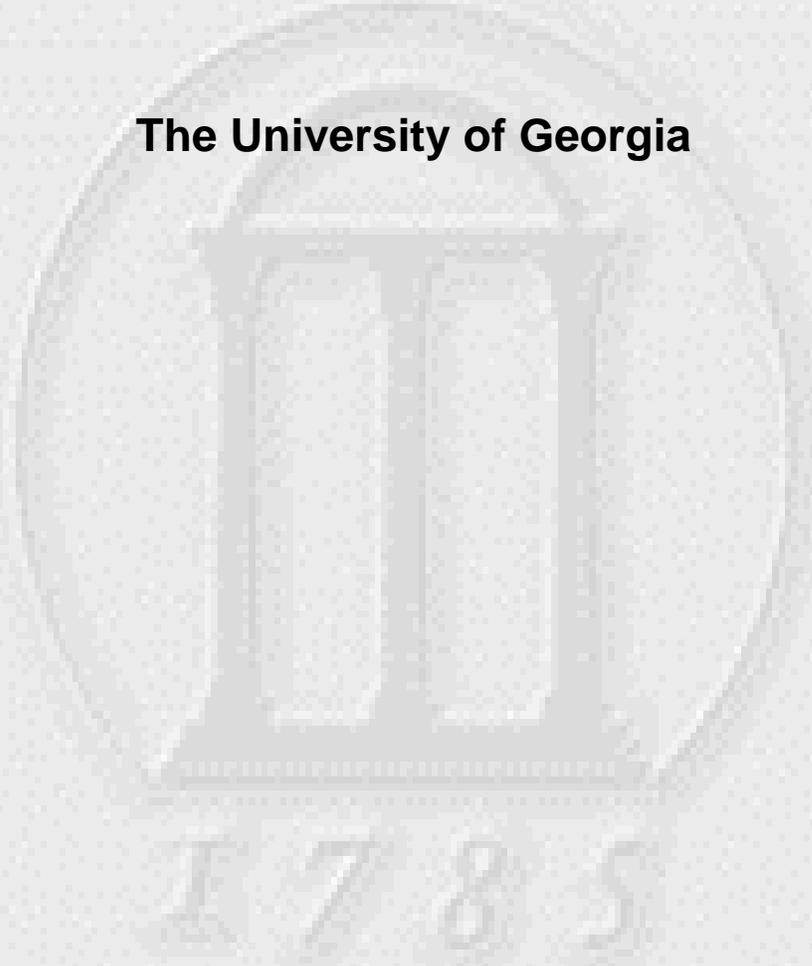


**Counseling Psychology Doctoral Student
Handbook 2007 - 2008**

The University of Georgia



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I. Preface

The purpose of this handbook is to serve as a general reference for students and faculty in the Counseling Psychology Program. This document, in conjunction with the University of Georgia Code of Conduct and Graduate School catalog is intended to provide clarification and guidance pertaining to Program, Department, College, and University requirements and procedures/policies.

Students agree to accept responsibility for both being informed about the policies and procedures outlined in the handbook as well as for following them. When updates and/or changes are made to program requirements, they will be included in revisions of the handbook. Students' progress through the Counseling Psychology program is governed by the policies and procedures operative on the date of the student's initial enrollment.

Accredited by the American Psychological Association
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Dear Doctoral Student,

Welcome to the University of Georgia's APA accredited program in Counseling Psychology. The program has a long history of training leaders in counseling psychology and I look forward to your contribution to that legacy. As you know the field of Counseling Psychology is constantly evolving and we aim to keep the UGA program on the cutting edge of that change.

The Counseling Psychology Program is based upon a model of graduate education in professional psychology known as the scientist - practitioner model. This model was adopted as a training standard by the profession at the Boulder Conference (1957) and the model used by The Council of Counseling Psychology Training Programs (CCPTP). Specifically, the objectives of the program are to prepare professionals to (a) plan and conduct research in basic and applied counseling psychology, (b) assume leadership positions as faculty members in institutions of higher education and comparable institutes, (c) practice their unique applied skills in human service settings, and (d) develop a personal and professional identity commensurate with the expectations and ethical commitments of the profession of psychology. Our goal is to produce graduates who possess the personal and professional competencies required to serve as effective teachers, researchers, and/or quality mental health service providers.

Given the emphasis on the integration of science and practice students are encouraged to join a research team or to become involved with a faculty member's research as soon as possible. This interactive learning environment trains students in the fundamentals of developing a program of research. Training at UGA also emphasizes strong clinical skills and the program is designed to fulfill the predoctoral requirements for licensure as a psychologist. However, we see research and clinical work as complementary and additive forces given that research should inform practice and vice versa. Becoming leaders in the field also involves a commitment to service within professional organizations. Students in the Counseling Psychology Program have a strong history of service and involvement nationally with the American Psychological Association and locally with the University of Georgia's Counseling Psychology Student Association (CPSA).

Faculty members are also involved as leaders in national organizations such as the American Psychological Association (APA), divisions of APA including Division 17 - Society of Counseling Psychology, the American Counseling Association, the American College Personnel Association, the American Rehabilitation Counseling Association, the International Association of Addictions and Offender Counselors, the Association for Specialists in Group Work, the Association for Multicultural Counseling and Development, the Association for Moral Education, Association for

Humanistic Education and Development, the National Latina/o Psychological Association and the Association for Counselor Education and Supervision. Additional leadership service is evident in the large number of state association presidency positions that have been held by faculty members. Furthermore, the faculty has been active in providing professional leadership through service on ethics boards, as journal editors, editorial board members, and newsletter editors.

Doctoral and masters students in our department are able to conduct all of their clinic and practicum requirements through the Center for Counseling and Personal Evaluation (CCPE). Psychological services are offered to individuals in the seven county area of northeast Georgia. Services include assessment individual counseling, couples, marital therapy, play therapy, and a variety of groups. As a result, students received focused training in all of these areas. Assessment training includes general psychological assessment, learning disabilities, ADHD, and behavioral assessment. Students receive intensive supervision and experience in agency work. The Center has full videotape capability, which contributes to the high quality of training and supervision. In addition doctoral students are also supervise the clinical work of masters level counselor trainees during the second or third year of doctoral study.

It is an exciting time to be at UGA as we push forward to enhance our national and international reputation and standing as a program that is focused on social justice and inter-disciplinary collaboration. This effort is made possible by a positive inter-dependence between faculty and students that is focused on mutually beneficial outcomes. Although the training is intense and the next four years will represent a major challenge, keep in mind that you will be an alumnus and colleague much longer than you will be a student. Therefore let's keep our energy focused on your development and the development of our field.

Edward A. Delgado-Romero, Ph.D.
Director of Training
GA Licensed Psychologist PSY 2993

Program History

The counseling psychology program at the University of Georgia has its beginnings in the 1970s when a small group of professionals recognized the need for such a training program and won approval from the university administration. In 1980, the first class of four students was admitted with Dr. George Gazda as the director of training. From its inception the program dedicated its path toward earning APA approval, and this goal was attained in 1984 when APA awarded it provisional approval. APA awarded full approval in 1986 and that status continues uninterrupted today. Dr. Gazda continued to ably serve as DOT until 1989. Subsequent DOTs have been Arthur Horne, John C. Dagley, and Brian A. Glaser. Edward Delgado-Romero assumed the role in January 2007.

The department has been recognized in the *U.S. News and World Report* as one of the top counseling departments in the country, and the counseling psychology training programs has distinguished itself for the quality of training provided to its students. The University, the Department, and the Program take great pride in the many accolades that have been bestowed upon the training experience as well on individual members of the program faculty.

Organization of the Program

The University of Georgia, a land grant and sea grant university with statewide commitments and responsibilities, is the state's flagship institution of higher education. It is also the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the university's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. The university attracts students nationally and internationally as well as from within Georgia, with a total student population of approximately 34,000. The graduate school of the university coordinates the graduate programs of all schools and colleges of the university. The graduate council establishes policies and procedures effecting graduate training throughout the university. The graduate council is composed of the top scholars from the thirteen schools and colleges. ([http://www.gradsch.uga.edu/For Faculty/Graduate Council.html](http://www.gradsch.uga.edu/For_Faculty/Graduate_Council.html))

The Department of Counseling and Human Development Services offers doctoral, specialist and masters degrees across three main areas: Counseling, Student Affairs and Recreation and Leisure Studies. Each program has its own established criteria for admission, curriculum and program requirements. The quality of education for all graduate students in the department is greatly enriched by the contributions made by the faculty, regardless of the faculty member's specific program affiliation. (<http://www.coe.uga.edu/echn/>)

The Counseling Psychology program, within the Department of Counseling and Human Development Services, is an APA approved doctoral program, which typically accepts six to ten full-time students per year and emphasizes a cohort model. The implementation of the cohort model has changed over the years however the core experience of moving through the program with a clearly identified

group (the cohorts) remains. Recently the faculty has worked towards making the cohort model more flexible to accurately reflect the training and skills of students and to acknowledge the various career goals of our students. The program is a full time commitment with a curriculum that is designed for the students to complete course work in three years prior to their internship. The program emphasizes three major areas: research, clinical training, and service.

Early in their study, students are encouraged to form affiliations with one or more members of the faculty with whom they share research interests. Through these affiliations students are able to benefit from a close working relationship with faculty and to pursue mutual research interests that may result in joint publications and professional presentations. Students are required to complete a doctoral research project known as the publishable paper by the conclusion of their first year of training and many of these papers emerge from participation on the research teams.

Departmental faculty are members of several research and grant initiatives. Some of the research teams include:

- **Center for Counseling and Personal Evaluation (CCPE)** provides the opportunity for clinically oriented research.
- **Diversity Research Team** contributes to the literature in areas of multicultural issues and concerns of students in higher education.
- **Gentleman On The Move (GOTM)** is a service and research project that promotes academic and social development of African American adolescent males;
- **Juvenile Counseling and Assessment Program (JCAP)** and **Gaining Insight into Relationships for Lifelong Success (GIRLS)** are projects that allow students to pursue research and clinical opportunities related to juvenile offenders;
- **Preparing Future Faculty (PFF)**. In 2000, the American Psychological Association selected the Counseling Psychology program at UGA as one of 43 sites for a national initiative called Preparing Future Faculty.
- **School Counseling Research Team** is committed to conducting research that will enhance the effectiveness of school counselor training and transform the way that school counselors impact schools.
- **County DFACS Psychological Assessment Project** provides psychological services including psychological assessments and group interventions to low income clients.

The graduate school has established clear standards for research with human subjects, and these standards must be met by graduate students and faculty.

Training in clinical skills is a critical function of the program and students are supported in acquiring clinical skills throughout their experience at UGA. One of the most important components of clinical training is the departmental clinic - the CCPE. The CCPE is a well established and widely recognized outpatient center, which provides a wide array of psychological services to members of the university community as well as the community at large. This center operates on an agency

model and affords students a broad clinical experience within which to acquire clinical skills. Students also get the opportunity to serve as clinical supervisors to master's students from the Community or School Counseling program. Dr. Linda Campbell directs the operation of CCPE and is supported by two Center coordinators (for clinical and assessment duties), who are an advanced doctoral students and an administrative coordinator, Ms. Jill Klienke. The operational procedures of the center are clearly laid out in the CCPE operations manual that students receive prior to their practicum at CCPE.

The Counseling Psychology faculty is actively involved in a significant number of national and state professional organizations, and students are urged to establish their professional affiliations early in their training. At minimum students are encouraged to join the American Psychological Association and the Society of Counseling Psychology. Through these affiliations, students frequently have the opportunity to attend professional meetings and to offer presentations, singly or in collaboration with a faculty member.

Faculty

The faculty members of the Counseling Psychology program represent a diverse array of professional backgrounds, theoretical orientations, cultural experiences and professional interests and pursuits. Here is a listing of Counseling Psychology faculty. If the faculty member can advise CP doctoral students and/or serve on dissertation committees their name is followed by a *. Please note that there are several other faculty in SAA and RLST can also serve on committees but who do not teach or do research in the field of Counseling Psychology.

Deryl Bailey – Dr. Bailey is the Director of the School Counseling program. He serves as an advisor to Counseling Psychology doctoral students and serves on research committees. *

Georgia Calhoun – Dr. Calhoun is a Counseling Psychologist as well as the Graduate Coordinator for the department. *

Linda Campbell – Dr. Campbell is a licensed psychologist and the Director of the CCPE. *

Diane Cooper – Dr. Cooper is the Director of the SAA program. *

Jolie Daigle – Dr. Daigle is a School Counselor. *

Laura Dean – Dr. Dean is in Student Affairs administration and has expertise in college counseling. *

Edward Delgado-Romero – Dr. Delgado is a licensed psychologist. He is the Director of Training. *

Yvette Getch – Dr. Getch is a Rehabilitation Counselor. *

Brian Glaser – Dr. Glaser is a licensed psychologist. *

Sharon Blackwell Jones – Dr. Jones is a Counseling Psychologist. She teaches in the field of counseling psychology.

Corey Johnson – Dr. Johnson is the director of the Recreation and Leisure Studies doctoral program. *

Doug Kleiber – Dr. Kleiber is a Social Psychologist. *

Jenny Penny Oliver – Dr. Oliver is a Counselor Educator.

Pamela Paisley – Dr. Paisley is a School Counselor. *

Rosemary Phelps–Dr. Phelps is a Counseling Psychologist. She is the department head. *

Gayle Spears – Dr. Spears is a licensed psychologist.

Alan Stewart – Dr. Stewart is a Counseling Psychologist. He is the Director of the Community Counseling Masters program. *

Arthur Horne – Dr. Horne is a Counseling Psychologist who retired from UGA.

Students

Each fall, a select group of students is invited to enter the Counseling Psychology Doctoral Program at the University of Georgia. Those students represent one of the most outstanding qualities of the program. Each individual clearly reflects a commitment to the highest personal and professional standards and enters the program with significant knowledge, experience, and expertise.

The Counseling Psychology faculty is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences each student brings to the program are considered to be potential learning tools not only to the individual student but also to his or her classmates. This shared and mutually beneficial experience is the heart of our cohort model. By accepting the invitation to enter the Counseling Psychology Doctoral Program, students also accept the challenges that come with the rigorous demands of earning a doctorate in psychology.

The selection of students for the program is based on numerous factors. Among the factors considered in selection of students are: admission test scores, undergraduate and graduate academic achievement, quality and extent of work experience, letters of recommendations, potential as a researcher, academician and/or professional practitioner, and commitment to the field. The selection process also must consider the formation of a compatible, effective cohort.

The typical student who has been admitted into the program has had a graduate grade point average of 3.5 or above, an undergraduate grade point average of at least 3.0 and a combined score of 1100 or above on the Verbal and Quantitative subtests of the Graduate Record Examination. Students have also typically entered the program with one year of professional work experience after completing their master's degree. The faculty values life experiences.

One measure of the success and quality of the students in the program is their acceptance into excellent internships and, later, professional positions. Our students have had outstanding success in obtaining internships at university counseling centers, VA hospitals, and other training sites. Students publish refereed articles and present at national professional meetings at a solid rate.

III. Training Model and Philosophy

The training philosophy and model is presented on the program's web page (<http://www.coe.uga.edu/echd/counpsy/ProgramOverview.htm>).

Unique Features of the Program:

- *Cohort Model of Study:* The Counseling Psychology faculty is committed to the cohort model of training for doctoral students.
- *Financial Assistance:* Faculty members work diligently to find assistantship opportunities for students. Assistantships include tuition waiver and a stipend. Historically, most students have been able to find assistantship support. Students with an assistantship are considered to be fully committed by their studies and the assistantship. **Part-time employment is strongly discouraged and any outside employment must be approved by the DOT and individual advisor to prevent conflicts of interest, liability issues and to ensure that assistantship positions receive full attention.** In addition, assistantships that exceed 13 hours should be discussed with faculty members and advisors before a doctoral student accepts them. Although such assistantships offer more stipend money, the effect on research and courses should be discussed.
- *Commitment to Students:* Faculty members regularly publish and present at professional meetings with doctoral students. All required clinical experiences occur within the program at the Center for Counseling and Personal Evaluation (CCPE) and are supervised by licensed faculty members.
- *Research Opportunities:* Students are encouraged to join research teams or to form affiliations with one or more members of the faculty with whom they share research interests. Publications, consultations and presentations have resulted from research team participation.
- *Clinical Training:* Training in clinical skills is a critical function of the program and students are supported in acquiring clinical skills throughout their experience at the CCPE. Some students have also pursued training at other clinical sites both on campus and off campus.
- *Areas of Concentration.* Students in the program have the opportunity to gain advanced training in the following areas: Psychological Assessment, Preparing Future Faculty (PFF), Supervision, and Marriage and Family Therapy.

**Psychological Assessment* – students can gain advanced training and experience in assessment. For example, students have gained in experience in assessing learning disabilities as well as advanced assessment training in the community.

**Preparing Future Faculty* – PFF is a program that prepares students to teach. The program involves teaching, supervision and advanced training. Some students teach at nearby universities as part of PFF.

**Supervision* – although all students take the supervision course and will gain some supervision experience. Those who elect to take the course in their second year can supervise masters students for several semesters, thus gaining an in-depth experience in supervision.

**Marriage and Family Therapy* – the CP program is part of an interdisciplinary program that results in an MFT certificate. This program, which consists of several courses, is appropriate for those who want to gain more experience in marriage and family therapy.

IV. Commitment to Multiculturalism

The Counseling Psychology Program at the University of Georgia is committed to multicultural training. This takes place in an environment where individuals from various cultures and opinions are respected, and unique gifts of individuals are applied to train exceptional counseling psychologists. We recognize that the increased blending of cultures locally and globally leads to the need for both relevant research and mental health services to address the concerns of people around the world. Our goal is to create a training environment that promotes multicultural self-awareness, knowledge, skills, and experiences enabling our graduates to develop and share knowledge regarding multicultural issues as well as to provide culturally sensitive services to a variety of individuals.

Diversity of Faculty and Student Body

Our view of diversity includes but is not limited to the dimensions of race, culture, ethnicity, gender, sexual orientation, religious orientation, age, and socioeconomic status. We acknowledge such diversity alone does not facilitate multiculturalism. However, we believe a multicultural training environment includes individuals from demographic groups which were historically underrepresented in counseling psychology training programs and/or marginalized in society. We welcome a diverse student body and faculty.

We understand that recruitment and admissions efforts will be compromised by inattention to retention issues. Thus, our program seeks to develop a welcoming environment which embraces differences among individuals, and puts these differences to work to improve our understanding of multicultural issues, in particular those related to psychological research and practice. Furthermore, we are committed to retaining the faculty and students with whom we work and facilitating their advancement.

Climate

Our program strives to promote open discourse on multiculturalism. Diversity of opinion is embraced, and discussions regarding multiculturalism are encouraged. People representing historically marginalized groups are present and represented at various levels throughout our program including leadership positions. We strive to reflect our commitment to multiculturalism in all aspects of our program.

Multiculturalism is addressed in a numerous ways. Faculty members seek to infuse multiculturalism in all courses taught (e.g., clinical examples, research studies, reading materials). Students are encouraged to develop insight into their own culture, values, and biases and the influence of these constructs on research and practice. Also, coursework in multicultural theory is required, and applied multicultural experiences will be encouraged to assist students in developing competence in multicultural research and practice. Students are provided with an opportunity to evaluate the manner in which multiculturalism is integrated in their graduate experience. Speakers are invited to discuss multicultural topics related to research and counseling on a regular basis. Finally, the application of knowledge of multiculturalism in responding to comprehensive examination questions is required.

Clinical Experience

The admissions process for the doctoral program is a beginning point for addressing diversity in counseling. When students apply they are required to have completed a related master's degree program, which will have included at least two semesters of practicum and two semesters of internship. We review the clinical experiences of applicants carefully because we believe that experience with a diverse population contributes to a greater potential for learning in our doctoral program. Therefore, it is expected that all applicants will be able to document in their application process and in the interviews we conduct that they have had exposure to a diverse counseling population and also that they can express in their interviews how the diversity of their clients has impacted them.

When students are admitted into the doctoral program they complete a variety of clinical learning experiences, including individual, group and family therapy training, supervision of assessment/diagnostic skills, and case conceptualization and management. The CCPE provides some aspects of diversity; most noticeably the CCPE is one of the only affordable options for therapy and assessment in the community. Thus the clients represent a wide range of SES groups. Students who wish to concentrate their work with specific populations can usually do so in the third year by completing a practicum in the Athens community or even traveling to Atlanta to work with under-represented groups.

In addition, our students have numerous related experiences working with other projects, such as the Juvenile Court Counseling and Assessment Program (JCCAP), which see a large population of adolescents engaged in the juvenile court process. In our region there are 74.1 violent crimes per 100,000 people, making the region one of the highest crime rates for adolescents in the country. Further, many of our students work with our projects on Violence Reduction in the Schools (the GREAT Schools and Families Program; Bully Busters; I-CARE) and work with students

through the local schools. They also work with the program directed by Dr. Deryl Bailey, Empowering Youth Project, which works specifically with high at-risk students to provide them with the skills and abilities to succeed in our schools today. In our school district the population is approximately 64% African American, 12% Hispanic, and 30% Caucasian, with other ethnic groups making up the remainder of students. Further, in our school district approximately 52% of our students receive free or reduced price lunches (an indication of poverty) and the latest U. S. census reports that in our region approximately 26% of all children live in poverty.

In addition to having extensive exposure by race/ethnicity and poverty/crime categories, there are additional diverse populations available in our region. A number of our students conduct practicum and other clinical training with groups such as gay/lesbian/bi-sexual, the elderly, persons with disabilities, sexual trauma survivors, homeless persons, and a large international student population at the University.

In addition to the practicum experiences available through our Center and through the court and school-related programs, our students also have the opportunity of completing other practica experiences at locations such as the Learning Disabilities Center, the McPhaul Family Therapy Center, the School Psychology Clinic, and a number of community settings both locally and in Atlanta (e.g., Emory University, Grady Hospital).

Many students and faculty are involved in professional organizations (such as Division 45 of APA and the National Latina/o Psychological Association) and conferences (e.g., the Savannah Multicultural Conference) reflecting multicultural or social justice themes. Students are encouraged to attend conferences and share knowledge gained from the conference with other students and the faculty.

V. Rights and Responsibilities

Policy of Comprehensive Evaluation of Student Competence

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal,

technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that the program's evaluation processes and content include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated are specified within this handbook, as well as information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Students should be aware that the CP program does not mandate personal or group therapy as a part of training (APA Ethics Code, Standard 7.05), however faculty may recommend therapy if they feel a student may benefit from it. Students have a right to select such therapy from practitioners not affiliated with the program and faculty will never provide such therapy.

Although we do not mandate therapy, given our emphasis on personal growth and self-examination some amount of disclosure of personal information will be expected. For example a professor may require a paper that calls for self-reflection or a supervisor may ask a student counselor to reflect on counter-transference. The key is that the disclosure is directly tied to educational objectives. However if assignments, discussions or supervision make a student uncomfortable, they are directed to speak to the faculty or supervisor or DOT to receive feedback. Standard 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.

Annual Review of Students

The purpose of the annual review is to give faculty an opportunity to take inventory of students' progress within the program, to examine their achievements, to identify areas that need further development, and to address these issues with each student individually.

General areas for review include progress toward meeting program goals and objectives, as well as the following:

◆ Academic Performance

- 1) Writing Style
- 2) Presentations
- 3) Grade Point Average
- 4) Classroom Behavior
 - ◆ Class Attendance and Participation
 - ◆ Examinations
 - ◆ Ability to Meet Deadlines

◆ Research Skills

- 1) Design and Methodology
- 2) Demonstrates Ability to Critique Literature
- 3) Research Project Involvement

- 4) Professional Publications and Presentations
- 5) Skills for conducting research with diverse populations

◆ **Clinical Performance**

- 1) Demonstrates General Counseling Skills
- 2) Exhibits Knowledge and Practice of Ethical Guidelines
- 3) Exhibits Multicultural Competency
- 4) Demonstrates Appropriate use of Psychological Instruments
- 5) Demonstrates Openness to Feedback in Individual and Group Supervision
- 6) Follows Practicum Procedures

◆ **Professional and Ethical Behavior**

- 1) Exhibits Knowledge and Practice of Ethical Guidelines
- 2) Demonstrates Respect and Appreciation for Individual and Cultural Diversity
- 3) Demonstrates Appropriate Relationships with Peers, Faculty, and Staff/Agency Personnel
- 4) Offers Appropriate Constructive Criticism of Program and Faculty
- 5) Works Constructively to Solve Problems and Seeks out Alternatives
- 6) Demonstrates Emotional Maturity, Stability, Openness, and Flexibility
- 7) Accepts Personal Responsibility

◆ **Other Professional Activities**

- 1) Awards or Honors
- 2) Departmental Participation
- 3) Assistantship Duties
- 4) Attendance at Departmental Activities
- 5) Service and Outreach

Reasons and Procedures for Dismissal

Failure to comply with the expectations and responsibilities delineated in this handbook can be considered reason for dismissal from the program. Information regarding dismissal procedures can be found using the following links:

The Graduate School's Regulations and Procedures for Probation and Dismissal (http://www.gradsch.uga.edu/For_Students/handbook/)

Office of Legal Affairs
(<http://www.uga.edu/legal/>)

Responsibilities of Students and Faculty

The success of the Counseling Psychology program at the University of Georgia is dependent upon the faculty and students within the program. In order to ensure continued success, the Counseling Psychology faculty members maintain high expectations for themselves and expect students in the program to aspire to the highest standards as well. To that end, the following guidelines governing student and faculty responsibilities are provided here.

Students are expected to:

- ◆ Be dedicated to learning and be willing to put forth the effort necessary to excel. Students are expected to take advantage of as many professional learning experiences as possible. Furthermore, it is expected that students will become active members of professional associations, attend conferences, present at conferences and other professional growth forums, and volunteer for special projects and research activities.
- ◆ Provide support to members of their respective cohorts as well as to members of other cohorts. Additionally, all students are encouraged to attend the weekly meetings held by the Counseling Psychology Student Association (CPSA).
- ◆ Be self-motivated and seek assistance when it is needed.
- ◆ Attend all classes, and be prompt. Being on time for class is a sign of respect for the instructor and other members of the class, and it facilitates the continuity of instruction.
- ◆ Read all assigned material prior to the designated class, and come to class prepared with questions and topics for discussion.
- ◆ Submit written assignments and projects by the specified deadline.
- ◆ Be cooperative and support others in their efforts to learn. Excessive competition among students is counterproductive to the tenets of the cohort model and therefore, is discouraged.
- ◆ Ascribe to a philosophy of lifelong learning, which is evidenced by going beyond minimum expectations and requirements.
- ◆ Adhere to the highest standards of academic integrity and professional ethics. The principles outlined in the University of Georgia's Code of Conduct and the ethical guidelines delineated by the American Psychological Association apply to all students in the Counseling Psychology program.
- ◆ Exercise professionalism at all times.
- ◆ Exhibit loyalty to the program and individuals associated with it. If a student has a problem or criticism of the program, other students, or faculty, the issue should be dealt with through the grievance process outlined in the student handbook (<http://www.uga.edu/stuact/handbook/regulations/regacademic.html>).

Students can expect the Counseling Psychology faculty to:

- ◆ Maintain the highest standards of professional integrity and ethics as outlined by the American Psychological Association and the University of Georgia.
- ◆ Be reasonably available to students for guidance and consultation.
- ◆ Be prepared for class.
- ◆ Set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
- ◆ Demonstrate respect for students.
- ◆ To be involved in professional organizations at the local, state, regional, and/or national level, thereby giving the program and students in the program visibility and recognition.
- ◆ Conduct research and publish findings.
- ◆ Support students in their quest for internships and professional positions after completing the program and throughout their careers.
- ◆ Provide students with feedback on academic and professional progress.

Counseling Psychology Student Association

The Counseling Psychology Student Association (CPSA) affords students a number of unique opportunities to supplement their experiences in the doctoral program. In the past, professional seminars have been offered to enhance professional growth. Students have participated in fund raising events and service projects for the community. Recently CPSA has also included professional development as part of its activities (e.g., training GLBT issues, exploring military internships). CPSA is actively involved in the recruitment of new students and hosts several events during the interview weekends. Additionally, meetings and events of CPSA have been valuable in facilitating the cohesion of individual cohorts and the group as a whole. Attendance at CPSA meetings is voluntary but encouraged by faculty. A cherished tradition of CPSA is the third year banquet in which the departing cohort(s) is honored and several departmental awards are given out.

Policy on Student Conduct

Students are expected to adhere to the ethical principles outlined by the American Psychological Association and the policies delineated in the University of Georgia's Student Code of Conduct. More information regarding these topics can be found using the following links:

APA Ethical Standards
(<http://www.apa.org/ethics/code2002.html>)

UGA Statement of Academic Honesty
(http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

Grievance Policy

The faculty of the Counseling Psychology Program is committed to fostering an environment that is nondiscriminatory, respectful, and free of inappropriate conduct and communication. If a situation arises that you consider to be discriminatory or inappropriate, it is important to the faculty that you be aware of the steps and procedures that are available to you.

It is the desire of the faculty that you feel supported and respected as a student in the Counseling Psychology Program. We realize that if a situation does occur, it is often very difficult and frightening to attempt to resolve it, often due to power dynamics involved. We invite you to use any faculty member as an "advocate," with whom you may discuss the issue with informally, or who you may request to accompany you when you discuss your complaint with either the Director of Training, the Department Chair, or any other university faculty/ staff.

Counseling Psychology

Procedures specific to the Counseling Psychology Program include both informal and formal procedures. Students are expected to attempt to resolve any issues with faculty members or other students directly. If this is not possible due to a power differential or other concerns, students are expected to follow the following

procedures for filing formal grievances.

1. Any disputes that cannot be personally resolved or require formal grievances should be brought to the attention of the **Director of Training**.
2. If the issue is not resolved, there is a power differential, or other concerns are present, a student should speak with his or her **advisor** or the **Graduate Coordinator**.
3. If the issue is not resolved, the next level of appeal is with the **Department Chair**, followed by **the Associate Dean for Academic Affairs**, and finally, the **Dean of the College of Education**. Once these levels have been exhausted, the student may choose to appeal to the **Graduate School** and the **Dean of the Graduate School**.

Violations of the American Psychological Association's Ethical Standards, Clinical Matters, Clinical Skills, and/or Supervision

Grievances or appeals involving violations of the American Psychological Association's Ethical Standards, clinical matters, clinical skills, and/or supervision are submitted in writing first to the Director of Training, or advisor if the concerning issue involves the Director of Training. A written response to the grievance or appeal will be provided within 10 days. Subsequent levels of appeal are to the Counseling Psychology Curriculum and Training Committee. Any additional appeals follow the University policy regarding the routing of academic appeals. More information regarding the APA Code of Ethical Standards may be found at:

APA Ethical Standards
(<http://www.apa.org/ethics/code2002.html>)

General University Information Regarding Grievances

- I. Grievance procedures for graduate students are clearly delineated at: <http://www.uga.edu/legal/drp.htm>
- II. The Department's general academic policies, including dismissal appeals, fall under the purview of the University's Office of the Vice President of Academic Affairs. These policies can be found at: <http://www.uga.edu/provost/polproc/aapm/gap/main.html>
- III. Specifically, appeal policies are delineated at 4.02 Student Appeals
 - a. [4.02-01 Academic Appeals at UGA](#)
 - b. [4.02-02 Hearing Procedures - Academic Affairs Committee](#)
 - c. [4.02-03 Routing of Academic Appeals](#)
- IV. Grievances for matters related to assistantship work-related duties are found at: <http://www.uga.edu/legal/drp.htm>
- V. The Sexual Harassment Policy for the University of Georgia can be found at: <http://www.uga.edu/legal/sexharass.htm>

Please feel free to obtain informal assistance from other appropriate campus offices, such as the Office of Student Affairs, Office of Recruitment and Retention, Office of International Students, or the Disability Resource Center.

VI. Coursework

Enrollment

Degree-seeking graduate students must register for a minimum of 3 hours for at least two semesters in each academic year (fall, spring, summer) including during the internship year. This policy takes effect fall 2007.

Please become familiar with the policy in the Graduate Bulletin at <http://www.uga.edu/gradschool/academics/registration.html>

Some students will be gifted out-of-state tuition waivers based on this policy. See instructions at this link for details:

<http://www.uga.edu/gradschool/academics/instructions%20oos.html>

Advisement

It is the policy of the counseling psychology faculty that the Director of Training assigns a faculty advisor to each counseling psychology doctoral student upon admission to the program. This policy is meant to reflect a philosophy of mentoring by the faculty in order to enhance each student's experiences in the program. The purpose of the advisor is to provide you with an accessible, supportive mentor in the program. The Director of Training remains responsible for answering the policy and procedure questions. The advisor's maintains a mentoring role. The faculty's purpose in creating this policy is to help both faculty and students feel more connected to the program and to enhance each student's professional growth and progress in the program. **Students are free to change advisors if they desire without fear of penalty.** Please see the DOT if there are any problems with advising. If the problem is with the DOT, please see the chair of the department. Ideally, students will seek regular consultation from their advisor about program plans, personal and developmental issues and career planning. It is important to note that it is the students' responsibility to request assistance from their advisor when questions or problems arise or simply when guidance is needed. All faculty members are available by appointment. The major professor may or may not be the advisor. The major professor is the person in charge (will chair) the dissertation. It is expected that students will identify a major professor by the end of the spring semester of the first year of study. Once students have selected their major professor, they will need to work with that person to establish a committee as required for completion of both the doctoral research project and the dissertation. More information related to committee selection can be found in the sections of the handbook pertaining to the research project and dissertation.

Prerequisites and Course Waivers

Prerequisites and Course Waivers must be approved by the Director of Training. Generally, UGA does not allow many hours to transfer - however, courses can be waived and the DOT coordinates this process in conjunction with the advisor and professor of the course. To waive courses a student will need a transcript and a syllabus for the course. Note that general courses at the masters level do not substitute for courses at the doctoral level (for example a course in multicultural counseling is expected and would not substitute for the Advanced multicultural course. The DOT is responsible for insuring that prerequisites are completed and that waivers are documented in the student's file.

Registration

First year students register for courses during orientation immediately prior to the beginning of fall semester. Subsequently, registration typically begins prior to the end of the semester. Once course numbers needed to register are obtained from the Degree Program Specialist in 402 Aderhold Hall, students may use OASIS to complete the registration process.

The members of the Counseling Psychology faculty are committed to the cohort model of training. In an endeavor to adhere to that model, the schedule of courses is posted on the Program's web page. Although students are required to follow the schedule, consideration is given to students' desire to add or substitute courses to their load providing that those additional courses do not conflict with any other program requirements or negatively impact their performance in the program.

Financial Assistance

While every effort is made to help students secure funding, the department cannot guarantee that every student in the program will be funded or funded at the same level (e.g., hours). For the last several years we have been able to find assistantships for all incoming students. After the initial funding match, the responsibility to continue funding, either through a renewal of an assistantship or securing a new assistantship is the responsibility of each student. Graduate assistantships that do become available are appointed according to a systematic process providing equal opportunity for all prospective applicants. Assistantship renewals are made based upon available funding, job performance and academic performance. Job performance is an important aspect of funding and students are expected to perform job duties, turn in all documentation (time sheets) and conduct themselves professionally. Failure to perform job duties will result in termination of the assistantship.

The department is usually able to provide several teaching, program assistant and research assistantships. The CCPE also provides two assistantships for which only third year students qualify.

Often times, individual faculty are able to secure external funding from various granting sources and are able as a result of these monies, to provide assistantships to qualified graduate students. For more information, contact the DOT.

Assistantships are also available through pre-existing relationships with other departments across campus. Those departments utilize their own process for interview and applicant selection. For a complete list of available assistantships outside of the department, contact the DOT.

Assistantships are also available through the graduate school. Please view the complete listing of these assistantships at the website provided below and your graduate coordinator.

<http://www.gradsch.uga.edu/Financial/Assistantships.html>

As an American Psychological Association (APA) approved graduate training program, students are eligible to apply for appropriate grants and scholarships through the APA. Information regarding these funding opportunities can be found through the following links:

<http://www.apa.org/apags/members/schawrds.html>

<http://apa.org/>

Other forms of financial assistance can be assessed through the following website:

<http://www.uga.edu/osfa/>

Grades

The majority of courses in the program are graded A - F, and the University of Georgia has recently recognized a plus and minus system of grading. There are a few select courses that are graded on a satisfactory/unsatisfactory basis. In general, students are expected to maintain a B average or higher in all their classes. However, if a student is struggling with a particular class, he or she is strongly encouraged to consult with his or her major professor or advisor for guidance prior to the end of that particular class.

If a student fails to complete a course, it is the instructor's prerogative to assign a grade of "Incomplete" (I) indicating that all requirements were not met prior to the end of the semester. A grade of "Incomplete" may be changed once the student has successfully met the outstanding requirements. In general, receiving an "Incomplete" is considered highly unusual. Thus, the utmost effort should be made to ensure course requirements are completed at the time they are due. However, in the rare case that an "Incomplete" must be assigned, it is the student's responsibility to assure that incomplete work is submitted to the instructor. Work must be completed and turned in to the professor for a grade no more than eight weeks beyond the end of the term for which the "Incomplete" was assigned. When the work has been submitted, it is the student's responsibility to obtain a change of grade form from the Degree Program Specialist, get the instructor's signature, and submit the completed form for processing. **It is important to remember that you cannot sit for your comprehensive exams with an incomplete in any course and that incomplete must be resolved two weeks prior to comprehensive exams. Failure to resolve incompletes within this time frame will mean the student cannot sit for comprehensive examinations – and subsequently this may have an adverse effect on the internships you qualify for.**

Program of Study

During the spring semester of the second year, students are expected to complete their respective programs of study. That form can be found at (http://www.gradsch.uga.edu/Forms/body_prephdprg.pdf). The form must be completed online, but an example of the form can be found in this handbook.

VII. Research Requirements

“To pursue research effectively a student must develop a facility with certain research skills or ‘tools’ such as statistics, computer sciences, or foreign languages. The student’s major department determines the skill or skills required of candidates for the Doctor of Philosophy degree.” University of Georgia’s Graduate Bulletin,

The Counseling Psychology Program is based on the scientist-practitioner model. Doctoral students are involved with research from the first year. Several in-class and out-of-class experiences are designed to enhance the research climate of the program and to improve the doctoral students’ research self-efficacy. During their first year of study, students are required to complete ERSH 8310 (Applied Analysis of Variance Methods in Education) and ERSH 8320 (Applied Correlation and Regression Methods in Education) with a “B” or better. Students must also complete six (6) hours of research during their first two years of study. Further, they usually join one of the several on-going research teams or participate in a collaborative experience with a faculty member. Finally, a major research requirement of the program that must be completed before the end of the first year involves the completion of a doctoral research project (described below). The goal of these research experiences is to provide tangible mentoring and encouragement to students to develop excellent research competencies through continuous assistance and consultation regarding research design and methodology. A secondary intent is to help students identify areas of interest whereby research projects may be designed in such a way as to build in an incremental fashion toward a broader or deeper research issue.

Doctoral Research Project

The culminating research experience prior to being admitted to candidacy is the doctoral research project or “publishable paper”. By the end of the first year, the student will complete a doctoral research project that is psychological and nature. The project must include the following:

1. A current and thorough review of the relevant literature.
2. An identifiable research design (can be qualitative or quantitative)
3. Include data collection and analysis that is appropriate to the research question.
4. A synthesis of the results including a statement of major findings, strengths and limitations of the research, and directions for future research.

The student does not need to be the primary architect of the research, but the student's exact role and function, and projected authorship of any products resulting from the study must be clear and agreed upon by the student and supervising faculty member(s). Though the student need not be the principal author of the work, it is expected that the student's name appear before any other student involved with the project. (As a result, no two students may use the same work to fulfill this requirement). When approved by both the sponsoring faculty member(s) and the Director of Training, a copy will be placed, with supporting documents, in the student's file.

During the foundations course in the fall of the first year, students will work to establish a research focus and begin a literature review. They will also learn about and complete the requirements to be eligible to submit research projects to the Institutional Review Board. During the spring semester students will develop the project further in the research course. Finally, during the summer students will execute, analyze and write the research project. The project requires a committee of three faculty members, inclusive of the advisor. There is a form for the formation of the committee and project and form for the completion of the project. At the beginning of the second year fall semester students will (a) present their research in poster format, (b) submit their papers for review to a peer reviewed journal and (c) turn in the finished paper to the DOT. Once a student has received reviews from a journal, these will be included along with the paper in the student record.

VIII. Practicum

General Requirements

During students' second year of study in the Counseling Psychology doctoral program, they are expected to complete their practicum experience in the Center for Counseling and Personal Evaluation. Practicum is a crucial component of the curriculum; successful completion of practica is a prerequisite to applying for an internship and receiving the degree. In addition to satisfactory performance in practicum courses, students have several responsibilities related to preparing for practicum, documenting practicum activities, conducting psychological evaluations, receiving and providing supervision, and facilitating the process of ongoing research in the Center for Counseling and Personal Evaluation.

In some instances students may be able to complete the second year practicum outside of the CCPE. To do so the student must work with the DOT and advisor to clarify the practicum agreement, on-site supervision and the nature of the work. It is permissible to count an assistantship towards practicum if the work is psychological in nature and supervised by a licensed psychologist.

Preparing for Practicum

Prior to beginning practicum, students are expected to have participated in an orientation session to the Center for Counseling and Personal Evaluation and obtained current professional liability insurance. During the orientation, students will

Comment [C1]: Add link for insurance

receive a manual outlining more specific policies and procedures than are included here. Ideally, students will use both sources of information to ensure they are adhering to the protocol established by the Center for Counseling and Personal Evaluation. Liability insurance can be purchased from the American Psychological Association or from the American Counseling Association.

Documenting Practicum Activities

Although the American Psychological Association does not stipulate a specific number of clinical hours that a student must complete prior to internship, in order to be a competitive intern applicant, students are expected to accrue a minimum of 400 hours of formal practicum, of which at least 150 should be in direct client contact and 75 should be in supervision. The remaining hours may involve other profession activities such as writing case notes, processing tapes, preparing for sessions, and attending case conferences and practicum seminar meetings. The program has established this 400-hour requirement as its minimum for the certification of student readiness for internship. Most students accrue 1000 hours prior to the start of their internships, inclusive of masters hours. Students are encouraged to visit the internship directory at www.appic.org to review the range of completed hours that successful applicants to internships have. Thus students can see that specific internships require differing amounts of hours and experiences.

To achieve the minimum of 150 hours of indirect client contact over the course of three semesters of practicum, it will be necessary for students to accrue approximately 50 hours of client contact per semester. To reach the minimum of 75 hours of supervision, students need to accumulate approximately 25 hours of supervision per semester. Most students have significantly more hours of client contact and supervision prior to applying for internship.

Direct client contact is defined as: individual, group, and marriage and family therapy. It includes intake interviews and also sessions conducted with another counselor, provided the student actively participates. In counting hours, sessions that last less than 40 minutes are counted as a half hour of client contact; sessions lasting 40 to 70 minutes are counted as one hour; and sessions greater than 70 minutes equate to one and a half hours of client contact.

It is the student's responsibility to record the hours devoted to the various activities in practicum, using the documentation and summary forms provided by the department. Forms are collected weekly, and hours are documented within an electronic database. Although students will receive periodic printouts of the number of hours they have accrued, it is strongly recommended that they maintain their own records as well.

While evaluation of counseling skills is largely an individual matter based on specific goals set by the student and the supervisor, general guidelines are provided by the evaluation forms. It is the responsibility of the student and the supervisor to operationalize these areas by setting specific goals at the beginning of each semester of practicum. Additionally, during formal evaluations, students and their supervisors are encouraged to provide specific evidence of the student's progress in

various areas. Evaluation of the student's performance is both individualized and normative. It takes into account the student's own baseline skills and goals, and it also estimates the student's performance relative to other students at the same level of training.

While evaluation should be ongoing during the course of a semester, formal evaluation takes place at the end of the semester when the student and supervisor complete the written evaluation and submit a copy to CCPE personnel, who will forward the document to the student's departmental record. The practicum instructor will take into account the written evaluation in order to assign an appropriate grade for the course.

Receiving and Providing Supervision

Supervision consists of scheduled time at least once per week with an assigned supervisor who is a licensed psychologist. Counseling Psychology doctoral students are also required to participate in supervision related to the psychological evaluations they are conducting.

During the spring semester of their second or third year of study, Counseling Psychology doctoral students have the unique opportunity to provide supervision to master's level students in the Community Counseling and School Counseling programs. In addition to providing at least one hour per week of supervision to these students, doctoral students are also expected to participate in a related three-hour course as well as a separate two-hour group supervision session.

Conducting Psychological Evaluations

The number of individuals on the waiting list for a psychological evaluation has varied significantly over the past three years. In the spring of 2003, a number of new procedures were established to facilitate the timely completion of psychological evaluations. Those guidelines are outlined in detail in the manual students receive from the CCPE.

The CCPE's service of providing psychological evaluations to community members is one of the primary ways the CCPE receives publicity. Providing them had a positive experience, individuals who receive assessment services from the CCPE often refer other people to the center. Additionally, the evaluations provided by the CCPE are read by other mental health professionals who are potential referral sources as well. Therefore, it is vitally important that assessments are started and completed in a timely and ethically consistent manner and that the clients are treated with the utmost respect and dignity, just as ongoing counseling clients are.

Facilitating the Ongoing Research of the CCPE

The CCPE is involved in ongoing research related to psychotherapy outcomes. Specific guidelines governing students' responsibilities in facilitating that research are clearly delineated in the center's manual. Students are expected to follow those procedures carefully in order to ensure the integrity of the research.

Commitment to Professional Growth

Clearly, the second year of study in the Counseling Psychology doctoral program is quite demanding. Students are expected to demonstrate a commitment to their professional growth by consistently adhering to CCPE protocol, maintaining a high level of academic performance, fulfilling assistantship requirements and demonstrating professional and ethical behavior at all times. It is during the second year of study that students find the support and encouragement often found within the cohort model particularly valuable. However, it is critical to keep in mind certain factors that are conducive to achieving a cohesive and collaborative unit. Being flexible with peers, demonstrating respect for individual differences in theoretical approaches, and exercising a willingness to work cooperatively and collaboratively are just three such factors.

IX. Doctoral Committee and Comprehensive Examinations

Doctoral Committee

Prior to taking preliminary examinations, the student must form a doctoral committee. The committee is responsible for conducting the oral defense of the student's responses to the preliminary examinations. The committee is also responsible for overseeing the dissertation process (see below). The committee consists of four people. The chair must be a member of the Counseling Psychology faculty who is on the Graduate Faculty. Three of the four members must be on the graduate faculty, and three must be members of the Counseling Psychology faculty. A member from outside of the department is encouraged but not required.

Comment [C2]: Attach doctoral committee form

Written Comprehensive Examinations and the Oral Defense

At the end of the second year, the student psychologists have completed their year-long practicum, most didactic work, and research requirements. Their bridge to the third year is preliminary examinations. The written examinations take place over four three hour days. Students respond to questions that are based on the ten areas of counseling psychology (Murdock et al., 1998). Oral defense in front of the student's doctoral committee is held after the written examinations are scored. This defense includes the presentation of a clinical case study and therapy sample. Presentation of a clinical portfolio may also be required. If the oral defense is successful, the students are admitted to candidacy. The committee has the prerogative to prescribe remediation ranging from a paper or clinical experience to additional course-work or recommendation for dismissal from the program.

Admission to Candidacy

Students must complete their coursework in the Counseling Psychology Core Curriculum, and successfully pass oral and written preliminary examinations over doctoral coursework before applying for "admission to candidacy." As mentioned earlier, students must also have satisfied the doctoral research project (Publishable Paper) requirement and cannot hold any "Incompletes" before sitting for the examinations.

A. Written Preliminary Examinations

“A student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. These examinations are administered by the student’s advisory [doctoral] committee. The written comprehensive examination, although administered by the advisory [doctoral] committee, may be prepared, and/or graded according to the procedures and policies in effect in the student’s department” (*Graduate Bulletin*-<http://www.gradsch.uga.edu/Bulletin/Bulletin.html>).

In accordance with the policies established by The Graduate School of the University of Georgia, the Counseling Psychology Program faculty will conduct comprehensive examinations on an annual basis for students who have completed appropriate coursework and have been approved by their respective doctoral committees and the Program Coordinator to sit for the written exam. Exams are administered twice per year: early fall and spring semesters. The written examinations take place over four days, with three hours of writing each day. Most students prefer to take the examinations during the fall semester of their third year in order to be competitive for the internship process. Successful completion of comprehensive examinations (both written and oral) is a preliminary step required before the student is permitted to submit an application for degree candidacy. The DOT oversees the preliminary examination process including the delegation of question writing and scoring. All Counseling Psychology faculty members are involved with the examination process. Students are notified two months prior to the examination of the content areas to be addressed during each of the four days of writing.

B. Oral Preliminary Examinations

*“The oral comprehensive examination will be an inclusive examination within the student’s field of study. An examination of the student’s dissertation prospectus may precede or follow the oral comprehensive examination but may not take the place of the oral comprehensive examination. The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School. The graduate coordinator must notify the Graduate School of the time and place of this examination at least two weeks before the date of the examination. This notice must be in writing. Following each examination, written and oral, each member of the advisory [doctoral] committee will cast a written vote of “pass” or “fail” on the examination. At least four out of a possible five positive votes are required to pass each examination. The results of both examinations will be reported to the Graduate School” (*Graduate Bulletin*).*

The oral comprehensive examination will be scheduled within four weeks of receiving the results from the written preliminary examination on Counseling Psychology core courses. The oral examination will cover the totality of the student’s doctoral program coursework. Students planning to take the oral comprehensive examination must schedule it according to Graduate School policies. (See appendix for copy of the announcement form.)

The oral examination will consist of two parts: First, the committee will ask any follow-up questions pertaining to the student’s written exam. Secondly, the committee will ask the student to present a case pertaining to their clinical caseload. The student will be expected to present an outline as well as an audio or video tape

of session(s) pertinent to the case presentation and then respond to questions about therapeutic conceptualizations, intervention strategies, and therapeutic techniques.

Relationship of Curriculum to Examination Criteria

Competency assessment takes different forms for various parts of the curriculum. Demonstration of knowledge and skill competency in regular course work is accepted for the students' work in the Psychological Foundations Core. The balance of the Counseling Psychology Core is assessed, as well as other non-course related topic areas in the written preliminary examinations.

Admission to Candidacy

"The student is responsible for initiating an application for admission to candidacy so that it is filed with the Dean of the Graduate School at least three quarters (or two semesters) before the date of graduation. This application is a certification by the student's department that the student has demonstrated ability to do acceptable graduate work in the cohesion field of study and that:

1. all prerequisites set as a condition to admission have been satisfactorily completed;
2. research skill requirements have been met;
3. the final program of study has been approved by the student's committee, the graduate coordinator and the Dean of the Graduate School;
4. an average of 3.0 (B) has been maintained on all graduate courses taken and on all completed graduate courses on the program of study [no course with a grade below C (2.0) may be placed on the final program of study];
5. written and oral comprehensive [preliminary] examinations have been passed and reported to the Graduate School;
6. the student's committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment; and
7. The residence requirement has been met.

X. Guidelines for the Doctoral Internship in Counseling Psychology

General Information

Graduate students must complete an APA approved internship, there are no alternative provisions (e.g. creating a non-approved internship). Note that currently there are no accredited internships available in Athens, Georgia, and the closest internships are in Atlanta and Augusta, Georgia. Therefore the fourth year may involve relocation or a long commute from Athens as the internship process is a national one (also including Canada). There are annual changes in the way the internships selection is managed. Please consult with the Director of Training for information on internships in Counseling Psychology. The most recent versions of internships applications and documentation forms may be downloaded from: www.appic.org. Students are strongly encouraged to join the APPIC list serve in

order to ensure they have the most current information on internship applications, matching, and notification.

Internship Class

The internship class begins following preliminary examinations. The Director of Training meets weekly with the class and addresses issues related to professional development, specifically related to internship training. Students must register for three (3) hours of internship, ECHD 9860, in the fall semester of the third year of study. The remainder of the 12 hour internship requirement will be met by registering for three (3) hours of ECHD 9860 each semester while on internship.

XI. The Doctoral Dissertation Process

Dissertation Committee

The doctoral committee serves as the dissertation committee. The major responsibility for developing the prospectus rests with the student and with one's dissertation director. Upon satisfactory development by the student and the advisor, the student submits the proposal to the doctoral committee, and then meets with the committee to present the proposal and respond to input from the committee members. The committee members should be viewed as resources that the candidate should utilize. After receiving input from the doctoral committee regarding his or her dissertation topic, the student then confers with his or her major professor and they review revisions and changes made to the prospectus. The student, under the supervision of the advisor, then obtains approval from the Institutional Review Board for any research involving human subjects. The student should consult with the Graduate School and/or the department's Graduate Coordinator regarding any questions about selecting committee members who are not faculty members at the University of Georgia. For the Counseling Psychology Program, three of the committee members must be core members of the Counseling Psychology faculty (e.g., those listed earlier in this document that are eligible to serve on committees).

THE PROSPECTUS

The student completes a dissertation prospectus consisting of the main points to be made in the first three chapters of the dissertation. These three chapters are 1) Introduction; 2) Review of the Literature; and 3) Methods. It is important to note that the prospectus is not intended to be a finished product; rather, it is meant to be a cogent, concise presentation of the proposed study. The student should be familiar with style, format, and typing requirements of the Graduate School and the department, concerning the dissertation. The Department of Counseling and Human Development Services require APA style and format. The topic for the study must be within the domain of the field of Counseling Psychology. A primary objective of the prospectus meeting is to consider whether the research question is of sufficient significance to the field of Counseling Psychology to warrant study.

Suggested Prospectus Outline

The proposal should have a title page giving pertinent information. The title should read "A PROPOSED STUDY OF..."

The following outline is suggested as an organizational form. The proposal should incorporate the information suggested.

Chapter 1. Introduction : The first chapter should focus on developing a *Statement of the Problem*. The problem should be stated in the most explicit and succinct terms possible. It should provide the reader with a clear picture of why the research proposed to be undertaken is needed. It is incumbent upon the student to document the need for the study. The section outlining the *Purpose of the Study* includes the area of investigation, the nature and scope of the contribution of the study, and the implications and applications for psychology, education, or counseling. The concepts and basic assumptions relevant to the study are defined and described in the first chapter, as needed for understanding. If the dissertation is to be based on a certain theory or value system, this should be stated and explained. Pertinent literature should be briefly reviewed. It is also wise to include definitions of key terms used in the proposal. The general *Research Question* and specific *Research Hypotheses* are the culminating features of the first chapter.

Chapter 2. Review of Related Research: The purpose here is to cite research, which pertains to the proposed study. The candidate should give evidence that a comprehensive survey of the related research has been conducted, including narrative as to how the proposed study pertains thereto. The review should be a critical analysis and lead clearly to the research questions to be studied.

Chapter 3. Methods or Procedures: The focus of this chapter is on the proposed research design. The student should describe the methodology to be followed in attempting to address the research hypotheses identified in the first chapter. The sample to be targeted should be identified, and planned data collection procedures are to be described in detail. Instrumentation choices should be supported with brief descriptions of related research or statements of psychometric data. The final element to be included in the chapter is a brief description of the statistical processes that are to be used for data analysis.

Naturally, the prospectus should be written in accordance with the rules of style covered in the APA Style Manual. The student should attend to detail and provide a document that is relatively error-free and well proofed. References need to be included in proper style. Students should consult previous departmental proposals that have been identified as exemplary.

Presentation and defense of the dissertation prospectus:

When the student completes the prospectus, he or she submits it to the major professor for review. After approval from the major professor, hard copies are provided to other members of the committee at least two weeks prior to the scheduled prospectus meeting. Students are responsible for printing and distributing copies of the prospectus to members of their committee. The prospectus meeting is intended to assess whether the advanced doctoral student has selected a viable

dissertation topic and has obtained sufficient academic knowledge in the field of Counseling Psychology to pursue the question, and defend the topic. Persons present at this meeting may ask the student any questions they choose concerning the prospectus. Recommendations may be made for further revisions. The prospectus may be returned to the student with suggested revisions before or following the oral exam.

If the prospectus is not acceptable as written, members of the committee may suggest that the candidate consider the exploration of a new topic. If revisions are required, the candidate will proceed to revise the proposal in accordance with suggestions by the committee and submit another draft to his/her advisor, who will then follow steps described above. If minor modifications are in order, the candidate will make them according to procedures agreed upon by the committee. If the proposal, in the collective judgment of the committee, is unacceptable and unsalvageable the candidate will develop and present another prospectus as described above. When the committee has approved the prospectus, it is assumed that all committee members support the proposed research and commit themselves to the candidate as resource persons. Fulfillment of the conditions specified in the proposal should lead to an acceptable dissertation.

The prospectus is a permanent document kept in the student's file by the chair of the student's committee, by each committee member, and by the DOT. The form and content of the dissertation prospectus will vary according to the problem proposed, the type of research to be undertaken, and the requirements of the committee. The proposal shall be written in future tense except when referring to previous research or writings, which should be written in past tense.

Time line for the Dissertation Prospectus: Students are expected to have successfully completed your prospectus meeting prior to leaving for internship. This action will increase the chances of completing a dissertation in a timely fashion, and will enable you to meet the many requirements of the internship. Students may not formally work on the dissertation until they become candidates for the degree, though they may do much "preliminary work" before prelims, thereby working on the proposal in an "unofficial" way. Increasingly, internships are requiring that the dissertation be completed prior to beginning internship and in order to meet this requirement work must begin on the dissertation during the second year of on-campus study, or no later than the beginning of the third year on campus.

The Dissertation

After admission to candidacy, students must register for three (3) hours of dissertation credit. A student must also register for three (3) hours of dissertation credit in every semester until the final defense is completed.

Ph.D. Dissertation The doctoral dissertation consists of original research through which the student demonstrates independent thinking, scholarly ability, and mastery

of the chosen area. Specific dissertation requirements are described in the University of Georgia Graduate Bulletin (<http://www.gradsch.uga.edu/Bulletin/Bulletin.html>).

Writing the Dissertation Upon approval of the prospectus and approval by the Institutional Research Review Board, students may begin collection of data and writing of the dissertation. In general, it is advisable to complete the collection of data before beginning the actual writing of the dissertation. Should the data be collected in a school situation, it is necessary that clearance be gained for the use of the school population or facilities. The writing of the dissertation follows a predetermined organization and form. (See below for suggestions and guidelines.) The manuscripts prepared by the student include rough drafts, preliminary drafts, the final draft, and the finished copy.

The candidate shall submit to the committee chairperson (dissertation director) drafts of each chapter for review and possible revision. When the candidate's dissertation director considers the first three chapters to be of satisfactory quality, the candidate shall submit to each committee member the first three chapters for their review. The candidate shall allow at least two weeks for committee members' review. Following committee members' review of the first three chapters and the incorporation of suggested changes made by committee members, the candidate shall submit to the dissertation director drafts of chapters four and five. These drafts shall be accompanied by the previously reviewed chapters (1, 2, & 3). When the candidate's dissertation director considers chapters four and five to be of satisfactory quality, the candidate shall then submit drafts of chapters four and five, accompanied by previously reviewed chapters (1, 2, & 3), to each committee member. The candidate is responsible for considering and incorporating recommended changes of committee members in the dissertation drafts. These changes should be made in consultation with the dissertation director. If the advisor prefers, all five chapters may be submitted together, to both the advisor and the committee.

Upon approval from the dissertation director, the student may schedule the oral defense by establishing a satisfactory date with the committee members and by notifying the Degree Program Specialist at least two weeks in advance of the oral defense date. The Graduate School will then publish the time and place of the candidate's oral defense. At least two weeks in advance of the oral defense, the student will provide hard copies of the final draft to committee members. It is the candidate's responsibility to proofread, edit, and scrutinize carefully the final draft for errors. These would include errors in format, logic, content, syntax, punctuation, spelling, reference citation, computations, reporting of numbers, pagination, consistency in wording of headings used in the Table of Contents and those used in the text (including those for graphs, tables, charts, and figures), and correspondence between references in the text and the list of references. Candidates are strongly urged to obtain a truly exemplary dissertation model and to utilize it as a guide in the preparation of their dissertation.

Electronic submission of the dissertation is required by the Graduate School. Guidelines can be found at www.gradsch.uga.edu.

The Format of the Dissertation The format of a dissertation may vary to some extent because of the nature of the study. The form that follows will serve experimental and descriptive studies. Students whose studies are in those areas should follow this format and if they depart in any way, they should be prepared to defend any departures. The entire dissertation should conform to the Publication Manual of the American Psychological Association (most current edition).

Preceding the body or chapters of the study are the following: Title Page, Approval Sheet, Abstract (see below), Preface and/or Acknowledgments (to be included only after final defense), Table of Contents, List of Tables, and List of Figures. These pages are numbered with small Roman numerals; the first page of Chapter One is Arabic 1.

Chapter I

Chapter I includes a statement of the problem, scope and purpose of the study, general hypotheses, definitions of terms, and delimitations of the study.

The Introduction section of Chapter I (The Problem) contains a brief review of the literature pertinent to the study. It briefly introduces the subject material to the reader who would be unfamiliar with the topic area. Specifically, one should be able to briefly, and in broad terms, present the major emphasis and significance of the present investigation.

Purpose (or Justification) of study section justifies the need for the investigation. It answers the basic question of why the investigation is important and/or valuable.

The Statement of the Problem section presents a formal and succinct statement of the problem(s) investigated. It answers the question of what one has done within the study. In addition, the general hypotheses of the study are derived from the statement of the problem(s).

The General Hypotheses section presents the research questions in general terms. The hypotheses should be derived logically from the Statement of the Problem section.

The Delimitations of the study section focuses on the area(s) to be examined within the dissertation. This section is sometimes called "Scope" of the study. The delimitations establish the limits or the parameters the investigator chooses and controls. This section should not be confused with the Limitations section, those things over which the investigator has no control. Limitations are discussed in Chapter III.

The Definitions and Operational Terms section defines the most frequently used terms within the study, and should provide operational examples of terms used in the hypotheses. It is especially important to operationally define terms, which are to take on a different definition from the commonly accepted definition.

The Summary section should briefly summarize all the major areas of focus without repeating verbatim what Chapter I has said. It is sometimes considered optional; however, in order to be consistent if it is used in the first chapter, then one must continue to use a summary throughout the remainder of the dissertation.

Chapter II-Review of Related Research

In general, the Review of Related Research chapter covers any literature relevant to the problem(s) under investigation as well as the instruments used in the study. There are several reasons why the literature review is important. First, the review identifies what has been done to preface the contribution of the investigation to the body of knowledge. Secondly, the review provides suggested approaches of effective ways of gathering and analyzing data. Further, it helps justify the approach one is taking in his or her study. Additionally, the review should help to justify the value, importance, and need for the study. The review, finally, serves as an aid in delimiting the problem being investigated. The review of literature is not a listing or citing of a series of references. Rather, the review provides an analysis of literature, which should lead convincingly to the current study.

Chapter III-Procedures

The Description of the Sample section should describe demographically the participants who were examined/tested in the study.

The Design section should describe the type of research design that was utilized in the study and why it was selected.

The Instrument(s) section should describe the instruments used in the study by providing estimates of the instrument's reliability and validity. In the case where one developed his or her own instrument, one should demonstrate how its construction logically followed from the problem and purpose section of the study and demonstrate that available instruments were not adequate to examine the problem in the study. An investigator-developed instrument should be examined through a pilot study, which would be included in this section.

The Data Collection section should inform the reader as to how the data were collected and every group tested along with the particulars of data collection.

The Statistical Treatment section should describe the various statistical techniques that were used within the study. In addition, the rationale for selecting the particular statistical method over another should be included in order to justify the choice of statistical procedures.

The Limitations section should inform the reader about the various limitations of the study. These might include research design limitations, statistical procedure limitations, sampling limitations, testing procedure limitations, and reliability and validity estimate limitations.

The Assumptions section contains underlying propositions important to the study. These help to establish theoretical framework, help provide a setting for the study, and help to prepare for evaluation of the conclusions of the study.

The Hypotheses section deals with both the general and specific statements that reflect the research questions being asked, and should be capable of being answered through the methods used in the current study. For quantitative studies, the hypotheses should be able to be examined using the appropriate statistical methods, consistent with the statement of the problem.

Chapter IV-Results

In general, the Results section should include the following:

- A. A statement of the research hypotheses;
- B. The reported findings of data related to the research hypotheses tested; and,
- C. A summary table of statistics, probability levels, significance, means, and standard deviations for the groups, which were tested.

Chapter V-Summary Conclusions and Implications

The Summary of the Study section should contain a concise restatement of the problem, a summary of the basic procedures, and a brief restatement of the research hypotheses used. This section should include a Statement of the Problem and Statement of Procedures and the Research Hypotheses Used.

The Conclusions section should summarize and discuss the findings of the research hypotheses tested in the study. This section should be presented in detail since it is considered as the major purpose of the chapter. It is important that conclusions are based on the research findings. Assumptions and inferences should be avoided in this section. Finally, in this section one should give an explanation as to why certain hypotheses were not accepted and/or other possible explanations for the research findings.

The Implications section should present inferences drawn from the findings of the study. It is appropriate in this section to speculate, form assumptions, and present new ideas based on results. It is the investigator's responsibility to suggest how the findings of the study could possibly be applied to the existing conditions of ongoing functions of an agency, school, institution, and so forth. Here is where the practical applications of the research findings should be demonstrated.

The Recommendations for Further Research section should suggest areas for future research.

The body of the dissertation is followed by the References and the Appendix (or Appendices). (Pagination continues with Arabic numbers). The Appendix includes information not included in the body of the dissertation or in bibliographical material. Samples of any questionnaires, tests, or other instruments used, which are copyrighted, are not to be included.

XII. Graduation:

Upon completion of the dissertation AND completion of the internship, you can now graduate. Keep in mind that both criteria must be fulfilled in order to obtain your Ph.D. Licensure laws vary from state to state, however the UGA program is designed to make you license eligible in all states. Remember that licensures involves:

- The degree
 - The internship (in some states it involves post-doc hours)
 - Passing the national EPPP exam
 - Passing a state laws test
 - And, in some states, passing an oral examination
-
- Remember to apply for graduation
 - Need to be registered for 3 hours the semester you plan to graduate
 - Completion of internship

XIII. Timeline by Year in Program

1. First Year
 - A. Obtain liability insurance, join APA
 - B. Pass Human Subjects exam for UGA IRB
 - C. Begin first year research project. Form a first year project committee.
 - D. Take care of any course waivers or course substitutions.

2. Second Year
 - A. Present first year project in fall at the department poster session.
 - B. Form program of studies committee
 - C. Complete program of studies
 - D. Form dissertation committee
 - E. Take comprehensive exams (note: all requirements must be fulfilled two weeks prior to the written exam)

3. Third Year
 - A. Apply for internship
 - B. Write and defend prospectus
 - C. Finish all course requirements

4. Fourth Year
 - A. Complete APA approved internship
 - B. Defend dissertation
 - C. Graduation

*Note: The Ph.D. degree in Counseling Psychology cannot be conferred until all requirements (courses, dissertation, and internship) have been met. Some students may either (a) elect to take longer than three years before beginning internship or (b) take longer to finish their dissertation. These decisions will impact the graduation date and in some cases employability until the dissertation is completed. Please confer with your advisor and/or DOT regarding your timeline towards completion.

XIV: Other Institutional and Department Policies

<http://www.gradsch.uga.edu>

Communication

Students must obtain a university e-mail address. All official notifications from the University and the Department will be sent to that address. Students are also assigned mailboxes. It is important to check your mailbox and e-mail on a regular basis. In general, it is best to communicate with office staff via mailboxes and e-mail. This method minimizes office traffic and unnecessary interruptions for staff members.

Professional Organizations

Students are expected to join APA, Division 17, and other professional organizations as their interests dictate.

Professional Liability Insurance

Students are required to have current professional liability insurance on file with the trading director. Insurance can be obtained through APA or ACA. No clinical work can be done without the insurance being on record.

XV: APA Codes of Ethics

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

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

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

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

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

2. Competence

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

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

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

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

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

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

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

2.03 Maintaining Competence Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards [2.01e, Boundaries of Competence](#), and [10.01b, Informed Consent to Therapy](#).)

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

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

(b) When psychologists become aware of personal problems that may interfere with

their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard [10.10, Terminating Therapy.](#))

3. Human Relations

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

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

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

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

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

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

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

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

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

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

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

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

3.09 Cooperation With Other Professionals When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard [4.05, Disclosures](#).)

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

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

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

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

3.11 Psychological Services Delivered To or Through Organizations (a)

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

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

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

4. Privacy And Confidentiality

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

4.02 Discussing the Limits of Confidentiality (a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of

giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard [3.10, Informed Consent](#).)

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

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

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

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

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

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

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

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

4.07 Use of Confidential Information for Didactic or Other

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

5. Advertising and Other Public Statements

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

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

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

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

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

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

5.03 Descriptions of Workshops and Non-Degree-Granting Educational

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

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

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

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

6. Record Keeping and Fees

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

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

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

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

6.03 Withholding Records for Nonpayment Psychologists may not withhold

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

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

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

(c) Psychologists do not misrepresent their fees.

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

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

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

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

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

7. Education and Training

7.01 Design of Education and Training Programs Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard [5.03, Descriptions of Workshops and](#)

Non-Degree-Granting Educational Programs.)

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

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

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

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

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

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

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

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

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

8. Research and Publication

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

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

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

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

8.04 Client/Patient, Student, and Subordinate Research Participants (a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.10 Reporting Research Results (a) Psychologists do not fabricate data. (See also Standard [5.01a, Avoidance of False or Deceptive Statements](#).)

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

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

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

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department

chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

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

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

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

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

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

9. Assessment

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

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

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

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

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

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

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

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

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also [Standards 2.05, Delegation of Work to Others](#); [4.01, Maintaining Confidentiality](#); [9.01, Bases for Assessments](#); [9.06, Interpreting Assessment Results](#); and [9.07, Assessment by Unqualified Persons](#).)

9.04 Release of Test Data (a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists

may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard [9.11, Maintaining Test Security](#).)

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

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

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

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

9.08 Obsolete Tests and Outdated Test Results (a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

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

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

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

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

9.10 Explaining Assessment Results Regardless of whether the scoring and

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

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

10. Therapy

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

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

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

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

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

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

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

10.05 Sexual Intimacies With Current Therapy Clients/Patients Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients (a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

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

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

10.10 Terminating Therapy (a) Psychologists terminate therapy when it becomes

reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

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

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

XV. Department of Counseling and Human Development Services

The following *Statement of Receipt* must be submitted to the Program Coordinator

STATEMENT OF RECEIPT	
<p>I acknowledge receipt of the Graduate Handbook for the Department of Counseling and Human Development Services. I understand that I am responsible for the information, policies and procedures contained therein and that it is my responsibility to seek clarification for any information I do not understand.</p>	
_____	_____
Student Name (Print)	Student Signature
_____	_____
Program Name (Print)	Date

*** SIGN AND TURN IN UPON RECEIPT ***