertation Advisory Committee has approved the dissertation proposal and human subject approval for the study has been obtained from the WSU Institutional Review Board (IRB) (see [Dissertation Approval Form](#)). The dissertation proposal must be approved by the last day of finals week of the fall semester of the year the student applies for internship.

C. Final Approval of the Dissertation

Each member of the student's Dissertation Advisory Committee will examine the dissertation manuscript and indicate preliminary approval or disapproval with comments and suggestions for improvement. When all members of the committee have given their preliminary approval, the student will submit final copies of the dissertation, according to the Graduate School Guidelines. All faculty members are invited to read the dissertation before the final examination.

The final oral examination will be scheduled officially through the Office of Graduate Education in the College of Education and the WSU Graduate School during the regular academic year. The final oral exam needs to be scheduled at least 10 working days before the examination. The defense copy of the dissertation needs to be submitted to the Graduate School at the time of scheduling (see [Dissertation Theses Submission Guidelines](#)), and a copy of the dissertation must be sent electronically to the Office of Graduate Education (at gradstudies@wsu.edu) for faculty to review. Under exceptional circumstances, a summer examination may be approved by the dissertation advisory committee. Students should be aware of the Graduate School deadlines (posted on their website) each semester for defending the dissertation if they wish to participate in graduation ceremonies or avoid paying dissertation credits (Coun_Psy 800) for the subsequent academic term.

The final examination will be conducted by the student's Dissertation Advisory Committee and will take about two and a half hours. The examination will focus on the student's defense of the dissertation and any topics relevant to the field of counseling psychology. All faculty members are invited to attend doctoral oral examinations, but only the members of the Graduate Faculty, the student's Dissertation Advisory Committee, and the Graduate Studies Committee Representative are eligible to vote. After a successful defense, students have five working days to submit the final approved version of their dissertation to the Graduate School. The final version will typically include changes recommended by the dissertation committee during the final defense.

V. AWARDING OF THE DEGREE

When all requirements for the Ph.D. degree have been met, the candidate may request a letter from the Dean of the Graduate School certifying that the candidate has successfully completed all requirements for the degree.

VI. ACADEMIC STANDING

A student must earn an average of at least a "B" (3.0 cumulative average) in all resident graduate courses applicable to the degree. A grade "S" (satisfactory) must be received in all courses applicable to the degree that are graded on an "S/F" basis. All courses completed with grades of "A," "B," "C," or "S" may be applied to credit hour requirements for the degree. Courses in which a student receives a grade of "C-" or below must be repeated, but not on a pass/fail basis. Students who receive a "C" or "C+" may be required to complete a remediation plan.

If a graduate student receives a grade of “F” (“fail”) in a research seminar, practicum, or internship) or has demonstrated unethical behavior, this performance may constitute grounds for terminating the student’s doctoral program status. The student cannot register for further study unless the department has reinstated them by a two-thirds vote of the Graduate Faculty of the Department of Educational Leadership, Sport Studies, and Educational/ Counseling Psychology. Under certain conditions, by recommendation of the Department, such a student may apply to the Dean of the College of Education for reinstatement. Ordinarily, at least one semester or summer session must intervene before reinstatement. In addition, failure to pass any of the three practitioner competencies (assessment, empathy and theory), as stated in section IV, can be grounds for dismissal from the program.

A student failing to maintain a minimum 3.0 cumulative grade point average in any given semester may be dropped from the program. The reinstatement of such students will be handled according to the normal University due process procedures (see [Graduate School policy on reinstatement](#)). Students are routinely evaluated and provided with written feedback on a yearly basis. All incomplete “I” grades must be completed within one year of the occurrence. Students have up to one year to complete work for which they received an “I” grade. After one year, the “I” grade becomes an “F”. An excessive number of incomplete (“I”) grades may result in a decision of the Training Committee to prohibit further course enrollment until all incomplete grades are removed. In addition, students cannot graduate with an “I” grade on their transcript.

All requirements for the Ph.D. must be completed within ten calendar years from the initial registration in the program and within four (4) years of the date of successful completion of the doctoral specialty paper/ preliminary examination. In rare cases, when unusual circumstances prevent the student from meeting this deadline, an extension may be granted through a formal review of the student’s petition to the Department Graduate Faculty and the WSU Graduate School.

Annual reviews of students’ progress in the program are conducted by Counseling Psychology faculty. Students will be asked to complete the Student Annual Review form each spring semester. These reviews include, but are not limited to, evaluations of the student’s qualifications for degree-seeking status and overall academic performance. These evaluations will focus on the students’ performance on the competencies associated with program goals (see pages 23; see [Appendix H: Annual Review of Doctoral Students form](#)). The faculty may require interviews with a student as part of the student’s review. If the faculty determines that a student is deficient in any area, they may recommend that the student engage in remedial work. In severe cases, the faculty may terminate the student from the program. ***Students are informed in writing each year of their progress in the program.***

VII. LEAVE OF ABSENCE FROM THE PROGRAM

The doctoral program in Counseling Psychology is a full-time program that encompasses theoretical and scientific applied training. When students accept admission to the program, they are making a commitment to pursue the program on a

full-time basis. Once full-time residency is completed, students are required to maintain a minimum of 2 credit hours of continuous enrollment each semester (except summer session), from the time of first enrollment until the granting of the degree. Violation of this requirement is grounds for termination of the student's doctoral program status. A student who anticipates inability to maintain normal progress through the program should consult with his/her advisor. Students who decide that a leave of absence is necessary normally consult with the Director of Training and must submit the [Application for Graduate Leave](#) to the Graduate School. Such petitions must state reasons for requesting leave of absence and present a plan for completing the remainder of the doctoral program. The plan must include a timetable specifying when course and program requirements will be completed and be approved by the Doctoral Training Committee. Requests for a leave of absence will not be considered until the student, in consultation with his/her advisor, submits a plan.

VIII. TEACHING AND RESEARCH ASSISTANTSHIPS

The College of Education makes a limited number of teaching and/or research assistantships available to doctoral students in the Counseling Psychology program each year. Additional research assistantships funded by specific research projects may also be available. An attempt will be made to provide financial support for those students requesting it. Graduate Student travel grants are available through the Graduate School, the Graduate and Professional Student Association (GPSA) and the department to help students in scholarly activities, research, and presentations at significant meetings.

IX. ADVISING

Upon entry into the Counseling Psychology graduate program, students are assigned a faculty member as a temporary advisor by the Director of Training. The faculty member will advise the student on his or her curriculum plans during the early stages of a student's graduate career. As students become familiar with faculty and their areas of interest, requests for a new advisor may involve the pursuit of new interests, which would be more adequately supervised by a different faculty member. Students who change their temporary advisor must submit a Change of Temporary Advisor form to the Office of Graduate Education. A list of faculty currently approved to chair Counseling Psychology dissertations is provided on page 32 of this handbook.

X. AWARDING OF A MASTER'S DEGREE

In rare cases, it may be to the student's advantage to obtain an M.A. degree in Counseling (e.g., eligibility for third party payer reimbursement in a practicum site). In such cases, the student must meet with their doctoral advisor and file a master's degree [Program of Study for Master's Degree](#). This program of study consists of the coursework below, and must be completed in the first two years of enrollment. Programs of study should be filed no later than the end of the second week of the semester before the Master's Counselor Preparation Comprehensive Exam (CPCE).

COUN_PSY 511

COUN_PSY 512

COUN_PSY 501

ED_PSYCH 509

COUN_PSY 513	ED_PSYCH 508
COUN_PSY 516	COUN_PSY 527
COUN_PSY 517	COUN_PSY 525
COUN_PSY 519	COUN_PSY 517
COUN_PSY 518	COUN_PSY 528
COUN_PSY 515	COUN_PSY 520
ED_PSYCH/ED_RES 505/563	

COUN_PSY 523 (or PSYCH 574)

- a. Practicum Requirement: 120 hours direct (individual or group) client hours/400 total site hours, including individual and group supervision. Outreach can qualify for the 400 site hours, but not for the direct client hours; or
- b. Three (3) semesters of practica

In addition, the student must obtain a passing grade on the National CPCE to fulfill requirements for the awarding of the M.A. degree.

Students must submit an [Application for Degree](#) for the master's to the WSU Graduate School during the semester in which they take the master's exam. Students should also visit the Graduate School's website for forms and deadlines (<http://gradschool.wsu.edu/Forms/>).

SECTION 3: RELATED PROGRAM INFORMATION AND LINKS

I. STUDENT GRIEVANCE PROCEDURE FOR ACADEMIC PROGRESS AND OTHER COMPLAINTS

The program adheres to the university procedures for dealing with academic progress and other complaints. The following links provide access to the most recent updates on these procedures. These will be policies the Graduate School currently abides by and acts upon. For a general reference the policies and procedures in effect on June 10, 2014 can be found in [Appendix J](#) in this handbook.

Graduate School's Policies regarding [Graduate Student Rights and Responsibilities](#) can be found in chapter 12 in the Policies and Procedures Manual posted on the Graduate School website at <http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter12/>. This is the most extensive explanation of these issues.

Excerpts on [Rights and Responsibilities](#) and [Grievance Procedures](#) from the chapter appear under the Resources heading found at <http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/>.

Also available is the document on [Graduate School Guidelines for Good Practices in Graduate Education](#) (see [Appendix K](#)). This document provides valuable "guidelines (that) focus on the responsibilities of students and the expectations of faculty advisors, mentors, programs and departments."

II. GRADUATE STUDENT SERVICES AND RESOURCES

A list of student resources that is separate from the Graduate School is available at <https://studentaffairs.wsu.edu/resources/>.

Additional resources:

- [Access Center](#) for students with disabilities
- [Gender Identity/Expression and Sexual Orientation Resource Center](#)
- [Office for Equal Opportunity](#)
- [Women's Resource Center](#)

III. EMPLOYMENT – ASSISTANTSHIPS WHILE IN FULL TIME STUDY

Graduate students have been employed on a part time basis at the Lewiston Mental Health, Moscow Mental Health, and Rogers Counseling Center in Clarkston. Students have been employed in a number of offices of Student Affairs including the Student Counseling Center, Career Services, Financial Aid, Residence Living, Out Placement Counseling, Office of Grant and Research Development, Police Department, etc. Check the bulletin board in French Administration Building and check with the Training Director for possible job opportunities.

The student is usually required to make an effort of touching base with these different offices and applying for possible jobs that are available or may become

available. Other departments within and outside our college (e.g., Multicultural Student Services, Financial Aid) also employ our students. The Graduate School also funds student research projects through travel grants, etc. Please check with your advisor. The Office of Grant and Research Development locates sources of funds.

IV. SELF EMPLOYMENT AS A GRADUATE STUDENT

Students enrolled as graduate students in the Counseling Psychology Ph.D. program will not engage in the independent provision of psychological treatment and services. If working in an independent practice setting, students must be under the direct supervision of a licensed psychologist and enrolled in COUN_PSY 551-553 or 600 for summer practicum (see page 12). Exceptions to this policy must be presented to the Doctoral Training Committee.

V. ETHICAL BEHAVIOR

Students are expected to behave in an ethical manner at all times and should become familiar with the Ethical Principles of Psychologists and Code of Conduct (see [Appendix I: Ethical Principles of Psychologists and Code of Conduct](#)) and Washington State law pertaining to psychologists. These are provided at the beginning of the first semester in COUN_PSY 515 (Professional Problems and Ethics in Counseling Psychology). Counseling for greater self-awareness and any problems the student might be experiencing may be available from local independent practitioners on a sliding fee basis. To avoid dual-role relationships, services should only be provided by practitioners with no academic affiliation with the department or University Counseling Center.

If an ethical breach should occur, it may be grounds for dismissal from the program. The following procedures will be followed if a breach of ethics occurs:

- The student will be informed in writing of the charge made against him/her.
- The Training Director will ask the student to meet with him/her and other members of the Counseling Psychology Doctoral Training Committee to explain the student's view of the charges.
- The Training Committee will investigate the charge, disciplinary action will be recommended if appropriate.
- The student will be informed in writing of the decision and may appeal the Counseling Psychology Training Committee decision through the Department Chair and/or the Ombudsman at WSU.
- The WSU due process procedures will be followed.

Students who use social networking sites (e.g., Facebook, MySpace, etc...) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologists. To this end, students should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites

and should never include current clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

VI. FACULTY

Counseling Psychology Core Faculty

Arreed F. Barabasz. Professor, Ed.D., State University of New York; Ph.D., University of Canterbury, New Zealand; Post-doctoral Harvard University Medical School. A.B.P.P. Diplomat, CoPsy American Board of Professional Psychology. Fellow, American Psychological Association. His current research areas include: Clinical and Experimental Hypnosis, Ego State Therapy for PTSD and ASD. He is Editor of the [International Journal of Clinical and Experimental Hypnosis](#).
Email: arreed_barabasz@wsu.edu

Marianne Barabasz. Professor, Director of Training, Ed.D., State University of New York at Albany. Fellow, American Psychological Association and Society for Clinical and Experimental Hypnosis. Her research areas include: Eating Disorders, Habit Disorders, Clinical and Experimental Hypnosis, Cognitive-Behavior Therapy and Attention Deficit Disorders. She is a member of the editorial board of the Child Study Journal and is a consultant to five psychology journals. She has a small practice as a licensed psychologist.
Email: mbarabasz@wsu.edu

A.Timothy Church. Professor, Ph.D., University of Minnesota.
Dr. Church's areas of interest include cross-cultural psychology; personality and its measurement; indigenous psychologies, particularly in the Philippines and Mexico; vocational/career psychology, counseling, and assessment. He has served as Associate Editor for the Journal of Cross-Cultural Psychology and has served on the editorial boards of the Journal of Personality and Social Psychology, Journal of Personality, Journal of Research in Personality, Psychological Science, European Journal of Personality, and the Journal of Cross-Cultural Psychology.
Email: church@wsu.edu

Hsin-Ya Liao. Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign.

Laurie D. McCubbin. Associate Professor, Ph.D., University of Wisconsin-Madison.
Dr. McCubbin teaches masters and doctoral level practica courses and multicultural counseling. Her research interests include: Native Hawaiian/Pacific Islander mental health, stress, coping and resilience, multicultural counseling and career development.
Email: mccubbin@wsu.edu

Brian W. McNeill. Professor, Ph.D., Texas Tech University.

Dr. McNeill's interests include Clinical Supervision, Chicana/o Latina/o Psychology and Multi-Cultural Counseling. Dr. McNeill is currently an editorial consultant for *The Journal of Latina/o Psychology* and the *Cultural Diversity and Ethnic Minority Psychology*. Dr. McNeill is a licensed psychologist in the states of Washington and Idaho where he practices and consults. Email: mcneill@wsu.edu

Brian F. French. Associate Professor, PhD., Purdue University.

Dr. French teaches courses in educational statistics, educational and psychological measurement, and research methods. His area of research is focused on measurement issues related to validity. A sample of topics of interest include: Measurement Invariance, Structural Equation Modeling, Item Response Theory, Classical Test Theory, Factor Analysis, and Monte Carlo studies. He serves as the co-director of the Learning and Performance Research Center. Email: frenchb@wsu.edu

Section 4: APPENDICES INCLUDING FORMS AND PROGRAM PLANNING MATERIALS

APPENDIX A
Minimal Levels of Achievement

<p>Goal 1: Produce Generalist Counseling Psychologists who skillfully apply theory, assessments, diagnosis and appropriate interventions.</p>
<p>Objective 1A. Gain knowledge about counseling theories and apply to diagnosis/case conceptualization, treatment plans, and interventions</p>
<p>Competency 1A-1: Demonstrate a comprehensive knowledge of the major counseling theories. <i>Minimum Level of Achievement –</i></p> <ol style="list-style-type: none"> 1. Must obtain a grade of “B-“or better in COUN_PSY 511, COUN_PSY 513, and COUN_PSY 518.
<p>Competency 1A-2: Demonstrate the ability to appropriately apply and evaluate theory based interventions. <i>Minimum level of achievement –</i></p> <ol style="list-style-type: none"> 1. Scores of 3 (meets expectations) on the relevant items on the practicum evaluation forms. 2. Must be rated as meeting expectations on the annual review. 3. Grade of “S” in Doctoral Practicum course. 4. Passing the Theory/Therapy competency.
<p>Competency 1A-3: Demonstrate the ability to develop a positive therapeutic alliance with clients and to communicate advanced accurate empathy. <i>Minimum level of achievement –</i></p> <ol style="list-style-type: none"> 1. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 2. Must be rated as meeting/exceeding expectations on the annual review. 3. Grade of “B-“or better in COUN_PSY 512 and “S” in Doctoral Practicum courses. 4. Passing the Empathy competency.
<p>Competency 1A-4: Demonstrate the ability to develop and articulate the theoretical basis for their approach to counseling. See Handbook page ____ for a description of the competency and page ____ for the scoring rubric. <i>Minimal Level of achievement –</i></p> <ol style="list-style-type: none"> 1. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. Must be rated as meeting/exceeding expectations on the annual review. 2. Passing the Theory/therapy competency (Put in scoring evaluation).
<p>Competency 1A-5: Demonstrate the ability to develop accurate theory based case conceptualizations and treatment plans. <i>Minimum level of achievement –</i></p> <ol style="list-style-type: none"> 1. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 2. Must be rated as meeting/exceeding expectations on the annual review. 3. Grade of “S” in Doctoral Practicum course. 4. Passing the Theory/therapy competency.

<p>Competency 1A-6: Demonstrate knowledge of psychopathology <i>Minimum level of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“or better in COUN_PSY 517. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 3. Grade of “S” in Doctoral Practicum course. 4. Passing the theory/therapy competency.
<p>Competency 1A-7: Demonstrate the ability to formulate an appropriate diagnosis. <i>Minimum level of achievement –</i></p> <ol style="list-style-type: none"> 1. Scores of 3 (meets expectations) or above on the relevant items on the evaluation form. 2. Grade of “S” in Doctoral Practicum course.
<p>Competency 1A-8: Demonstrate knowledge of human growth and development across the life span. <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of B- or better in COUN_PSY 516 Lifespan Development and Counseling Issues. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 3. Grade of “S” in Doctoral Practicum courses. 4. Passing the theory/therapy competency.
<p>Competency 1A-9: Demonstrate ability to integrate knowledge of developmental factors into case conceptualization and treatment plans. <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“or better in COUN_PSY 516 Lifespan Development and Counseling Issues. 2. Scores of 3 (meets expectations) or better on the relevant items on the evaluation forms. 3. Grade of “S” in Doctoral Practicum courses. 4. Passing the theory/therapy competency.
<p>Competency 1A 10: Demonstrate the ability to assess and evaluate the outcomes and effectiveness of therapeutic and consultation interventions. <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“or above in COUN_PSY 529 and ED_PSYCH 570. 2. Scores of 3 (meets expectations) on the relevant items on the evaluation form. 3. Grade of “S” in Doctoral Practicum courses.
<p>Objective 1B: Acquire knowledge that enables students to administer, score, and interpret appropriate assessment tools to determine diagnoses as a basis for appropriate interventions.</p>
<p>Competency 1B-1: Demonstrate the knowledge required to administer, score and interpret appropriate assessment tools. <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“or better in COUN_PSY 527 and COUN_PSY 528. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 3. Grade of “S” in Doctoral Practicum courses. 4. Passing the assessment Competency.

<p>Competency 1B-2: Select, competently administer, and interpret case-appropriate assessment tools. Appropriately use assessment tools to inform diagnosis and case conceptualization</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 2. Grade of “S” in Doctoral Practicum courses. 3. Passing the assessment competency.
<p>Goal 2: Produce Counseling Psychologists who generate and evaluate scientific knowledge relevant to their professional roles.</p>
<p>Objective 2A: Obtain knowledge and skills required to critique and evaluate psychological research.</p>
<p>Competency 2A-1: Demonstrate knowledge of theory, research methods, and data analysis in critiquing psychological literature.</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of B- or better in ED_PSYCH 508, ED_PSYCH 509, ED_PSYCH 563, ED_PSYCH 565, ED_PSYCH 568, ED_PSYCH 569, COUN_PSYCH 541 or COUN_PSYCH 542. 2. Grade of “S” in COUN_PSYCH 590, COUN_PSYCH 600 and COUN_PSYCH 800 credits for supervised research.
<p>Competency 2A-2: Demonstrate the apply knowledge of theory, research methods and data analysis in critiquing the psychological literature.</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“ or better in ED_PSYCH 508, ED_PSYCH 509, ED_PSYCH 563, ED_PSYCH 565, ED_PSYCH 568, ED_PSYCH 569, COUN_PSYCH 541 or COUN_PSYCH 542. 2. Grade of “S” in COUN_PSYCH 590, COUN_PSYCH 600 and COUN_PSYCH 800 credits for supervised research.
<p>Objective 2B: Obtain knowledge and skills required to conduct psychological research.</p>
<p>Competency 2B-1: Demonstrate the ability to conceptualize, conduct, and report all aspects of psychological research including literature review, design, methodology, data collection, analysis and interpretation.</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “S” in COUN_PSY 600 and COUN_PSY 800 credits. 2. Passing the specialty paper. 3. Passing Dissertation proposal 4. Passing the final dissertation defense.
<p>Goal 3: Produce Counseling Psychologists who consistently apply accepted ethical and legal standards to their work and who exhibit professional integrity.</p>
<p>Objective 3A: Obtain knowledge and skills required to apply legal, ethical and professional standards in all aspects of their professional work.</p>
<p>Competency 3A-1: Demonstrate the ability to apply legal, ethical and professional standards in their clinical work</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“ or above in COUN_PSY 515 and COUN_PSY 501. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 3. Grade of “S” in Doctoral Practicum courses.

<p>Competency 3A-2: Demonstrate the ability to apply legal, ethical and professional standards evaluating, conceptualizing and conducting research. <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “S” in COUN_PSY 600 and COUN_PSY 800 credits. 2. Successful completion of the IRB forms and review for their dissertation research. 3. Successful completion of CITI (Collaborative Institutional Training Initiative). 4. Successful completion of the examination on the Code of Responsible Conduct. 5. Successful defense of their dissertation proposal. 6. Successful defense of the dissertation.
<p>Competency 3A-3: Demonstrate professionalism, Integrity, Collegiality Faculty discussion at the student’s annual review, Practicum Evaluation Form completed by the faculty practicum instructor. Assessed by scores on the Practicum Evaluation Form completed by the onsite supervisor. <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Evaluation of performance as satisfactory or better in the faculty discussion in the student’s annual review. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms.
<p>Competency 3A-4: Demonstrate efficacy in building and maintaining professional relationships <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Evaluation of performance as satisfactory or better in the faculty discussion in the student’s annual review. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms.
<p>Goal 4: Produce Counseling Psychologists who demonstrate sensitivity to issues of diversity and the ability to integrate this into their respective professional roles: Produce Counseling Psychologists who have the awareness, knowledge, and skills necessary to address issues of multiculturalism and human, diversity broadly defined.</p>
<p>Objective 4A: Obtain awareness, knowledge, and skills related to human diversity (broadly defined) and multicultural counseling.</p>
<p>Competency 4A-1: Demonstrate knowledge of human diversity (broadly defined). <i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grades of “B-“or better in COUN_PSY 525 Counseling Diverse Populations. 2. Faculty evaluation during the annual student review. 3. Average score of 3 on a 5 point scale rating student’s knowledge of diversity demonstrated in courses with diversity infused.

<p>Competency 4A-2: Demonstrate the ability to integrate theory and research in human diversity and multicultural counseling in their conceptualization, and assessments and interventions with culturally diverse clientele.</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“ or higher in COUN_PSY 525 and COUN_PSY 542. 2. Scores of 3 (meets expectations) or above on the relevant items on the practicum evaluation forms. 3. Grade of “S” in Doctoral Practicum courses.
<p>Competency 4A-3: Demonstrate the ability to apply theory and research in human diversity and multicultural counseling in evaluating, designing and conducting research.</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“ or higher in COUN_PSY 590. 2. Average score of 3 on a 5 point scale rating student’s knowledge of diversity demonstrated in courses with diversity infused.
<p>Goal 5: Produce Counseling Psychologists whose core professional identity is counseling psychology and who also have begun to explore and develop specialty areas that complement this identity and facilitate their career development.</p>
<p>Objective 5A: Gain knowledge regarding the status of counseling psychology as a profession within the field of psychology including the differences between counseling psychology and other applied psychology specialties and the types of professional activities in which counseling psychologists are typically engaged.</p>
<p>Competency 5A-1: Demonstrate knowledge of roles and activities of Counseling Psychologists including the remedial, preventive, educative and developmental</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of B- or better in COUN_PSY 501.
<p>Competency 5A-2: Understand the ways these professional roles are implemented through a focus on lifespan development and strengths.</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Grade of “B-“ or better in COUN_PSY 501 and COUN_PSY 516. 2. “S” grade in COUN_PSY 551 and COUN_PSY 552. 3. Scores of 3 or above on the relevant items of the practicum evaluation form.
<p>Objective 5B: Develop a core professional identity as a generalist Counseling Psychologist.</p>
<p>Competency 5B-1: Perform career-related activities consistent with professional counseling psychology</p> <p><i>Minimum levels of achievement –</i></p> <ol style="list-style-type: none"> 1. Student membership in relevant (as judged by the adviser) professional organizations. 2. Author or co-author on a research paper/poster presented at a professional conference. (Academic Showcase is an acceptable no cost option). 3. Scores of 3 or above on the practicum evaluation forms.
<p>Objective 5C: Through specialized coursework, dissertation topics, and other training experiences, identify an area of specialty expertise.</p>

Competency 5C-1: Perform career-related activities that are consistent with their area of specialty.

Minimum levels of achievement –

1. Grade of “S” in faculty supervised research in area of specialty (COUN_PSY 600 and 800 credits).
2. Membership in an APA division or professional society associated with their area of specialty.
3. Faculty evaluation of student’s response to question about current career goals on their self-study.
4. Student’s career goals are evaluated as moderately/clear developed and moderate appropriate or better.

In order to assure that all of our students demonstrate the minimum levels of achievement (MLA), in every competency, the following policies are in place.

If a student receives a “C” or “C+” in a course that requires a grade of “B-” or above to meet the MLA, the training committee will review his/her performance and determine if specific areas of remediation are indicated. If so, a remediation plan will be implemented and evaluated by the faculty. In some cases, students may be required to audit the course and perform at level consistent with a grade of “B-” or above. Students who receive a grade of “C-” or below will be required to repeat the course. Note: students must maintain a 3.0 GPA (see [Minimal Grade Point Average Policy and Academic Probation](#))

If students receive ratings below 3 (satisfactory) on the practicum evaluation forms, their performance will be reviewed and a competency based remediation plan developed, if necessary. Practicum performance over time in each of the competencies is monitored.

Receiving as “F” in COUN_PSY 551, 552, 553 (practicum) or COUN_PSY 597 (internship) is grounds for dismissal from the program. If a student fails practicum, his/her performance will be reviewed by the training committee. If the training committee decides the student can continue in the program, a competency based remediation plan will be implemented.

If a student fails the empathy, theory/therapy or assessment competency, a second submission is allowed. If the second submission is inadequate, training committee permission is required to allow one additional retake. When the diagnosis on the therapy competency is inaccurate, the faculty reviewers will meet with the student to discuss the basis for their diagnosis and determine whether remediation is indicated.

Students who receive an “F” grade in COUN_PSY 590 will be required to retake the course. Students will work with their supervisor to develop a remediation plan who receives an “F” for COUN_PSY 600 or a “U” for COUN_PSY 800 credits. Graduate School policy mandates that if a student receives 2 grades of “U” in 800 credits the student’s enrollment in the Graduate School will be terminated.

If a student fails the doctoral pre-lim exam, WSU graduate school policy states that the student is automatically allowed a retake. The student is required to review with her/his dissertation chair and committee members, the deficits in her/his performance and requirements for a successful retake. At least 3 months must elapse between a failed examination and a retake. A

student who has failed two preliminary examinations may not become a candidate for the doctorate and the student's enrollment in the Graduate School will be terminated.

If a student fails the final dissertation defense, a second and last attempt may be scheduled after a lapse of at least three months. A member of the Graduate Mentor Academy will be appointed by the Graduate School and must be present for a re-examination. A student who fails two examinations will be terminated from the Graduate School.

The student will work his/her dissertation chair to develop an IRB application for her/his dissertation that meets IRB approval.

Remediation is built into the CITI program. Remediation is built into the examination program for the Code of Responsible Conduct.

Since issues of diversity are infused throughout the curriculum, in the annual evaluation the student's level of competence in their coursework is evaluated by the faculty. Based on this discussion each faculty member will rate the student's performance in her/class(es) on a 5 point scale with 3 being satisfactory. Students receive an average of 3 on the faculty rankings. If a student receives a rating lower than the faculty will develop a remediation plan if required.

APPENDIX B

Contract No. _____

**Washington State University
Counseling Psychology Practicum Agreement**

This Agreement is made and entered into by and between _____ hereinafter called the "Training Site", and WASHINGTON STATE UNIVERSITY, through its College of Education, Educational Leadership and Counseling Psychology Department, hereinafter called "WSU."

RECITALS:

WSU's curriculum for preparing students enrolled in its Counseling Psychology (Ph.D.) Program in the College of Education includes a requirement for the students to acquire experience in a clinical setting prior to applying to their Predoctoral internship.

Training Site has suitable experiences, supervisors, and facilities available for the educational experience of such students.

It is mutually beneficial to WSU and Training Site to have WSU's students participate as practicum students at Training Site facilities.

THE PURPOSE OF THIS AGREEMENT is to provide the cooperative arrangements for student practicum educational experiences for students enrolled in the College of Education, Washington State University. This Agreement sets forth the duties and responsibilities of the Training Site and WSU with respect to these experiences. As consideration for the mutual covenants and agreements contained in this document, WSU and Training Site agree as follows:

I. GENERAL PROVISIONS

- a. Following execution of this Agreement, and within the scope of its provisions, WSU and Training Site may develop letter agreements to formalize operational details of the student practicum program at Training Site. These details may include, but are not limited to, the following:

Counseling Psychology Practicum Template Agreement
Updated/Approved July 2012

- i. Beginning dates and length of experience (to be mutually agreed upon at least one month before the beginning of the student practicum experience.)
- ii. Specific learning objectives and performance expectations for students;
- iii. Specific allocation of responsibilities for the WSU faculty representative, and the Training Site's supervisor to whom the student will be assigned.

- iv. Deadlines and format for student progress reports and evaluation forms.

Any such letter agreements will be considered to be attachments to this Agreement, will be binding on the parties when signed by authorized representatives of each party, and may be modified by subsequent letter agreements signed by authorized representatives of each party.

- b. WSU and Training Site will jointly plan the practicum experience for each student, and shall jointly evaluate the students. Exchange of information will be maintained by on-site visits when practical and by letter or telephone in other instances.
- c. WSU and Training Site will instruct their respective faculty and staff, and the students participating in the Counseling Psychology Program to maintain confidentiality of information as required by law and by policies and procedures of WSU and Training Site.
- d. WSU and Training Site will each comply with all rules and regulations of the other party and all state and federal laws applicable to this Agreement.
- e. Practicum students while engaged in the educational program provided pursuant to this Agreement shall retain the status of students working towards the fulfillment of their degree requirements. Students are not employees or agents of WSU.
- f. Training Site personnel participating in the educational program provided pursuant to this Agreement are, and shall remain employees of the Training Site for all purposes, and shall not be deemed or considered to be employees or agents of WSU.

II. LIABILITY COVERAGE PROVISIONS

- a. Each party to this agreement will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement.
- b. WSU and its officers, employees, and agents, while acting in good faith within the scope of their official WSU duties, are covered by the State of Washington Self-Insurance Program and the Tort Claims Act (RCW 4.92.060 et seq.), and successful claims against WSU and its employees, officers, and agents in the performance of their official WSU duties in good faith under this Agreement will be paid from the tort claims liability account as provided in RCW 4.92.130.
- c. Training Site maintains liability coverage for its employees, officers, and agents in the performance of this Agreement, and further provides the means for defense and payment of claims that may arise against the Training Site or such individuals.
- d. Training Site will accept placement of only those students who are insured against liability for actions or inactions occurring in the practicum setting. Students participating in a practicum will be covered either by an experiential student policy offered through Washington State University or acquired by the student through another source. The limits on the liability policy shall be, at minimum, \$1,000,000 per occurrence. Certificates of such

coverage purchased by the student will be provided to Training Site upon request. Should proof of insurance not meet with Training Site's approval and satisfaction, Training Site can refuse to accept any student for placement.

III. HIPAA

- a. WSU shall direct its students to comply with the policies and procedures of the Training Site, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of Training Site's protected health information, as that term is defined in 45 CFR parts 160 and 164, the students are defined as members of the Training Site's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered to be employees or volunteers of the Training Site, nor are the students agents of the Training Site by virtue of this provision.

IV. The Training Site agrees:

- a. To orient the student to the administrative policies, rules, standards, schedules and practices of the site.
- b. To assign a practicum supervisor who is either a licensed psychologist or a graduate student or post doctoral fellow who is being supervised by a licensed psychologist. When students are not being supervised on site by a doctoral level psychologist, the program will provide on-going weekly opportunities for students to discuss their clinical work with a licensed doctoral level psychologist. Supervisors should have the appropriate time and interest for training the students.
- c. To provide opportunities for students to engage in a variety of counseling activities and to pursue their learning objectives
- d. To provide the practicum student with adequate workspace and resources (e.g., office supplies, access to computer) needed to conduct practicum activities.
- e. To allow recording of selected clients/students and to allow presentations in class under instructor review to facilitate supervision by the university practicum instructor
- f. To provide at least one hour per week of individual supervision and to integrate some examination of the practicum student's work using audio/visual tapes, observation, and/or live supervision.
- g. To provide written evaluation of practicum student based on criteria established by WSU at the end of each semester.
- h. To meet as needed with WSU personnel to plan, evaluate, and modify the student practicum program and field experiences, and to assist/cooperate in the collection of data/research that will assist WSU to evaluate its programs and potential success of its students.
- i. To treat students as professionals, provide clear expectations that they follow all rules and regulations established by the Training Site, and train them to be aware of and follow such rules and regulations.
- j. The Training Site may remove a practicum student from placement for violating Training Site rules and regulations or for such actions the Training

- Site views as detrimental to its operations. The Training Site will consult with WSU before final action is taken.
- V. WSU agrees:
- a. To provide participating Training Site with WSU's evaluation materials.
 - b. To provide a liaison to work with the Training Site on all matters connected with this Agreement.
 - c. To be responsible, in cooperation with the Training Site staff to which the practicum student is assigned, for the final evaluation of the student's completion of his/her practicum.
 - d. To meet as needed with Training Site personnel to plan, evaluate, and modify the student practicum program and field experiences.
 - e. To notify the practicum student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the site
 - f. That the university instructor of the practicum course is responsible for the assignment of a fieldwork grade.
- VI. It is mutually agreed that:
- a. The central administration of the Training Site and WSU's faculty coordinator will be jointly responsible for assigning practicum students, and working out the student's program of experience in cooperation with the Training Site staff; provided, however that the Training Site reserves the right to terminate any practicum student when it is in the best interests of the Training Site to do so but will consult with WSU's supervisor before doing so.
 - b. In assigning practicum students, it is recognized that, in some instances, it may be desirable for the student to work with more than one Training Site supervisor.
 - c. The term of this Agreement shall be for five (5) years. This Agreement may be renewed for additional periods if approved by both parties in writing. Notwithstanding the term stated, this Agreement may be renewed, amended, or terminated at the end of each school semester, provided it may not be amended or terminated as to practicum students who have not completed their practicum under this Agreement.
 - d. Trainees are not and shall not be considered to be employees of the Training Site unless otherwise agreed in writing between the Training Site and the Trainee.
- VII. Other Terms:
- a. This Agreement and any letter agreement to be attached hereto constitute the entire agreement between the parties and supersedes any and all prior oral or written agreements, commitments, or understandings concerning the matters provided for in this Agreement. No other understandings, oral or otherwise, regarding the subject matter of this agreement shall be deemed to exist or to bind any of the parties hereto.
 - b. The parties may modify this Agreement only by a subsequent written Agreement executed by the parties. Any modification shall be effective only if written, signed and dated by the authorized representatives of each party and attached to this Agreement.
 - c. Any conflict or inconsistency in this Agreement and its attachments will be resolved by giving the documents precedence in the following order:
 - i. This Agreement; and
 - ii. Attachments to this Agreement in reverse chronological order.

- d. This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington. The parties' rights or obligations under this Agreement shall be construed in accordance with those laws. The provisions of this Agreement shall be construed to conform to those laws.
- e. All notices, requests, or other communications required to be given or sent by WSU or Training Site, will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery or facsimile, addressed as follows:

For WSU:

Contact:
Marianne Barabasz
Director of Training
Counseling Psychology Program
Washington State University
Cleveland Hall 363
Pullman, WA 99164-2114
Fax: 509-335-6961

For Training Site:

Contact:

Each party may designate a change of address by notice in writing. All notices, requests or communications that are not hand delivered will be deemed received three (3) days after deposit in the U.S. mail, postage prepaid; or upon confirmation of successful facsimile transmission.

- f. If any provision of this Agreement or any provision of any document incorporated by reference, or any other agreement document or writing pursuant to or in connection with this Agreement, shall be held wholly or partially invalid or unenforceable under applicable law, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this agreement, and to this end the provisions of this Agreement are declared to be severable.
- g. A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement unless stated to be such in a writing signed by an authorized representative of the party and attached to this Agreement.
- h. Training Site will permit, on reasonable notice and request, the inspection of Training Site facilities by agencies charged with responsibility for accreditation of WSU.
- i. Each party certifies that it will not discriminate in the performance of this Agreement on the basis of race, color, national origin, gender, sexual

orientation (to include gender identity), religion, veteran or military status, or the presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability, in compliance with (a) Presidential Executive Order 11246, as amended, including the Equal Opportunity Clause contained therein; (b) Section 503 of the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Act of 1974, as amended, and the Affirmative Action Clauses contained therein; (c) the Americans with Disabilities Act of 1990, as amended; and (d) Washington state civil rights and nondiscrimination laws. The parties further agree they will not maintain facilities which are segregated on the basis of race, color, religion or national origin in compliance with Presidential Executive Order 11246, as amended, and will comply with the Americans with Disabilities Act of 1990, as amended, regarding programs, services, activities and employment practices.

VIII. Authorized Signatures

- a. The parties executing this Agreement below hereby certify they have the authority to sign this Agreement on behalf of their respective parties and that the parties agree to the terms and conditions of this Agreement as shown by the signatures below.

FOR WASHINGTON STATE UNIVERSITY:

FOR TRAINING SITE:

Recommended by:

Name: _____
Date: _____

Name: _____
Date: _____

Approved by:

Official for Washington State University
Date: _____

Washington State University
 Department of Educational Leadership & Counseling Psychology
 Counseling Psychology Doctoral Practicum Evaluation Form

Name _____ (Supervisee) Setting _____

Name _____ (Supervisor) Date _____

Semester _____ Year _____

Level: Beginning _____ Advanced _____

Instructions: Answer items according to the following scale:

- 1 = counselor's performance is unsatisfactory for his or her level
- 2 = counselor's performance is needs improvement for his or her level
- 3 = counselor's performance is satisfactory for his or her level
- 4 = counselor's performance exceeds expectations for his or her level
- 5 = counselor's performance is excellent for his or her level

<u>Items</u>	<u>Scale</u>					
I. Skilled Counseling Practitioners:						
Please rate the student's overall ability to apply theory, assessments, diagnoses, and appropriate interventions at a level consistent with his or her level of training.	1	2	3	4	5	NA
A. RELATIONSHIP WITH CLIENT						
1. Awareness of and sensitivity to client's non-verbal behavior.	1	2	3	4	5	NA
2. Understands client's feelings and communicates this understanding to the client.	1	2	3	4	5	NA
3. Uses language and terms appropriate for client and client's concern.	1	2	3	4	5	NA
4. Conveys counseling atmosphere of trust and safety.	1	2	3	4	5	NA
5. Encourages client to accept responsibility in relationship	1	2	3	4	5	NA
6. Recognizes and deals with resistance.	1	2	3	4	5	NA
7. Understands client's impact on self.	1	2	3	4	5	NA
B. COUNSELING TREATMENT AND TECHNIQUES						
1. Uses both closed- and open-ended questions as appropriate.	1	2	3	4	5	NA
2. Begins and ends interview in an appropriate manner.	1	2	3	4	5	NA
3. Encourages the client to be specific and concrete; uses behavioral descriptions.	1	2	3	4	5	NA
4. Handles silence and uses it effectively in treatment.	1	2	3	4	5	NA
5. Can be appropriately confrontive and immediate.	1	2	3	4	5	NA
6. Introduces client to and prepares client for testing appropriately.	1	2	3	4	5	NA
7. Interprets test results effectively to client.	1	2	3	4	5	NA
8. Establishes appropriate short-term goals.	1	2	3	4	5	NA

9. Discriminates short-term from long-term goals.	1	2	3	4	5	NA
10. Recognizes own limitations in treating a particular client.	1	2	3	4	5	NA
11. Has understanding of and skill in using a variety of treatment approaches.	1	2	3	4	5	NA

C. CONCEPTUALIZATION

1. Ties together seemingly discrete and isolated components of client's behavior.	1	2	3	4	5	NA
2. Generates hypotheses concerning client behavior and dynamics.	1	2	3	4	5	NA
3. Writes conceptualizations which are clear and understandable; also concise and "to the point."	1	2	3	4	5	NA
4. Utilizes test results in the conceptualization of the client.	1	2	3	4	5	NA
5. Identifies areas of client functioning where further assessment is needed.	1	2	3	4	5	NA
6. Provides rationale for conceptualization based on psychological theory and research.	1	2	3	4	5	NA
7. Provides rationale for conceptualization based on client data.	1	2	3	4	5	NA
8. Formulates appropriate interventions based on conceptualization.	1	2	3	4	5	NA

D. RELATIONSHIP WITH SUPERVISOR

1. Is free from defensiveness and willing to admit mistakes.	1	2	3	4	5	NA
2. Assumes responsibility in an appropriate manner.	1	2	3	4	5	NA
3. Actively solicits feedback from supervisor.	1	2	3	4	5	NA
4. Uses persons other than supervisor for skill development.	1	2	3	4	5	NA
5. Is willing to be assertive with supervisor.	1	2	3	4	5	NA
6. Shows willingness to be observed and evaluated.	1	2	3	4	5	NA
7. Critiques and analyzes own taped interview(s).	1	2	3	4	5	NA
8. Attends supervisory sessions on time and regularly.	Yes	Usually	No			N/A

II. ETHICS AND PROFESSIONALISM: Professional and Ethical Scholars and Practitioners:

Please rate the student's overall ability to consistently apply accepted ethical and legal standards to his or her work and exhibit professional integrity	1	2	3	4	5	NA
1. Uses information concerning referral sources appropriately with clients.	1	2	3	4	5	NA
2. Understands agency functioning and procedures.	1	2	3	4	5	NA
3. Relates effectively with agency support staff.	1	2	3	4	5	NA
4. Provides responsible feedback and critiquing to others.	1	2	3	4	5	NA
5. Demonstrates awareness of appropriate ethical codes.	1	2	3	4	5	NA
6. Critiques and analyzes own interview(s).	1	2	3	4	5	NA
7. Keeps scheduled appointments with clients.	1	2	3	4	5	NA

8. Is on time for scheduled appointment	Yes	Usually	No	N/A
9. Writes closing notes for case file	Yes	Usually	No	N/A
10. Keeps client materials confidential and secure.	Yes	Usually	No	N/A
11. Makes contact quickly with a client who missed an appointment.	Yes	Usually	No	N/A
12. Has a system of keeping regular up-to-date case notes.	Yes	Usually	No	N/A

III. ISSUES OF DIVERSITY: Sensitivity to Issues of Diversity and Ability to Integrate into Respective Professional roles:

Please rate the student's overall awareness, knowledge, and skills necessary to address issues of multiculturalism and human diversity broadly defined.	1	2	3	4	5	NA
Please rate his or her ability to advocate for the needs and issues of various client populations	1	2	3	4	5	NA
1. Displays an awareness of his or her own racial and cultural identity development and its impact on the counseling process.	1	2	3	4	5	NA
2. Is aware of his or her own values, biases, and assumptions about other racial and cultural groups and does not let these biases and assumptions impede the counseling process.	1	2	3	4	5	NA
3. Exhibits a respect for cultural differences among clients.	1	2	3	4	5	NA
4. Is aware of the cultural values of each client as well as of the uniqueness of each client within the client's racial and cultural group identification.	1	2	3	4	5	NA
5. Is sensitive to nonverbal and paralanguage cross-cultural communication clues.	1	2	3	4	5	NA
6. Demonstrates the ability to assess the client's level of acculturation and to use this information in working with the client to implement culturally sensitive counseling.	1	2	3	4	5	NA
7. Displays an understanding of how race, ethnicity, and culture influence the treatment, status, and life chances of clients.	1	2	3	4	5	NA
8. Is able to help the client sort out the degree to which the client's issues or problems are exacerbated by limits and regulations of the larger society.	1	2	3	4	5	NA

IV. Effectiveness in Consultation, Collaboration, Communication, and Human Relations Skills across Professional Contexts:

Please rate the student on his or her overall effectiveness in consulting roles, collaborating and communicating with various people and organizations, and building and maintaining professional relationships in a variety of settings.	1	2	3	4	5	NA
1. Demonstrates knowledge and skills in consultation and outreach with individuals and groups across multiple contexts.	1	2	3	4	5	NA
2. Demonstrates the ability to apply effective	1	2	3	4	5	NA

- communication and relationship building skills
consultation and outreach activities,
3. Demonstrates effective communication in workshop presentations and outreaches in various settings. 1 2 3 4 5 NA
 4. Demonstrates the ability to assess and evaluate the outcomes and effectiveness of consultation interventions. 1 2 3 4 5 NA

V. Development of a Professional Identity Appropriate for Future Career Plans:

Please rate the student on his or her development of a professional identity as a Counseling Psychologist for her or his level of training.

1. Demonstrates knowledge of roles and activities of Counseling Psychologists including the remedial, preventive, educative and developmental. 1 2 3 4 5 NA
2. Understands the ways these professional roles are implemented through a focus on lifespan development and strengths. 1 2 3 4 5 NA
3. Perform career-related activities consistent with professional counseling psychology and area of specialty. 1 2 3 4 5 NA

To the practicum student: Please comment on your supervisor's perception of your strengths, weaknesses and grade recommendation.

Supervisee signature _____

To the supervisor: Please comment on your perceptions of the practicum student's major strengths and weaknesses, including your recommendation for a grade in practicum.

Supervisor signature _____

Semester Summary of Practicum Hours: Documentation Form

This form allows students to document their experience in therapy and other psychological interventions, in a format consistent with the Application for Psychology Internships (AAPI). Thus, while this form lists a wide range of experiences that one might have had, no one will have all these experiences, either in one semester or even at the end of training. In short, each student will have many blank areas on the form.

The AAPI counts only hours for which you received formal academic training and credit or which was a program-sanctioned training experience (e.g., VA summer traineeship). APPIC also requires that all practicum hours must be supervised. Thus, EACH semester you engage in ANY kind of therapy/intervention hours meeting the above description, you must fill out those parts of this form that apply and have the form signed by the supervising psychologist or faculty member. Hence, prior to internship, you will need to only total the hours across each of your semester documentation forms.

In filling out this form, please note the following definitions used by APPIC:

- **Practicum hour** - A practicum hour is a clock hour not a semester hour. A 45- 50 minute client hour may be counted as one practicum hour.

Also, please note that Items 1 - 3 below are meant to be mutually exclusive; thus, any practicum hour should not be counted more than once across these items. You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that best captures your experiences.

One form MUST be filled out for each practicum/field placement you do. Thus, if you complete two placements in one semester, you must fill out two forms.

STUDENT NAME: _____ STUDENT #: _____

COURSE #: _____ CREDIT HOURS: _____ SEMESTER/YEAR: _____

COURSE INSTRUCTOR: _____

SUPERVISOR: _____ ACADEMIC ADVISOR: _____

SETTING IN WHICH HOURS TOOK PLACE: _____

Circle Setting Type: Child Guidance Clinic; Community Mental Health Center; Department Clinic; Forensic/Justice Setting; Inpatient Hospital; Military; Outpatient Medical/Psychiatric Clinic and Hospital; University Counseling Center; Schools; Other (specify: _____)

SIGNATURES (DATES) OF PRACTICUM INSTRUCTOR: _____

SIGNATURE (DATE) OF SUPERVISOR: _____

SIGNATURE OF STUDENT: _____

1. **INTERVENTION AND ASSESSMENT EXPERIENCE-** In this section, record actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category. Time spent gathering information about the client/patient, but not in the actual presence of the client/patient, should be recorded under Support Activities below. For the first column, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. For the second column, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group.

	Total # of hours face-to-face	# of different individuals, groups, couples, etc.
a. Individual Therapy		
1) Older Adults (65+)	_____	_____
2) Adults (18-64)	_____	_____
2) Adolescents (13 – 17)	_____	_____
3) School-Age (6 – 12)	_____	_____
4) Pre-School Age (3 – 5)	_____	_____
5) Infants / Toddlers (0 –2)	_____	_____
b. Career Counseling		
1) Adults	_____	_____
2) Adolescents	_____	_____
c. Group Therapy		
1) Adults	_____	_____
2) Adolescents (13 – 17)	_____	_____
3) Children (12 and under)	_____	_____
d. Family Therapy		
e. Couples Therapy		
f. School Counseling Interventions		
1) Consultation	_____	_____
2) Direct intervention	_____	_____
3) Other	_____	_____
g. Other Psychological Interventions		
1) Sport Psychology/ Performance Enhancement	_____	_____
2) Medical/Health –Related Interventions	_____	_____
3) Intake Interview/Structured Assessment	_____	_____
4) Substance Abuse Interventions	_____	_____
5) Other Interventions (i.e., milieu therapy, treatment planning w/patient present)	_____	_____

Describe nature of experience if g5:

- h. Psychological Assessment Experience:** This is the total estimated number of face-to-face client contact hours administering and providing feedback to clients. This does not include time spent scoring and/or report writing, which should be

included under item 2, below (“Support Activities”). Information about tests administered is recorded below also, under #4.

Total # hours face-to-face

- 1) Psychodiagnostic Test Administration² _____
- 2) Neuropsychological Assessment³ _____

i. Other Psychological Experience with Students and/or Organizations

- 1) Supervision of other students performing intervention and assessment activities _____
- 2) Program Development/Outreach Programming _____
- 3) Outcome Assessment of programs or projects _____
- 4) System Intervention/Organizational Consultation/Performance Improvement _____
- 5) Other (specify: _____) _____

Total Intervention and Assessment Hours:

Add the number of hours included in 1a through 1i above _____

2. SUPPORT ACTIVITIES - Record time spent outside the counseling/therapy hour focused on the client/patient (e.g., chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, planning interventions, assessment interpretation and report writing. In addition, it includes the hours spent in your practicum site in didactic training, such as attending seminars:

TOTAL SUPPORT HOURS: _____

3. SUPERVISION RECEIVED - Supervision is divided into one-to-one and group supervision/consultation as well as supervisor categories: Licensed psychologist, licensed allied mental health professional and other supervision (e.g. advanced graduate student.) Supervision provided to others should be counted in item 1i-1 above.

Item 3a: Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

Item 3b: The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many practicum courses incorporate both didactic and experiential components. The didactic portion should not be recorded as a supervision activity; it should instead be recorded as a support activity in Item 2 above. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present

² Includes symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment, and providing feedback to clients

³ Includes intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving the evaluation of multiple cognitive, sensory, and motor functions.

on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Attendance at in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

- a. Hours spent one-on-one, face-to-face supervision
 - By a licensed psychologist _____
 - By a licensed allied mental health professional _____
 - Other (e.g. advanced graduate student) _____
- b. Hours spent in group supervision:
 - By a licensed psychologist _____
 - By a licensed allied mental health professional _____
 - Other (e.g. advanced graduate student) _____

TOTAL SUPERVISION HOURS (add 3a, and 3b): _____

4. SEMESTER TOTAL SUMMARY OF PRACTICUM HOURS - This section summarizes the total number of practicum hours described above.

- a. Total Intervention and Assessment Hours (item 1): _____
- b. Total Support Hours (item 2): _____
- c. Total Supervision Hours (item 3): _____

GRAND TOTAL _____

5. TREATMENT SETTING – The APPIC application will ask for hours by treatment setting. Remember to circle treatment setting on page one.

6. OTHER INFORMATION ABOUT YOUR PRACTICUM OR WORK EXPERIENCE

- a. List types of groups led or co-led: _____
- b. Did you gain any experience with Managed Care Providers this semester? **Yes No**
- c. Have you audio or videotaped clients and reviewed these tapes with your clinical supervisor? **Audiotape review: Yes No; Videotape review: Yes No**
- c. Please indicate the number of clients/patients seen for each of the following diverse populations this semester. You may provide additional information or comments. Include clients for whom you performed assessments or intake interviews. For this item, you may include a single client in more than one category as appropriate. For families and/or couples, please count each individual separately.

of Different Clients Seen

Race/Ethnicity

- African-American / Black/ African Origin _____
- Asian-American / Asian Origin /Pacific Islander _____
- Latino-a / Hispanic _____
- American Indian / Alaska Native / Aboriginal Canadian _____
- European Origin/ White _____
- Bi-racial / Multi-racial _____
- Other (Specify: _____) _____

	# of Different Clients Seen
<u>Sexual Orientation:</u>	
Heterosexual	_____
Gay	_____
Lesbian	_____
Bisexual	_____
Other (specify: _____)	_____
Disabilities	
Physical/Orthopedic Disability	_____
Blind/Visually Impaired	_____
Deaf/Hard of Hearing	_____
Learning/Cognitive Disability	_____
Developmental Disability	_____
Serious Mental Illness	_____
Other (specify: _____)	_____
<u>Gender:</u>	
Male	_____
Female:	_____
Comments:	

7. **OTHER CLINICAL EXPERIENCES** - Please describe any other clinical work done this semester in settings or activities that are not described above. This includes professional work experiences separate from practicum/field placement. Please note that the APPIC application will ask for this, so please keep good records. The APPIC application allows this to be included in narrative form or in a format similar to that used above.

8. TEST ADMINISTRATION

Please indicate all instruments used this semester, excluding practice administrations to fellow students. Please indicate the number of tests you administered and scored in the first column and the number you administered, scored, interpreted, and wrote a report for in the second column.

ADULT TESTS

<u>Name of Test</u>	<u># Administered and Scored</u>	<u># of Reports Written</u>
Bender Gestalt	_____	_____
Millon Clinical Multi-Axial Inv. III (MCMI)	_____	_____
MMPI-II	_____	_____
Myers-Briggs Type Indicator	_____	_____
Personality Assessment Inventory	_____	_____
Projective Sentences	_____	_____
Projective Drawings	_____	_____
Rorschach (Scoring System:_____)	_____	_____
Self-Report measures of symptoms/disorders	_____	_____
Strong Interest Inventory	_____	_____
Structured Diagnostic Inventories	_____	_____
TAT	_____	_____
Trail Making Test A & B	_____	_____
WAIS – III	_____	_____
Wechsler Memory Scale III	_____	_____
Other Tests:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

CHILD AND ADOLESCENT TESTS

<u>Name of Test</u>	<u># Administered and Scored</u>	<u># of Reports Written</u>
Connors Scales (ADD assessment)	_____	_____
Diagnostic Interviews	_____	_____
MMPI - A	_____	_____
Parent Report Measures	_____	_____
Peabody Picture Vocabulary Test	_____	_____
Rorschach (Scoring System:_____)	_____	_____
WISC-III	_____	_____
WPPSI-R	_____	_____
WRAT	_____	_____
Other Tests:		
_____	_____	_____

INTEGRATED REPORT WRITING

How many carefully supervised integrated psychological reports have you written this semester? An integrated report includes a history, an interview, and at least two tests from the following categories: personality assessment (objective and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client. Indicate below how many you have written this semester for each of the following populations:

- a. Adults: _____ b. Children/Adolescents: _____

APPENDIX C

Current Practicum Sites

Name of Setting
Washington State University Counseling and Testing Services
University of Idaho – Child Development Center
Washington State University Health and Wellness Services
Brown and Associates
Spokane VA Medical Center
University of Idaho Student Services Center
Eastern Washington University Counseling and Psychological Services
Palouse River Counseling
Dr. Kraeke & Associates

APPENDIX D

WASHINGTON STATE UNIVERSITY
Counseling Psychology Ph.D. Program

APPLICATION FOR COURSE WAIVER

Applicant's Name: _____		
Last	First	MI
Title and Number of WSU course requested to be waived:		
Number Title		
Title, Department, and Number of course considered to be equivalent:		
Number Title Department		
Institution where course was taken:		
Instructor's Name:		
Date Course Grade: _____		

1. Attach a copy of the course syllabus, including texts, required readings, course requirements, course activities, examinations, and other pertinent data.
2. Attach a description of the course, including basic objectives, methods used to achieve those objectives, and any other data which is not immediately apparent from the syllabus.
3. Outline the points of correspondence between the course requested to be substituted and the WSU course requested to be waived. Keep in mind that we are assessing equivalence and not total duplication of course content.
4. Two copies of the petition and related data should be given to the Graduate Coordinator and one copy to the student's advisor.

APPENDIX E INSTRUCTIONS FOR COMPLETING PROGRAM OF STUDY FORM FOR THE DOCTORAL DEGREE

Follow [Deadlines and Procedures](#). Preparation of the program is the responsibility of the student in consultation with the advisor and doctoral committee. Students should have their departmental academic coordinator review the program to ensure it is correct before submitting it to the committee members for signature. Please submit the completed, signed program of study to the Graduate School. For information <http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter8/>

Approval for use of human subjects or animals in research is required. If the student plans to utilize human or animal subjects for research, contact the Office of Research Assurances (<http://www.ora.wsu.edu/>). Note that departments/programs should ensure that all procedures have been followed and forms filed with the appropriate offices. The Graduate School only seeks verification that University approval has been granted.

DISSERTATION / COMMITTEE SECTION

If a definite dissertation title has not been decided, please list the general subject area. Obtain committee members' signatures and department approval **before submitting to the Graduate School**. Please note the committee requirements:

- The committee must have at least three faculty members from your Graduate Program.
- All committee members must hold a doctoral degree.
- The chair (major advisor) and at least two committee members must be tenured/tenure track faculty of your Graduate Program *if there are no program bylaws on file with the Graduate School*.
- *If program bylaws are on file*, the minimum committee requirement is two tenured/tenure track faculty who are members of your Graduate Program. The chair must be a tenured/tenure track faculty of your Graduate Program *unless specified otherwise in the bylaws*.
- 4th committee member: For any non-WSU member, or for any *non-tenured/non-tenure track* WSU faculty outside the Graduate Program, please attach a vitae and include a rationale below to be reviewed for approval by the Dean of the Graduate School.
- If the statistics minor is chosen, the statistics faculty must be represented on the committee.
- Where applicable, indicate co-chair after those faculty serving as committee co-chairs.
- The Department Chair must approve the committee composition.
- *Any exception to the committee composition noted above requires a signed memo from the committee chair via the department chair to the Dean of the Graduate School requesting an exception to policy.*

COURSEWORK SECTION- Check Graduate Policies and Procedures for more complete information.

The student should supply appropriate information regarding courses taken and proposed by using the WSU Catalog, Graduate Catalog, WSU academic records, and official transcripts from other institutions. Transfer credit, if requested, should be reported exactly as it appears on the original transcript. Transfer credits not reported in semester hours will be converted by the Graduate School. When listing transfer credit, the course description must be submitted for each course. For international course transfers please submit a course syllabus and a course description for each course.

The core of the Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D) program requirements for letter graded coursework vary by program. Verify with your academic coordinator the required number of letter graded credits for your specific program. It should include the most advanced courses appropriate to the field of study listed in the Graduate Catalog, or approved for graduate credit since publication of the last Catalog. Of the minimum number of hours of core graded coursework required on the Program of Study (15), none may be from non-graduate credit graded coursework. **No more than 9 credits of non-graduate credit coursework (300 or 400 level) may be used for the total credits for the Program of Study.** Many doctoral programs have minimum requirements that exceed those described above; in all cases, students must comply with the minimum standards of their doctoral programs as outlined in the Program of Study for that student. Seminars numbered 500 or above that are graded other than P/F or S/F may be part of the core program. **Courses graded S/F may not be used in the core program.** Only those master's degree and transfer courses at a level equivalent to 500-level courses and applicable to the doctoral core program should be listed in this category. **Any course included in the advanced degree program in which a grade of C- or below is earned must be repeated (cannot be removed) and not on a P/F basis. This must be done before taking prelim or final exams.**

In addition to the core requirement, the program shall show research and additional studies. This includes Independent Study (600) and Doctoral Research (800/minimum of 20 hours), and any additional graded or S/F courses and seminars taken at Washington State University. The program may not include courses graded P/F or courses that are audited. Credit in this category, plus that in the core program, **must total at least 72 hours.** Additional credits may be required by some programs. The major department and student will receive email notification when the program of study is approved. Revised 2/15/14

ID# _____

G.S. use only
PENDING



The Graduate School Program of Study for Doctoral Degree

ID # _____

____ WSU Staff ____ WSU Faculty

Name _____ Email _____

Degree: ____ Ph.D. ____ Ed.D. Program: _____

By-passing master's degree? ____ Yes ____ No Research Requirements: ____ Human Research

Dissertation: _____

Doctoral Committee Requirements: (Check with your committee chair and department chair)

- The committee must have at least three faculty members from your Graduate Program.
- All committee members must hold a doctoral degree.
- The chair and at least two committee members must be tenured/tenured track faculty in your Graduate Program *if there are no program bylaws are on file with the Graduate School.*
- *If program bylaws are on file*, the minimum committee requirement is two tenured/tenured track faculty who are members of your Graduate Program. The chair must be a tenured/tenured track faculty of your Graduate Program *unless specified otherwise in the bylaws.*
- 4th committee member: For any non-WSU member, or for any *non-tenured/non-tenured track* WSU faculty outside the Graduate Program, please submit a vitae and include a rationale below to be reviewed for approval by the Dean of the Graduate School. Department Chair should review and approve committee composition by signing on Page 2.
- If the statistics minor is chosen, a statistics faculty member must be represented on the committee.
- Where applicable, indicate co-chair after those faculty serving as committee co-chairs.
- *Any exception to the committee composition noted above requires a memo requesting an exception to policy.*

Name	Graduate Program	Signature
Committee Chair		
_____	_____	_____
_____	_____	_____
_____	_____	_____

The department chair's signature is required and signifies this committee and program have been reviewed for

Rationale for Non-WSU or Non-Tenured/Non-Tenured Track WSU Faculty (Not in Graduate Program) Committee Member:

Graduate School Dean Review and Approval:

compliance by the degree-granting program and its bylaws (if applicable).

Program Chair, Major Dept. _____ Date _____
(Signature) (Printed Name)

Program Chair, Statistics Minor _____
(Signature) (Printed Name) (Date)

Student Name: _____

ID# _____

APPENDIX F Competency Scoring Rubrics

On a scoring system where the possible scores from each rater range from 1 to 4 with three raters can result in several combinations of scores. These scores are on an ordinal level of measurement. Using medians to capture the central tendency of the raters' ratings of student performance would be more appropriate compared to the use of the mean. Below lists several examples of possible combinations of scores that are ranked from low to high. As can be seen, by using the middle score (appearing in bold), students would pass when there is agreement by at least two raters that the student should pass. And the student would *not* pass when two raters agree the student did not meet the minimum standard.

111	112	113	114
222	122	223	224
333	133	233	334
444	144	244	344
134	123	234	124

Assessment Competency Criteria

In order to receive a "pass" on the empathy competence, the counselor must score a composite/average score of 3.0 or above by the three raters.

The criteria for these scores are described below. The student must demonstrate the following:

In order to score a 4:

1. Provides a Psychological Report that follows the required format and is well written. Instruments are selected particularly for the referral question and case. Instruments are accurately scored, interpreted, and integrated together with interview data. Report includes and integrates/synthesizes material from client.
2. Case Conceptualization is linked to accurate DSM IV diagnosis derived from multiple sources of assessment data. Conceptualization/Diagnosis reflects deep knowledge and synthesis of normal/abnormal behavior with client strengths and weaknesses.
3. Conceptualization/Diagnosis leads to clear delineation of appropriate treatment plan and goals relative to referral question in a culturally competent manner.

In order to score a 3:

1. Report follows the required format and is well written. Instruments selected are appropriate for the referral question and case. Scoring and interpretation is accurate and combined with interview data. Report includes material from the client.
2. Case Conceptualization and Diagnosis are accurate based on assessment data. Conceptualization/Diagnosis demonstrates knowledge of normal/abnormal behavior, noting client strengths and weaknesses.
3. Treatment plan and goals are linked to Case Conceptualization/Diagnosis, and appropriate relative to the referral question. Cultural considerations are appropriately addressed.

In order to score a 2:

1. Report follows the required format, but poorly written (e.g., grammatical/spelling errors, poor sentence structure and/or word choice) resulting in unclear communication of results. Instruments selected are inappropriate for the referral question and case. Scores are reported with no interpretation and/or interpretation is inaccurate. Report refers exclusively to “all clients” or “clients with this profile” i.e., is not individualized to client case.
2. Case Conceptualization and Diagnosis are inaccurate based on assessment data and/or biased interpretation e.g., a confirmatory bias. Conceptualization simply lists or repeats DSM-IV content.
3. Treatment plan and goals are not linked to Case Conceptualization/Diagnosis. Treatment Plan does not relate to the referral question. Cultural considerations are not appropriately addressed and/or not well informed.

In order to score a 1:

1. Report does not follow the required format and is poorly written. Instruments selected make no sense in light of the referral question and case. Interpretation of reported scores is highly inaccurate. Case material from the client is not included.
2. Case Conceptualization/Diagnosis is wildly inaccurate reflecting interpreter bias or pet hypotheses. No demonstration of understanding or skill in Case Conceptualization/Diagnosis.
3. Treatment Plans and Goals are not addressed or make no sense in relation to referral question. Cultural considerations are ignored.

Comments/Feedback:

Empathy Competency Criteria

In order to receive a "pass" on the empathy competency, the student must attain a median score of 3.0 or above across the three raters.

The criteria for these scores are described below. The counselor must demonstrate the following:

In order to score a 4:

1. assists the client in describing his/her emotions, thoughts, and/or behavior patterns and even assists the client to go deeper into his or her expression of emotions.
2. communicates empathy and adds to client's expression of emotions, beliefs or expectations.
3. communicates understanding and provides deeper meaning to client's emotional responses, beliefs, expectations and behaviors and further clarifies for the client the context in which these expressions occur.

In order to score a 3:

1. help clients accurately describe their own emotions, thought and/or behavior patterns.
2. communicate empathy with client's emotional tone, indicate understanding of, (though not necessarily agreement with) their beliefs and expectations and/or make clear observations of behavioral patterns.
3. communicate that the client's emotional responses, beliefs, and expectancies, and behaviors are understandable and make sense in the context of his or her life and the current moment or situation.

In order to score a 2:

1. does not attend to client's descriptions of her or his emotions, thoughts or feelings either by switching topics or asking more information questions; therapist does not attend to the client's expressions; listens but does not provide acknowledgement hearing client's expressions.
2. counselor simply listens to client's emotional tone; may provide minimal encouragers yet does not indicate understanding or empathy for client's beliefs or expectations.
3. counselor listens to client's emotional responses but does not attempt to communicate understanding or make sense of the situation; may simply be quiet, ask more information questions or provide solutions; does not verbally acknowledge hearing client's emotional responses, beliefs, and expectations.

In order to score a 1:

1. does not assist the client in describing his or her emotions, thoughts or patterns; may consist of therapist "convincing" the client that he or she feels a certain way when the client is clearly resistant to the therapist's words or labels (example: insisting on telling a client how they feel after a client has expressed that is not accurate).

2. does not communicate empathy with client's emotional tone or the therapist does not indicate understanding of their beliefs or expectations; instead the therapist communicates impatience or frustration with client's emotions or responses.
3. does not communicate understanding of client's responses, beliefs or expectations; does not take into consideration the context of a client's life or current moment.

Comments/Feedback:

Theory Competency Criteria

In order to receive a “pass” on the theory competency, the student must obtain a median score of 3.0 or above across the three raters. The criteria for these scores are described below.

Throughout the course of training, students are expected to develop their personal approach to counseling. The theory/therapy competency evaluates the student’s ability to articulate his/her theoretical orientation and how it influences his/her approach to case conceptualization and intervention. It articulates their theory of change and identifies interventions to implement change. Note: 1) the rubric describes the scoring criteria for the components of the competency as listed in the handbook; 2) performance expectations are based on readiness for internship, and 3) students are limited to eight pages maximum for the written requirements for this competency.

To receive a score of 4

1. The student clearly and succinctly articulates his/her theoretical orientation. The student clearly identifies the mechanism of change and the interventions employed to bring about change. The student clearly identifies how his/her theoretical orientation influences his/ her approach to case conceptualization as well as intervention. The student applies the concepts of Evidence Based Practice (EBP) in case conceptualization, treatment planning and interventions.
2. The written case conceptualization of the client demonstrates an accurate and sophisticated understanding of the client based on the theoretical orientation. This includes an accurate DSM-IV-TR based diagnosis. There is a well developed treatment plan that clearly derives from the theoretical orientation. Cultural considerations are appropriately addressed.
3. In the audio/video recorded counseling session, the student clearly demonstrates a sophisticated application of the theory to the client, applying appropriate and advanced therapeutic interventions.
4. The written critique identifies strengths and weaknesses of the session with attention to the application of the theory, the appropriateness of the interventions and the overall effectiveness of the counseling session.

In order to receive a score of 3

1. The student clearly and succinctly articulates his/her theoretical orientation. The student clearly identifies the mechanism of change and the interventions employed to bring about change. The student clearly identifies how his/her theoretical orientation influences his/ her approach to case conceptualization as well as intervention
2. The written case conceptualization of the client demonstrates an accurate understanding of the client in terms of the described theoretical orientation. It includes an accurate DSM-IV-TR diagnosis based on the client’s symptoms. There is

a treatment plan that is clearly derived from the theoretical orientation. Cultural considerations are appropriately addressed.

3. In the audio/video recorded counseling session, the student clearly demonstrates the application of the theory to the client, applying appropriate therapeutic interventions.
4. The written critique identifies strengths and weaknesses of the session with attention to the application of the theory, the appropriateness of the interventions and the overall effectiveness of the counseling session.

In order to receive a score of 2

1. The student's articulation of his/her theoretical orientation is vague, general or incomplete. The mechanism of change and the interventions employed to bring about change are not clearly identified or explained. The student's explanation of how his/her theoretical orientation influences his/her approach to case conceptualization is unclear
2. The written case conceptualization of the client demonstrates an essentially accurate but superficial understanding of the client in terms of the described theoretical orientation. The DSM-IV-TR based diagnosis is not clearly justified by the client's symptoms. The treatment plan is superficially associated with but not clearly derived from the theoretical orientation. Cultural considerations are considered.
3. In the audio/video recorded counseling session, the student demonstrates an attempt to apply the theory to the client, but employs insufficient or inadequate therapeutic interventions.
4. The written critique fails to identify the key strengths and weaknesses of the session with attention to the application of the theory, the appropriateness of the interventions and the overall effectiveness of the counseling session.

In order to receive a score of 1

1. The student's articulation of his/her theoretical orientation is extremely vague, general or incomplete. The mechanism of change and the interventions employed to bring about change are not adequately identified or explained. The student provides minimal or no explanation of how his/her theoretical orientation influences his/ her approach to case conceptualization.
2. The written case conceptualization of the client demonstrates a superficial understanding of the client and contains inaccuracies in terms of the described theoretical orientation. The DSM-IV-TR based diagnosis is inaccurate based on the client's symptoms. The treatment plan is not based on the theoretical orientation. Cultural considerations are either ignored or inappropriately addressed.

3. In the audio/videotaped counseling session, the student does not demonstrate the application of the theory to the client and does not employ appropriate therapeutic interventions.
4. The written critique fails to accurately identify strengths and weaknesses of the session with attention to the application of the theory, the appropriateness of the interventions and the overall effectiveness of the counseling session.

**APPENDIX G
THE APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPI)
IS AVAILABLE AT:**

<http://www.appic.org/Match/About-The-APPIC-Match>

APPENDIX H
Student Annual Review Form
Counseling Psychology Program
Faculty Annual/Cumulative Review of Doctoral Students Beginning 2014-2015

Student _____:

Advisor: _____

1. Time Line Items

Year in program: Circle Current 1st 2nd 3rd 4th 5th 6th
Other/comments:

When the student has an approved program on file in the Office of Graduate Studies, Please complete

Committee members _____

Describe the status of the student's progress on each of the following program benchmarks:

Preliminary Exam (Specialty Paper):	Completed	On schedule	Behind schedule
Empathy competency:	Completed	On schedule	Behind schedule
Theory competency:	Completed	On schedule	Behind schedule
Assessment competency:	Completed	On schedule	Behind schedule
Dissertation progress:	Completed	On schedule	Behind schedule
Pre-doctoral internship:	Completed	On schedule	Behind schedule

Has the student been granted a degree extension? No 1st 2nd 3rd

2. Overall Academic Performance

Cumulative GPA in program Sp 2015 _____ Sp 2016 _____ Sp 2017 _____
Sp 2018 _____ Sp 2019 _____ Sp 2020 _____ Sp 2021 _____

List any courses with an incomplete ("I") grades: Course _____ Date completed _____
Course _____ Date completed _____ Course _____ Date completed _____
Course _____ Date completed _____ Course _____ Date completed _____

GOAL 1 - Produce Generalist Counseling Psychologists who apply theory, assessments, diagnosis and appropriate interventions.

Competency 1A-1. Demonstrate a comprehensive knowledge of the major counseling theories

Grade of B- or better in COUN_PSY 511, ____ COUN_PSY 513____ COUN_PSY 518____

Competency 1A-2. Ability to appropriately apply and evaluate theory based interventions.

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015____Sp2016____F2016____Sp2017____F2017____Sp2018____
- F2018____Sp2019____F2019____Sp2020____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015____Sp2016____F2016____
Sp2017____F2017____Sp2018____
- F2018____Sp2019____F2019____Sp2020____

Passing the **theory/therapy** competency____

Competency 1A-3. Ability to develop a positive therapeutic alliance with clients and to communicate advanced accurate empathy.

- Passing the **empathy** competency ____

Competency 1A-4. Develop and articulate the theoretical basis for their approach to counseling.

Passing the **theory/therapy** competency____

Competency 1A-5. Ability to develop accurate theory based case conceptualizations and treatment plans.

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015____Sp2016____F2016____Sp2017____F2017____Sp2018____
- F2018____Sp2019____F2019____Sp2020____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015____Sp2016____F2016____
Sp2017____F2017____Sp2018____
- F2018____Sp2019____F2019____Sp2020____

Passing the **theory/therapy** competency____

Competency 1A-6. Demonstrate knowledge of psychopathology

- Grade of B- or better in COUN_PSY 517____
- Appropriate Diagnosis on the theory/therapy competency____

Competency 1A-7. Demonstrate the ability to formulate an appropriate diagnosis

- Grade of B- or better in COUN_PSY 517_____
- Appropriate Diagnosis on the theory/therapy competency_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

Competency 1A-8. Demonstrate knowledge of human growth and development across the life span.

- Grade of B- or better in COUN_PSY 516_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

Competency 1A-9. Demonstrate ability to integrate knowledge of developmental factors into case conceptualization and treatment plans.

- Grade of B- or better in COUN_PSY 516_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

Competency 1A-10. Demonstrate the ability to assess and evaluate the outcomes and effectiveness of therapeutic and consultation interventions.

Grade of B- or better in COUN_PSY 529 _____ and ED_PSYCH 570 _____

Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.

- F2015_____Sp2016_____F2016_____ Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____ Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____
- Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____ Sp2020_____

Competency 1B-1. Demonstrate the knowledge required to administer, score and interpret appropriate assessment tools

- Grade of B- or better in COUN_PSY 527_____ and COUN_PSY 528_____.
- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____ Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____ Sp2020_____

Passing the **assessment** competency _____

Competency 1B-2. Select, competently administer, and interpret case- appropriate assessment tools. Appropriately use assessment tools to inform diagnosis and case conceptualization.

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____ Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____ Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____
- Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____ Sp2020_____

Passing the **assessment** competency_____

Competencies 1A-2, 1A-3, 1A-5, 1A-6, 1A-7, 1A-8, 1A-9, 1A-10, 1B-1, 1B-2

- S grade in COUN_PSY 551, 552 or 553.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
—
F2018_____Sp2019_____F2019_____Sp2020_____

Supplementary feedback from practicum site.

GOAL 2 Produce Counseling Psychologists who generate and evaluate scientific knowledge relevant to their professional roles.

Competency 2A-1 – Demonstrate knowledge of theory, research methods, and data analysis in critiquing psychological literature.

Grade of B- or higher in ED_PSYCH 508_____ ED_PSYCH 509_____ ED_PSYCH /ED_RES 563_____ ED_PSYCH 565_____ ED_PSYCH 568_____ ED_PSYCH 569_____

Grade of S in COUN-PSY 590 _____

Grade of B-or better in one of the in COUN_PSY research seminars _____

Grade of S in COUN_PSY 600 credits for independent research or Grade of S in COUN_PSY 800 dissertation research credits.*

- Sp 2015_____F2015_____Sp2016_____F2016_____ Sp2017_____
F2017_____Sp2018_____F2018_____Sp2019_____F2019_____
Sp2020_____

*If a student receives a grade of F in in COUN_PSY 600 (independent research) or in COUN_PSY 800 (dissertation research) credits, they will be reviewed by the faculty and a remediation plan developed (if deemed necessary) stipulating requirements for success in subsequent research requirements.

Competency 2A-2. Apply knowledge of theory, research methods and data analysis in critiquing the psychological literature.

Grade of B- or higher in ED_PSYCH 508_____ in ED_PSYCH 509_____

ED_PSYCH ED_RES 563_____

ED_PSYCH 565_____ ED_PSYCH 568_____ ED_PSYCH 569 _____

Grade of S in COUN_PSY 590 _____

Grade of B- or better in one of the COUN_PSY research seminars_____

Grade of S in COUN_PSY 600 credits for independent research or Grade of S in COUN_PSY 800 dissertation research credits.*

- Sp 2015_____F2015_____Sp2016_____F2016_____ Sp2017_____F2017_____Sp2018_____F2018_____Sp2019_____F2019_____Sp2020_____

- *If a student receives a grade of F in Coun_Psy 600 (independent research) or Coun Psy 800 (dissertation research) credits, they will be reviewed by the faculty and a remediation plan developed (if deemed necessary) stipulating requirements for success in subsequent research requirements.

Competency 2B-1 – Demonstrate the ability to conceptualize, conduct and report all aspects of psychological research including literature review, design, methodology, data analysis and interpretation.

Pass the Ph.D. preliminary exam which is based on the research specialty paper _____.

Received approval of their dissertation proposal. _____

Passed the final dissertation defense. _____

Grade of S in COUN_PSY 600 credits for independent research or Grade of S in COUN_PSY 800 dissertation research credits.*

- Sp 2015_____F2015_____Sp2016_____F2016_____ Sp2017_____F2017_____Sp2018_____F2018_____Sp2019_____F2019_____Sp2020_____

- *If a student receives a grade of F in Coun_Psy 600 (independent research) or Coun Psy 800 (dissertation research) credits, they will be reviewed by the faculty and a remediation plan developed (if deemed necessary) stipulating requirements for success in subsequent research requirements.

GOAL 3 Produce Counseling Psychologists who consistently apply accepted and legal standards to their work and who exhibit professional integrity.

Competency 3A-1. Demonstrate the ability to apply legal, ethical and professional standards in their clinical work.

Grade of B- or better in COUN_PSY 515 _____ and COUN_PSY 501_____

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____
- S grade in COUN_PSY 551, 552 or 553.

- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____

- F2018_____Sp2019_____F2019_____Sp2020_____

Passed the **theory competency** _____

Competency 3A-2. Demonstrate the ability to apply legal, ethical and professional standards in evaluating, conceptualizing and conducting research.

Grade of S in COUN_PSY 600 credits for independent research or Grade of S in COUN_PSY 800 dissertation research credits.*

- Sp 2015_____F2015_____Sp2016_____F2016_____Sp2017_____
F2017_____Sp2018_____F2018_____Sp2019_____F2019_____
Sp2020_____
- *If a student receives a grade of F in COUN_PSY 600 (independent research) or COUN_PSY 800 (dissertation research) credits, they will be reviewed by the faculty and a remediation plan developed (if deemed necessary) stipulating requirements for success in subsequent research requirements.

Successful completion of the IRB forms and review for their dissertation research. _____

Successful completion of CITI (Collaborative Institutional Training Initiative). _____

Successful completion of the examination on the Code of Responsible Conduct _____

Successful defense of their dissertation proposal _____

Successful defense of their dissertation. _____

Competency 3A-3. Demonstrate professionalism, integrity and collegiality.

Based on the faculty discussion at the student's annual review, the student's performance is considered:

Excellent Quality Satisfactory Needs Improvement Unsatisfactory

Score on professional behavior checklist – starting 2014-2015 academic year.

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
F2018_____Sp2019_____F2019_____Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
F2018_____Sp2019_____F2019_____Sp2020_____
- S grade in COUN_PSY 551, 552 or 553.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
F2018_____Sp2019_____F2019_____Sp2020_____

Competency 3A-4. Demonstrate efficacy in building and maintaining professional relationships..

Based on the faculty discussion at the student's annual review, the student's performance is considered:

Excellent Quality Satisfactory Needs Improvement Unsatisfactory

Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.

- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.

- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

- S grade in COUN_PSY 551, 552 or 553.

- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

GOAL 4 Produce Counseling Psychologists who demonstrate sensitivity, to issues of diversity and the ability to integrate this into their respective roles. Counseling Psychologists who have the awareness, knowledge, and skills necessary to address issues of multiculturalism and human diversity broadly defined and who are capable of advocating for the needs and issues of various client populations.

Competency 4A-1 Demonstrate knowledge of human diversity broadly defined.

Grade of B- or better in Coun_Psy 525 _____ and Coun_Psy 542 (if applies)_____

Since issues of diversity are infused throughout the curriculum, in the annual evaluation the student's level of competence in their coursework is evaluated by the faculty. Based on this discussion each faculty member will rate the student's performance in his/ her class(es) on a 5 point scale likert scale

- 1 = unsatisfactory for his or her level
- 2 = needs improvement for his or her level
- 3 = satisfactory for his or her level
- 4 = exceeds expectations for his or her level
- 5 = excellent for his or her level

To meet minimum threshold criteria an average score of three or above is required.

2014-2015_____ 2015-2016_____ 2016-2017_____

2017-2018_____ 2017-2018_____ 2018-2019_____

Competency 4A-2. Demonstrate the ability to integrate theory and research in human diversity and multicultural counseling in their conceptualization, assessments and interventions with culturally diverse clientele.

Grade of B- or higher in COUN_PSY 525_____ and COUN_PSY 542 (if applies)_____

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____
- S grade in COUN_PSY 551, 552 or 553.
- F2015_____Sp2016_____F2016_____Sp2017_____F2017_____Sp2018_____
- F2018_____Sp2019_____F2019_____Sp2020_____

Competency 4A-3. Demonstrate the ability to apply theory and research in human diversity and multicultural counseling in evaluating, designing and conducting research.

Grade of B- or higher in COUN_PSY 525 and COUN_PSY 542

Successful defense of the dissertation proposal. _____

Successful defense of the dissertation. _____

Grade of S in COUN_PSY 590 _____

Since issues of diversity are infused throughout the curriculum, in the annual evaluation the student's level of competence in their coursework is evaluated by the faculty. Based on this discussion each faculty member will rate the student's performance in his/ her class(es) on a 5 point scale likert scale

- 1 = unsatisfactory for his or her level
- 2 = needs improvement for his or her level
- 3 = satisfactory for his or her level
- 4 = exceeds expectations for his or her level
- 5 = excellent for his or her level

To meet minimum threshold criteria an average score of three or above is required.

2014-2015_____ 2015-2016_____ 2016-2017_____ 2017-2018_____ 2018-2019_____

2018-2019_____

Grade of S in COUN_PSY 600 credits for independent research or Grade of S in COUN_PSY 800 dissertation research credits.*

- Sp2015_____F2015_____Sp2016_____F2016_____Sp2017_____ -
F2017_____Sp2018_____F2018_____Sp2019_____

*If a student receives a grade of F in COUN_PSY 600 (independent research) or COUN_PSY 800 (dissertation research) credits, they will be reviewed by the faculty and a remediation plan developed (if deemed necessary) stipulating requirements for success in subsequent research requirements.

GOAL 5 Produce Counseling Psychologists whose core professional identity is counseling psychology and who also have begun to explore and develop specialty areas that complement this identity and facilitate their career development.

Competency 5A-1. Demonstrate knowledge of roles and activities of counseling Psychologists including the remedial, preventive, educative and developmental.

Grade of B- or better in COUN_PSY 501_____

Competency 5A-2. Understand the ways in which these professional roles are implemented through a focus on lifespan development and strengths.

Grade of B- or better in COUN_PSY 501 _____

Grade of B- or better in COUN_PSY 516 _____

S grade in COUN_PSY 551____ and COUN_PSY 552 _____

Competency 5B-1. Perform career-related activities consistent with professional counseling psychology.

Student membership in relevant (as judged by the adviser) professional organizations.

2014-2015____ 2015-2016____ 2016-2017____ 2017-2018____ 2018-2019____

2019-2020_____

Author or co-author on a research paper/poster presented at a professional conference

(Presentation at no cost conference like academic showcase is acceptable) Presented

at _____ Date _____

- Minimum threshold - No score lower than 3 on any of the relevant items on **the site supervisor** prac evaluation form. Indicate number of relevant items below 3.
- F2015____ Sp2016____ F2016____ Sp2017____ F2017____ Sp2018____
- F2018____ Sp2019____ F2019____ Sp2020_____
- Minimum threshold - No score lower than 3 on any of the relevant items on **the faculty instructor** prac evaluation form. Indicate number of relevant items below 3.
- F2015____ Sp2016____ F2016____ Sp2017____ F2017____ Sp2018____
- F2018____ Sp2019____ F2019____ Sp2020_____

Competency 5C-1 Perform career-related activities consistent with their area of specialty.

Engage in faculty supervised independent research in area of specialty. S in 600/800 credits.

- Sp2015____ F2015____ Sp2016____ F2016____ Sp2017____ -
F2017____ Sp2018____ F2018____ Sp2019_____

Membership in an APA division or professional society associated with their area of specialty.

2014-2015____ 2015-2016____ 2016-2017____ 2017-2018____ 2018-2019____

2019-2020_____

Faculty evaluation of student's response to question about current career goal on their self study.

1. Unclear 2. Moderately clear/developed 3. Very clear/developed

2014-2015____ 2015-2016____ 2016-2017____ 2017-2018____ 2018-2019____ 2019-
2020_____

1. Inappropriate 2. Moderately appropriate 3. Very appropriate

2014-2015____ 2015-2016____ 2016-2017____ 2017-2018____ 2018-2019____ 2019-
2020_____

Overall Evaluation:

Academic year 2014 – 2015

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

Academic year 2015 - 2016

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

Academic year 2016 - 2017

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

Academic year 2017 - 2018

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

Academic year 2018- 2019

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

Academic year 2019 - 2020

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

Academic year 2020 - 2021

Excellent Quality Satisfactory/meets expectations Needs Improvement\Specific
deficiencies Unsatisfactory
Remediation Required Yes No If yes, attach plan

WSU Counseling Psychology Ph.D. Program
Student Annual Review Form

Student name: _____

Instructions: The WSU Graduate School and APA accreditation policies require that a training program review the progress of each of its students on an annual basis. We hope the format we have adopted for this process will provide you with a useful opportunity for self-review (1) of your success in meeting training goals, and (2) of your strengths and weaknesses as a developing counseling psychologist.

Please complete and return this form – along with the necessary additional typed pages – to the College of Education Office of Graduate Education located in Cleveland Hall, Room 70. Due date is March 20, 2006.

Faculty will meet as a group in April to review the student self-evaluations. Faculty then will write a letter to each student addressing issues in his or her self-assessment and providing any corrective feedback or directives that might be necessary. One copy of the letter will be sent to the student, another copy will be kept in students' permanent files, along with the student's own self-assessment.

Note that some of these questions are repeated on a yearly basis. We therefore encourage you to keep copies to retrieve and revise as needed.

1. Your advisor's name: _____

If you have formed a dissertation committee, list the other members.

2. List your area of specialization and the courses and/or experiences you have taken so far to complete it:

3. List professional organizations of which you are a member:

4. List all presentations you have made at meetings or conventions of professional associations - or that you have had accepted for presentation (note the co-authors, the date, title of the presentation, the name of the association, and the city in which it occurred).

5. List all articles or book chapters that you have published or that are in-press.

6. List all financial support you have received from any source during the past year. This could be in any form, including on-campus jobs (including work-study), assistantships, fellowships, and so on.

7. The program requires students to participate in COUN_PSY 600 . Acceptable experiences for meeting this are quite broad. The intent is to get everyone involved early and on a regular basis in some scholarship at some level, whether it is coding data, running subjects, or participating in a research group. Please attach a separate sheet on which you describe each of the experiences you had had to fulfill this requirement. In so doing (1) list the faculty supervisor, (2) the semester(s) in which you did this, (3) the approximate number of hours involved, (4) a brief (e.g., one sentence) description of the focus of the project and the role you played, and (5) whether the project eventuated in a convention presentation or publication.

Please type your responses to questions 8, 9, and 10 on separate sheets of paper and limit your responses to one page each.

8. 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.

What are your own current professional goals (if they have changed during the past year or so, please note that)? What steps have you been taking to further them? What steps do you plan to take during the coming year to further them? In this discussion, the student should address any ways in which these goals may have evolved during the past year.

9. Please address your own strengths and weaknesses at this point with respect to (a) your academic functioning and (b) your clinical functioning.

10. Are there barriers that have interfered with your participation in and progress in the program? If, so, what were these barriers and what have been their specific effects? What are possible (and likely) ways to overcome those barriers?

Please attach a copy of your current vita and list of courses you are currently enrolled in.

APPENDIX I
Ethical Principles of Psychologists and Code of Conduct
2002

[History and Effective Date Footnote](#)

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INTRODUCTION AND APPLICABILITY

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	9.07 Assessment by Unqualified Persons	

INTRODUCTION AND APPLICABILITY

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

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

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

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

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

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on

the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

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

PREAMBLE

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

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

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

GENERAL PRINCIPLES

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

PRINCIPLE A: BENEFICENCE AND NONMALEFICENCE

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

PRINCIPLE B: FIDELITY AND RESPONSIBILITY

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

PRINCIPLE C: INTEGRITY

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

PRINCIPLE D: JUSTICE

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

PRINCIPLE E: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

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

ETHICAL STANDARDS

1. RESOLVING ETHICAL ISSUES

1.01 Misuse of Psychologists' Work

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

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

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

1.03 Conflicts Between Ethics and Organizational Demands

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

1.04 Informal Resolution of Ethical Violations

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

1.05 Reporting Ethical Violations

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

1.06 Cooperating With Ethics Committees

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

1.07 Improper Complaints

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

1.08 Unfair Discrimination Against Complainants and Respondents

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

2. **COMPETENCE**

2.01 Boundaries of Competence

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

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

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

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

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

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

2.02 Providing Services in Emergencies

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

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

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

2.05 Delegation of Work to Others

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

2.06 Personal Problems and Conflicts

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

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. HUMAN RELATIONS

3.01 Unfair Discrimination

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

3.02 Sexual Harassment

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

3.03 Other Harassment

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

3.04 Avoiding Harm

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

3.05 Multiple Relationships

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

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

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

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

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role

expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

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

3.07 Third-Party Requests for Services

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

3.08 Exploitative Relationships

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

3.09 Cooperation with Other Professionals

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

3.10 Informed Consent

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

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

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

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

3.11 Psychological Services Delivered To or Through Organizations

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

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

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. PRIVACY AND CONFIDENTIALITY

4.01 Maintaining Confidentiality

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

4.02 Discussing the Limits of Confidentiality

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

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

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

4.03 Recording

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

4.04 Minimizing Intrusions on Privacy

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

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

4.05 Disclosures

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

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed

professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

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

4.07 Use of Confidential Information for Didactic or Other Purposes

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

5. ADVERTISING AND OTHER PUBLIC STATEMENTS

5.01 Avoidance of False or Deceptive Statements

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

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

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

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

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

5.04 Media Presentations

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

5.05 Testimonials

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

5.06 In-Person Solicitation

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

6. RECORD KEEPING AND FEES

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

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

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

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

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

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

6.03 Withholding Records for Nonpayment

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

6.04 Fees and Financial Arrangements

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

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

(c) Psychologists do not misrepresent their fees.

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

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

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

6.06 Accuracy in Reports to Payors and Funding Sources

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

6.07 Referrals and Fees

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

7. **EDUCATION AND TRAINING**

7.01 Design of Education and Training Programs

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

7.02 Descriptions of Education and Training Programs

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

7.03 Accuracy in Teaching

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

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant

others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

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

8. RESEARCH AND PUBLICATION

8.01 Institutional Approval

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

8.02 Informed Consent to Research

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

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

8.03 Informed Consent for Recording Voices and Images in Research

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

8.04 Client/Patient, Student, and Subordinate Research Participants

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

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

8.05 Dispensing With Informed Consent for Research

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

8.06 Offering Inducements for Research Participation

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

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

8.07 Deception in Research

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

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

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

8.08 Debriefing

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

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

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

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

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

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

8.13 Duplicate Publication of Data

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

8.14 Sharing Research Data for Verification

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

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

8.15 Reviewers

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

9. ASSESSMENT

9.01 Bases for Assessments

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

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

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

9.02 Use of Assessments

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

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

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

9.03 Informed Consent in Assessments

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

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

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

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

9.04 Release of Test Data

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

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

9.05 Test Construction

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

9.06 Interpreting Assessment Results

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

9.07 Assessment by Unqualified Persons

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

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

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

9.09 Test Scoring and Interpretation Services

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

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

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

9.10 Explaining Assessment Results

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

9.11. Maintaining Test Security

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

10. THERAPY

10.01 Informed Consent to Therapy

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

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

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

10.02 Therapy Involving Couples or Families

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

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

10.03 Group Therapy

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

10.04 Providing Therapy to Those Served by Others

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

consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

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

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

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

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

10.08 Sexual Intimacies With Former Therapy Clients/Patients

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

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

10.09 Interruption of Therapy

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

10.10 Terminating Therapy

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

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

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

History and Effective Date Footnote

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

date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

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

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

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

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

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

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

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

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

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

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

Ethics Code 2002.doc 10/8/02

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APPENDIX J

Graduate Student Rights and Responsibilities 2013-2014

A. Office of the University Ombudsman

The ombudsman is designated by the university to function as an impartial and neutral resource to assist all members of the university community. The ombudsman provides information relating to university policies and procedures and facilitates the resolution of problems and grievances through informal investigation and mediation. The office does not replace or supersede other university grievance, complaint or appeal procedures but is another avenue available to graduate students who wish to seek assistance in resolving concerns related to their graduate program. The contact information for the University Ombudsman's Office can be found at <http://www.wsu.edu/~ombuds/>

B. Student Conduct

The University seeks fair and expeditious action on academic and conduct issues. Resolutions must uphold the highest standards of academic freedom and integrity, while honoring the rights and dignity of all individuals in the University community. The Graduate Student Code of Rights and Responsibilities describes policies and guidelines pertaining to academic advancement and related grievance procedures, and provides links to important resources regarding student conduct, academic dishonesty, discrimination, sexual harassment and drug and alcohol policies. Student disciplinary proceedings for misconduct, including plagiarism and cheating, are covered by the policies and procedures in the Washington Administrative Code and in the Student Conduct Code.

The *Standards of Conduct for Students* can be downloaded at the Office of Student Standards and Accountability website: <http://conduct.wsu.edu/policies/standards-of-conduct/>

C. Student Rights of Appeal Related to Academic Work

1. **Appeal of Course Grades.** Graduate students should refer to the WSU Academic Regulations, Rules 104 and 105 if they have a complaint about instruction or grading. This document can be found at <http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX>.
2. **University Grade Appeals Board.** The University Grade Appeals Board, an official committee of the University President, functions to review academic grade appeals forwarded by any departmental chair, dean, Graduate School Dean, or university ombudsman. A detailed description of this committee and its processes may be found at <http://president.wsu.edu/office/presidential-committees/academic-grade-appeals-board.html>.
3. **Preliminary and/or Final Examination Committee Decisions.** In cases of examination failure, the student is given an opportunity to take a second and final examination. In these cases the Graduate School will send an official representative to preside over the second examination to protect the rights of the student, faculty, and program. The Graduate School has trained a group of willing faculty members (Graduate Mentor Academy) in the appropriate procedures to be followed for a second examination. The only exception to this reexamination policy is if a member of the Graduate Mentor Academy (appointed by the

Graduate School) presided over the student's first exam and agrees that a re-examination is not an appropriate disposition of the case. The Graduate School's examination procedures must be followed to schedule the second examination. These procedures are outlined in Chapters 7 and 8 of this manual. If the student fails the exam a second time, he/she may appeal the decision by filing a formal grievance with the Graduate School. For details, see Section E, Part 3 of this chapter.

D. Students' Rights to Privacy

Information specific to students' rights and protections under the Federal Education Right to Privacy Act, as implemented by Washington State University may be found at <http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX>.

E. Graduate Student Rights and Responsibilities

The Graduate Student Rights and Responsibilities document describes procedures for channeling graduate student complaints, grievances, and concerns to faculty, staff and administrators for appropriate action. In conjunction with this document, graduate students must adhere to the Graduate School's Policies and Procedures available on the Graduate School's website:

<http://www.gradsch.wsu.edu/>. While these rights and responsibilities outline the complaint process, students are encouraged to use the Graduate School Deans for guidance and advice on conflicts that may arise at any point during their course of study at the University.

This document covers policies and guidelines pertaining to academic advancement and grievances only. Student disciplinary proceedings for misconduct including plagiarism and cheating are covered by the policies and procedures in the Washington Administrative Code and in the Student Conduct Code. For disciplinary matters, please view on-line the information at the following links:

Student Conduct Standards:

<http://conduct.wsu.edu/policies/standards-of-conduct/>

Student Conduct Policy Violations:

<http://conduct.wsu.edu/policies/standards-of-conduct/student-conduct-code-procedures/>

Student Conduct Code Procedures:

<http://conduct.wsu.edu/policies/standards-of-conduct/student-conduct-code-procedures/>

Academic Integrity Standards and Procedures:

<http://academicintegrity.wsu.edu/students/Academic-Integrity-Violation-Process/>

Alcohol and Drug Policy:

http://www.wsu.edu/~forms/HTML/EPM/EP20_Alcohol_and_Drug_Policy.htm

In all instances, the University seeks fair and expeditious action on academic and conduct issues. Resolutions must uphold the highest standards of academic freedom and integrity, while honoring the rights and dignity of all individuals in the University community.

Part 1: Students with Disabilities.

The Graduate School is committed to providing equal opportunity in its services, programs, and employment for individuals with disabilities. The Graduate School is proactive in promoting an attitude of respect for and sensitivity to the needs and abilities of persons with disabilities. Academically qualified students with disabilities will be provided with access to the individualized assistance that is consistent with the student's needs and the essential requirements of the program or course of study in which the student is enrolled.

The Graduate School is committed to providing appropriate assistance to help graduate students be successful in the curriculum. Reasonable accommodations are available for students with a documented disability. **Students are responsible for initiating requests for reasonable accommodations and services that they need.**

Requesting Reasonable Accommodations

Graduate students with identified disabilities should contact the Access Center before the semester that they plan to attend to initiate the accommodations process. Accommodations are unique for each individual and some require a significant amount of time to prepare for, so it is essential that students notify the Access Center as far in advance as possible. Students with a disability that is identified during the semester should contact the Access Center as soon as possible to arrange for an appointment and a review of their documentation by a Access advisor.

All accommodations must be approved through the Access Center located on each campus (Pullman: Washington Building, Room 217, and Spokane: Student Affairs in the Student Academic Center, Room 130). All students requesting reasonable accommodation must meet with the instructor prior to or during the first week of the course to review all proposed accommodations in relation to course content and requirements. Exceptions to this time frame will be granted only upon a showing of good cause.

Working with the Access Center

- Submit [documentation](#) of disability to the Access Center; if you have questions about what type of documentation is needed, please call to speak with an Access advisor.
- Schedule an appointment with the Access advisor following the submission and review of your documentation to determine appropriate accommodations.
- **Promptly notify the Access Center of any problems in receiving the agreed-upon accommodations.**
- Stop by at least once each semester to keep your registration with the Access Center and your accommodations current.

The Access Center can be reached at (509) 335-3417 or access.center@wsu.edu. The website has additional information regarding documentation guidelines & types of accommodations. Website: <http://accesscenter.wsu.edu/>

Part 2: Complaints by and/or against Members of the University Faculty, Administration, or Students.

Any graduate student who believes that he or she has been subjected to unlawful discrimination, including sexual harassment, or who believes his or her rights have been violated by a member of the academic community, is strongly encouraged to contact the Office for Equal Opportunity (<http://oeo.wsu.edu/>). If the complaint involves discrimination or harassment by a student, a complaint may also be filed with the Office of Student Standards and Accountability (<http://conduct.wsu.edu/Default.asp>).

Discrimination and Harassment

The University's policy prohibiting discrimination and sexual harassment can be found at: http://www.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_and_Sexual_Harassment.htm

Academic Dishonesty

Students and faculty share in the responsibility of upholding and protecting academic honesty standards within the University. At Washington State University, all cases of academic dishonesty or academic misconduct, including cases of plagiarism, will be handled according to the process in Washington Administrative Code (<https://conduct.wsu.edu/policies/standards-of-conduct/>). Through this process, the offending student will get notice of his or her offense and an opportunity to respond. The Code of Student Conduct covers cheating, plagiarism, or other forms of academic dishonesty including but not limited to the following:

- unauthorized collaboration on assignments,
- facilitation of dishonesty including not challenging academic dishonesty,
- obtaining unauthorized knowledge of exam materials,
- unauthorized multiple submission of the same work or sabotage of others' work,
- knowingly furnishing false information to any University official, faculty member, or office,
- forgery, alteration, or misuse of any University document, record, or instrument of identification.

For a complete definition of academic dishonesty, see <http://academicintegrity.wsu.edu/students/Academic-Dishonesty/>

With the advent of the internet and other information sources, further discussion of plagiarism is warranted. Webster's New World Dictionary defines plagiarism as taking "the ideas, writings, etc. from another and pass(ing) them off as one's own". Doing this is a clear example of academic dishonesty and, in fact, is a type of stealing. The person who wrote the original material worked hard to gain the appropriate expertise and also worked hard to express these ideas cogently. Furthermore, if you copy or plagiarize another's work, you are not learning and you are not advancing your own academic pursuits. Failure to properly cite other work is another form of plagiarism. If you cite other work, even when you rephrase it in an independent manner, you must follow conventional practices of good scholarship with proper citations. Your professors can help with this, if they are asked. It is, however, your responsibility as a graduate student to learn the proper manner to cite references and other sources of information in your discipline. The consequences of plagiarism are typically harsh as it is considered a form of cheating.

In the event that a graduate student becomes aware of any incidents of academic dishonesty, the graduate student should report the incident to the appropriate faculty member. The faculty member is then responsible for contacting the Office of Student Standards and Accountability for appropriate due process to determine whether a violation took place and the sanction(s) to be imposed. Sanctions imposed may include failure of the class or dismissal from the graduate program. Cases of academic dishonesty may also be reported to the Graduate School.

Part 3: Graduate and Professional Student Grievance Procedures for Academic Progress and Other Complaints.

The graduate student grievance process may involve several steps depending on the nature of the grievance. There are many avenues available to Washington State University graduate and professional students to resolve differences that may arise during the pursuit of an advanced degree. In general, the operational principal that should be followed is to maintain open communication at the most immediate point of access and to work upwards from there when appropriate. This means that the student should work with their major professor or advisor to resolve matters if possible. The next level would be the Department Chair or School Director. If the complaint involves a complex or multi-campus issue, the Dean of the College may get involved at this point in the process. There are cases, of course, where this is difficult. In these cases, graduate and professional students should make an appointment with one of the Associate Deans of the Graduate School for further advice. An important role of the Graduate School is to serve as an impartial arbitrator in these matters and to provide advice to both students and faculty that will result in the student continuing in good academic standing.

Informal Grievance Procedures

- 3.1 Students are encouraged to first consult with their faculty advisor.
- 3.2 If the advisor is unable to resolve the problem the student is encouraged to discuss the problem with the department/program chair, director, and/or faculty liaison.
- 3.3 If the grievance cannot be resolved at the department or program level, the student should contact one of the Associate Deans of the Graduate School, or any person of the Graduate School designated by the Dean to hear student grievances (the Dean's designee).
- 3.4 The Associate Dean or Dean's designee will review the grievance and, at his or her discretion, will recommend possible actions for resolution to the student as well as to the department/program chair, director, college dean, and/or faculty liaison. If the student is not satisfied with the resolution, he/she may file a formal grievance.

Formal Grievance Procedures

In some instances such as those related to academic and employment issues (e.g. failed examinations, termination of assistantship, etc.), the student may wish to appeal a specific academic decision made by the departmental or program faculty.

- 3.5 The student must make a formal grievance request to the Dean of the Graduate School in writing, with signature (email is not sufficient). Formal appeals must be filed within 15 (fifteen) calendar days following a notice of decision or within 15 calendar days after

completing the Preliminary Grievance Procedures. The original decision will be held in abeyance while under appeal.

- 3.6 The Dean will assign these formal appeals to one of the Associate Deans for full consideration and recommendation.
- 3.7 If the Associate Dean deems it appropriate, the matter will be referred to an independent Committee on Graduate Student Rights and Responsibilities (CGSRR) for consideration and formulating recommendations of action to the Dean of the Graduate School. The CGSRR will operate with due respect to the rights of graduate students, faculty, and administrators including the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing. The CGSRR will deliberate and render a recommendation to the Dean of the Graduate School or the Dean's designee within 60 days of being formed.
- 3.8 Recommendations for resolution of formal grievances will be acted upon by the Dean or the Dean's designee. A final decision will be made by the Dean of the Graduate School. The decision made by the Dean on academic matters is final.

Appeals

The graduate or professional student may appeal the final decision of the Dean of the Graduate School to the Provost if the appeal is based on procedural irregularities. The written appeal to the Provost due to procedural irregularities must be filed within 15 calendar days following a notice of decision from the Dean of the Graduate School regarding the formal grievance. The Provost will not reopen cases for the purpose of re-investigating the grievance.

Professional Student Grievances

Professional students within the College of Veterinary Medicine and the College of Pharmacy will follow College policies and procedures for the review of academic issues. Appeal of College level decisions can be made to the Graduate School.

College of Veterinary Medicine Policies

<http://www.vetmed.wsu.edu/academic/studentsCurrent.aspx>

College of Pharmacy Policies

www.pharmacy.wsu.edu/currentstudents/pharmfiles/studenthandbook12-13.pdf

Other programs also may have their own grievance procedures that should be followed before utilizing the Graduate School's grievance procedures.

Part 4: Satisfactory Progress towards Degree

Graduate students are expected to make satisfactory progress in their studies and are responsible for meeting the Graduate School's continuous enrollment policy, general academic requirements, and the specific requirements associated with their degree (see the Graduate School's Policies and Procedures Manual). Programs may have additional requirements, and students are expected to contact their program director and/or faculty advisor for information on these requirements.

Part 5 Scholarship and Research

The following is information regarding data that graduate students may collect during their research. (For Responsible Conduct of Research training, visit <http://myresearch.wsu.edu>).

Data Ownership

In general all data collected at WSU is the property of WSU. It is useful to distinguish between grants and contracts. Data collected with grant funds remains under the control of WSU. Contracts typically require the researcher to deliver a product or service to the government or industry sponsor, and the product or service is then owned and controlled by the sponsor (government or industry). WSU and principal investigators have responsibilities and obligations regarding research funds and data collection.

- 4.1 Before data is collected the PI and project personnel should clearly understand who owns the data, who has the right to publish, and what requirements or obligations are imposed on the researcher or WSU.
- 4.2 Whenever a graduate student or postdoc leaves the lab a similar agreement should be negotiated between the PI and the graduate student or postdoc.
- 4.3 Collaborative research agreements regarding data ownership and use should be agreed to (in writing) prior to the collection of the data. In general, each member of the team should have continued access to the data/materials (unless a prior agreement was negotiated).

Data Collection

Data collection must be well-organized and detailed. The laboratory notebook (bound sequentially numbered pages, with signatures and dates) is often key to keeping daily records. Detailed records help establish good work practices, provide a history of your ideas, avoid fraud or misconduct charges, defend patents, and provide a valuable resource for your own work.

Data Storage and Protection

Once data has been collected it must be stored and protected to be of future use. Data storage must be done in such a way that results and conclusions can be clearly discerned from the data and materials that have been archived. The data and materials must be protected so that research findings can be confirmed and/or reanalyzed by others. If data and materials are not properly stored and protected they could significantly reduce the value of the research (or even render the research worthless).

For additional information on the Universities data policies see http://www.wsu.edu/~forms/HTML/EPM/EP8_University_Data_Policies.htm.

APPENDIX K

Graduate School Guidelines for Good Practices in Graduate Education

WSU's graduate programs are marked by outstanding faculty, modern and challenging curricula, first-rate students, and support systems that enhance student and faculty development. The best support systems include staff, comfortable office or laboratory space, resources necessary for scholarship and research, and policies and written guidance for students to meet programmatic and University requirements. These guidelines focus on the responsibilities of students and the expectations of faculty advisors, mentors, programs and departments.

The purpose of these guidelines is to ensure that WSU faculty members and graduate students share the responsibility for creating a supportive environment—one that is community-minded in purpose and conducive to learning. Good working relationships among faculty members and graduate students require that they recognize and honor their respective responsibilities to ensure high quality graduate education and an environment where everyone acts ethically and professionally at all times. The following guidelines are intended to promote an understanding of graduate students' responsibilities as members of the academic community of WSU.

Expectations of Graduate Students

WSU graduate students have a responsibility to:

1. Conduct themselves in a mature, professional, and civil manner in all interactions with faculty, staff, and other graduate or professional students, and undergraduates.
2. Learn the Graduate School's Policies and Procedures, including important program deadlines, requirements and grievance procedures (see: www.gradsch.wsu.edu).
3. Learn their specific program requirements and procedures as delineated by their academic program.
4. Learn the standards of academic and professional performance established by faculty and their respective professional groups.
5. Maintain integrity in academics, research, independent scholarship, and professional development.
6. Communicate regularly with faculty advisors on matters related to progress within their graduate programs.
7. Acknowledge contributions of faculty advisors and others in work leading to conference presentations and publications.
8. Respect time constraints of faculty, particularly in email correspondence.
9. Respect the responsibilities of faculty advisors to evaluate students' coursework and overall academic progress. Faculty, in turn, are responsible for monitoring the validity and quality of students' research, teaching, and other scholarly activities.
10. Fulfill, in a timely manner, the requirements of their program, as prescribed by their program and the Graduate School.

11. Assume the initiative in selecting committee members for thesis, dissertation, and qualifying exams.
12. Contribute positively to a collegial environment within the program and department.
13. Complete in a timely manner the Responsible Conduct of Research training.
14. Adhere to federal, state, University, and departmental rules and regulations regarding the use of animals, human subjects, dangerous and hazardous chemicals, biohazardous and radioactive materials or radiation in research.

Expectations of WSU Programs and Departments

Programs and departments play a key role in creating a positive and supportive environment for graduate students to success in their studies. Programs and departments have an expectation to:

1. Inform incoming graduate students of codes of professional and academic conduct expected of graduate students.
2. Inform graduate students about University and program requirements, including academic programs, committee formation and changes, and the nature and scope of theses and dissertations.
3. Evaluate graduate students yearly regarding their academic progress toward intended degrees, including notification in writing about satisfactory or unsatisfactory performance.
4. Encourage graduate students to participate in professional meetings, including the delivery of presentations of research or scholarly findings.
5. Assist graduate students in the timely completion of departmental or program requirements.
6. Provide students with a policy to guide collaborative projects and authorship.
7. Provide students with a graduate student manual or handbook that includes all departmental policies governing graduate student appointments, rights, and responsibilities as members of the academic community.

Expectations of Faculty Advisors and Mentors

High quality graduate programs are those with notable faculty and systems for advising and mentoring graduate students. Graduate students need advice and guidance during their early experiences in graduate school, especially from faculty whose interest goes beyond the advisor-director role to one of teacher and mentor. Departments and programs are responsible for encouraging effective mentoring and for ensuring that graduate students receive advice and mentoring during the course of their graduate studies.

A mentor is a faculty person who assists scholarly development, contributes to intellectual stimulation, and fosters professionally enriching relationships with graduate students. A faculty mentor is a peer-to-be, one who encourages and supports independent development and who nurtures a rapid transition from graduate student to colleague through insightful guidance, trust, and mutual respect.

Students should expect that mentors will interact with them on a regular basis, providing the guidance, advice, and intellectual challenge necessary to complete their degree programs. If the mentor relationship is not a good fit, and another appropriate mentor is available, the student may change mentors at any time, without fear of reprisal.

Mentors and faculty advisors have an expectation to:

1. Interact in a professional and civil manner consistent with University policies. Particular attention should be paid to mentoring that involves diverse or nontraditional students.
2. Create an ethos of collegiality in classroom, laboratory or studio supervisory relationships that stimulates and encourages students to learn creatively and independently.
3. Develop clear understandings about specific research expectations and responsibilities, including timelines for completion of theses or dissertations.
4. Provide verbal and/or written comments and evaluations of students' work in a timely manner.
5. Discuss laboratory, studio, or departmental authorship policy with graduate students in advance of entering into a collaborative project.
6. Acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.
7. Prevent faculty rivalries from interfering with their duties as advisors, committee members, instructors or colleagues.
8. Ensure that a graduate student's assistantship experiences contribute to the student's professional development and does not impede his/her progress toward a degree.
9. Excuse themselves from serving on graduate committees when there is a potential conflict of interest or even an appearance of a conflict of interest (for example, a familial relationship between the student and the faculty).
10. Refrain from requesting students to do personal work without appropriate agreement and compensation (see also the WSU Faculty Manual - Faculty Code of Professional Ethics and Duties).

Expectations of Teaching Assistants (TAs)

Regardless of how their assignments are crafted, TAs have the responsibility to meet the goals and objectives of their teaching assignments as articulated by course instructors and departmental administrators. TAs should strive for the highest quality of instructional pedagogy and delivery of services to students. All grading responsibilities should be fulfilled thoughtfully and in a timely manner. TAs who experience any difficulties with their assignments should immediately discuss these difficulties with the course instructor and/or departmental chair.

Expectations of Research Assistants (RAs)

Employment as an RA involves commitments, not only to thesis and dissertation research, but also to the goals and objectives or deliverables of the sponsored project providing the salary support. RAs should exercise the highest integrity in their research efforts and also be aware of responsibilities attendant to the University's intellectual property and conflict of interest policies

and procedures. Questions should be addressed immediately with the advisor and/or the principle investigator of the project.

Expectations of Research Fellows (RFs)

Recipients of research fellowships should understand and adhere to the goals and objectives of sponsoring programs. These goals and objectives may require completion of training modules or internships, the development of a scholarly document (e.g., thesis or dissertation), specific uses of support funds, and/or annual or quarterly reports. It is the responsibility of RFs to be aware of such expectations and to meet them as completely as possible within the specified deadlines.

Expectations of Staff Assistants (SAs)

Employment as an SA involves commitment to the unit providing the support. SAs should strive for the highest quality of service and responsibility in meeting the goals and objectives of their employing unit. Questions should be addresses immediately to the SA's supervisor.