Counseling and Human Development Services

Graduate Student Handbook

2013 - 2014

Department of Counseling and Human Development Services
The University of Georgia

This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin [http://www.uga.edu/gradschool/bulletin/] that outlines official policies of the Graduate School.
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I. Athens and The University of Georgia (UGA)

Chartered by the Georgia General Assembly January 27, 1785, in Savannah, The University of Georgia is America’s first state chartered university and the birthplace of the American system of public higher education. The university was actually established in 1801 when a committee of the board of trustees selected a land site. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract of 633 acres on the banks of the Oconee River in northeast Georgia. He named the land Athens in honor of the Greek city that was the center of culture and learning during ancient times.

The University of Georgia is a land-grant and sea-grant institution, and serves as the state’s most comprehensive and diversified academic institution. As the "Flagship" institution in the state-wide system of 31 higher education institutions, the University serves approximately 33,000 undergraduate and graduate students in a myriad of academic majors and professional disciplines. With a proud heritage marked by distinctive achievement in a wide range of academic and human service areas, the University continues to grow in its stature and reputation. The University’s commitment to excellence takes shape in three central missions: (1) To disseminate knowledge through teaching in the academic disciplines and fields of professional study that make universities distinctive; (2) To advance knowledge through research, scholarly inquiry, and creative arts; and (3) To provide service to the public through consultation, technical assistance, short-term instruction, training, and other opportunities for continued learning, growth, and development.

Sixteen colleges and schools, with auxiliary divisions, carry on the university’s programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; D. B. Warnell School of Forest Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001, College of Public Health, 2006, the Eugene Odum School of Ecology, 2007, and the MCG/UGA Medical Partnership, 2009. The Division of General Extension, now the Georgia Center for Continuing Education, was incorporated into the university in 1947.

In 1931 the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the board of regents. The board of regents’ executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Known internationally as a college music scene, and as a host to some of the most exciting events of the 1996 Olympics, Athens is a comfortable and inviting town. Its climate is relatively mild, and its location near the Great Smoky Mountains as well as the coastal islands off Southeast Georgia and its close proximity to Atlanta make Athens an appealing city.
II. The College of Education (COE)

Formally joining The University in 1908 as The Peabody School of Education, and named The College of Education in 1932, our college has grown in size and distinction over the years. As one of the largest and most diverse institutions of its kind in the country, COE consistently ranks among the top tier schools of education in the country. In addition to serving the needs of students in 18 undergraduate majors, COE offers programs of study in over 90 graduate programs, including fields leading to careers in such diverse disciplines as education, medicine, behavioral sciences, technology, and the performing arts. The College of Education enrolls a student body of more than 4,500 students per year, and employs a full-time faculty of more than 220. With annual external funding approximating $11 million, COE pursues a rigorous commitment to excellence in instruction, research, and service.

III. The Department of Counseling and Human Development Services

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares counseling and student affairs professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical and practical experiences, and the expertise of its faculty, the department maintains its perennial ranking by U.S. News and World Report as one of the nation’s top 10 graduate programs in its field.

The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as K-12 schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

There are approximately 250 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs across three campuses:

**Master’s Degree Programs (M.Ed. or M.A.)**
- College Student Affairs Administration
- Professional Counseling with specializations in Community Counseling and School Counseling

**Educational Specialist's Degree Program (Ed.S.)**
- Professional School Counseling (Gwinnett)

**Doctoral Degree Programs (Ph.D. & Ed.D.)**
- College Student Affairs Administration
- Counseling and Student Personnel Services (P-16 emphasis) (Gwinnett)
- Counseling Psychology
- Student Affairs Leadership (Griffin)

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by
program and by degree level, the goal is to provide students with personal assistance in program planning, monitoring, evaluation and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of the present document is merely introductory and should not be considered exhaustive or comprehensive.

IV. The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin (located at http://www.grad.uga.edu/bulletin/) is the official document that guides students throughout their tenure as graduate students at The University of Georgia. Although each academic program publishes its own Student Handbook for internal guidance, it is the Graduate Bulletin that serves as the students’ official handbook. After matriculation, students are advised to adhere to official guidelines and deadlines of the Graduate School. Students will be required to follow the specific policies and procedures of their degree program as outlined in their program's handbook and other related documents. Applicants can find current issue information by searching for prefix “ECHD” at: http://bulletin.uga.edu/CoursesHome.aspx.

V. Student Resources

Mailboxes: Graduate students in Professional Counseling (School and Community), Counseling Psychology, and Student Affairs have mailboxes in 408 Aderhold Hall. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

E-mail: Every UGA student must have a UGA mail account called “My ID.” You can obtain this online at http://www.uga.edu/myid/. Students should become proficient with the UGA e-mail since all program and departmental notices will be posted on e-mail through your UGA account.

Computer Access and Copying: Students do not have access to department resources such as the copy machine, microwave, refrigerator, or other office supplies unless directly related to teaching an assignment or if they are assisting faculty. Likewise, the staff offices are not to be entered or used without permission, and staff computers cannot be used for student purposes.

The Office of Information Technology (OIT): Provides computer facilities and other services for the College of Education. The main office for OIT is room 232 Aderhold (706) 542-8007.

OIT maintains computer labs in Aderhold and Ramsey for students in the College of Education. Room 214 in Ramsey has 19 Windows based computers. Aderhold offers 2 computer labs; room 227 has 15 MACs, room 228 has 20 PCs. There is a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft.
Office (Word, Excel, Power Point, and Access), WordPerfect, SPSS, SAS, SYSTAT, E-mail, the internet, and many electronic library databases. There are other computer labs across campus operated by the University Computing Network Service.

A schedule is posted outside the doors of the computer labs indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office inside the computer lab and, if available, can assist with computer problems. However, students are responsible for learning the software programs.

**Libraries:** The College Student Affairs Administration program maintains a journal collection in 413 Aderhold. Material should not be removed without permission of a faculty or staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the UGA libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is **GIL**, which allows you to search the library catalog for materials in libraries. And the second is **GALILEO**, which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. Other useful references available on the internet are indexed at the references library home page, [http://www.libs.uga.edu](http://www.libs.uga.edu). **GIL** and **GALILEO** can be accessed from the computer labs, computers in the libraries, or the internet (some of the **GALILEO** databases are restricted to on-campus use only).

**Enrollment for Graduate Assistantship:** UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during both the fall and spring semester. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. All students on assistantships should register for ECHD 7005 (master students) or ECHD 9005 (doctoral students). Each of these specific numbers serve as a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements and cannot be used on your program of study; however, you may have periodic meetings called throughout the semester associated with your registration for these credit hours. In some instances, students who have teaching assistantships will register for teaching related courses.

**Other Financial Aid:** The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs including grants and work-study for qualified students. Contact the Office of Student Financial Aid in the Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community. In addition, COE offers scholarships. For further information contact the Student Services Office (706-542-1717).

**Registration:** First-year students should be registered for fall classes well before orientation. Subsequently, registration typically begins prior to the end of the semester when students meet with their advisors/major professors to fill out advisement forms. Nikki Williams, located in 402 Aderhold, will use the forms to clear students for registration. Once cleared to register, students use OASIS to complete the registration process.
VI. Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website: [http://www.hr.uga.edu/benefits/stuins/stuins.html](http://www.hr.uga.edu/benefits/stuins/stuins.html)

Some students are required to have health insurance. This website will cover all up-to-date information about health insurance for graduate students. It is your responsibility to comply with the regulations.

VII. Graduate Travel Support

The Department of Counseling & Human Development Services has the opportunity to award students limited travel funding for travel related to their program. A student receiving an invitation to present a paper at a professional meeting may submit a travel funding request to the Department of Counseling & Human Development Services for travel before June 30, 2012. The applicants should meet with the departmental accountant to complete a Travel Authority to be submitted with proof of acceptance to present and an abstract of the paper/research. The maximum award will be limited to $150 based on factors such as prevailing costs at the meeting site, distance traveled to the site and whether the meeting is national or regional. Doctoral students will receive priority.

The Graduate School is offering travel funding for students who will be presenting research at meetings or conferences of regional or national importance. The amount of these awards is based on travel distances and areas of the meetings. The applications will be submitted to the Graduate School by the departmental accountant as a group. The packet should be submitted to the department at least two weeks before the deadline in order to gather signatures, etc. More information regarding this travel funding can be found at: [http://www.uga.edu/gradschool/financial/travel.html](http://www.uga.edu/gradschool/financial/travel.html)

The College of Education’s Research Office is offering travel funding to encourage COE students to grow professionally by encouraging them to write and present, on a first author basis, at major significant conferences. All requests are to be submitted to the departmental accountant at least one week before the application deadline. More information regarding this travel funding can be found at: [http://www.coe.uga.edu/research/research-resources/graduate-research/gradtravel/](http://www.coe.uga.edu/research/research-resources/graduate-research/gradtravel/)

Graduate Student Travel – Coversheet
Request for Graduate Student Travel Support

Title of Paper to be Presented: ______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Name and Department Affiliation of First Author: _______________________
_________________________________________________________________
_________________________________________________________________
Student Status of First Author (circle applicable categories):
1. Prospective Candidate for: Ph.D./Ed.D.  M.Ed. / M.A.  Other___
2. Full-Time Student  Part-Time Student
3. Currently Enrolled:  Yes  No
Names/Affiliations of other Authors (if applicable): _______________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Name of Conference or Meeting: ______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Dates: ______________________  Location: _________________________

Endorsements*  Major Professor: ________________________________  
Graduate Coordinator (or Department Head): __________________________

* Please check that all eligibility criteria have been met before endorsing and forwarding this request for graduate student travel support,
This online travel expense form needs to be filled out, signed, and submitted to the departmental accountant, Bobbie Ray, in order to be considered.

**The University of Georgia**
University System of Georgia
Travel Expense Statement

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Explain any unusual amounts for subsistence:

State use Mileage
(Must be supported by automobile mileage record on reverse side)

0.0 Miles @ 0.28 Cents Per Mile

Total Travel Expense

Miscellaneous Expenses (Explain in section on reverse side)

Total:

Grand Total

I, ____________________, under penalty of a fine for false statements subject to imprisonment for not more than five years, hereby certify that the above statements are true and I have incurred the described expenses, and the state mileage in the discharge of my official duties for the state.

Approved ____________________ Signed ____________________ Date ____________________
VIII. Academic Honesty

Required Conduct

Members of the University Community. Any member of the University community who has personal knowledge of facts relating to an alleged violation of this policy has a responsibility to report that alleged violation to the Office of the Vice President for Instruction as provided in this policy. Required conduct includes, but is not limited to, participating in a discussion with the student believed to have violated the policy and truthfully answering questions and providing documentation of the matter to an Academic Honesty Panel.

Instructors. This policy provides the exclusive procedure for handling matters related to student academic dishonesty at the University of Georgia. Instructors have a responsibility to report alleged violations to the Office of the Vice President for Instruction as provided in this policy, and should do so within fifteen (15) days of discovering the possible violation. Instructors have the responsibility to take reasonable steps to inform students of the academic honesty rules that apply to particular academic work and the specific types of academic assistance that are permissible in connection with that academic work. Additionally, each instructor shall take reasonable steps to foster a climate of academic honesty. The failure of an instructor to meet these responsibilities, however, shall not be a defense to an accusation of academic dishonesty against a student.

Students. The enrollment of a student at the University constitutes the student’s agreement to be bound by this policy. Every student has an obligation to be informed concerning the terms of this policy. Lack of knowledge of the provisions of this policy is not an acceptable response to an allegation of academic dishonesty.

Related Faculty and Staff Conduct Policies. Any discipline of a member of the University community other than a student for violation of this policy shall proceed under policies of the University applicable to faculty and staff conduct.

Prohibited Conduct

No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

Examples of Academic Dishonesty. The following acts by a student are examples of academically dishonest behavior:

a. Plagiarism - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
   i. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
   ii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
   iii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
iv. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
v. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.

b. Unauthorized assistance - Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor. Examples of prohibited behavior include, but are not limited to, the following when not authorized:
i. Copying, or allowing another to copy, answers to an examination;
ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
iii. Giving or receiving answers to an examination scheduled for a later time;
iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
vi. Unauthorized use of a programmable calculator or other electronic device.

c. Lying/Tampering - Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or to any University official for failure to attend an exam or to complete academic work;
ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
iii. Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
v. Damaging computer equipment (including removable media such as disks, CD's, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
vi. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;
vii. Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.
d. Theft - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

e. Other - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

“Academic Work” means any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the University. Academic work includes, but is not limited to, dissertations, theses, examinations, exercises, quizzes, term papers, required drafts of assignments, required attendance, reports, performances, presentations, artwork, laboratory work, and scientific experiments. Academic work can take any form including, but not limited to, written, oral, magnetic or electronic form. Academic work includes, but is not limited to, work in connection with regular University courses or program of study (whether conducted at the Athens campus or other UGA location), independent study courses at any location, courses offered through the University’s Continuing Education and Distance Learning Program at any location, or study abroad courses offered by the University.

For more information, please see [http://honesty.uga.edu/ahpd/ACOH%20May%20'07.pdf](http://honesty.uga.edu/ahpd/ACOH%20May%20'07.pdf).

### Procedures for Resolving Matters of Alleged Academic Dishonesty

**Action Prior to Any Finding.** The instructor shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. That instructor may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions. Requests for a course withdrawal or delete will not be approved unless it is determined that no violation occurred.

**Facilitated Discussion.** When an instructor believes that an incident of academic dishonesty occurred, s/he should contact the Office of the Vice President for Instruction. The Office of the Vice President for Instruction will notify the student of the report. A meeting will be scheduled and a Facilitator will be provided for a fair and focused discussion about what may have occurred. The instructor(s) who reported the matter, the student(s) believed to have violated the policy, and the Facilitator are the only participants in a Facilitated Discussion. These Discussions may not be recorded. The instructor and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequence(s). If no resolution is agreed upon, the matter will be forwarded to a Continued Discussion with an Academic Honesty Panel which will determine the outcome of the allegation. A plea of no-contest (i.e., a plea which does not admit guilt but which accepts a particular consequence) is not permitted under this policy.

**Continued Discussion.** The meeting with the Academic Honesty Panel is a continuation of the Facilitated Discussion conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel. When a Continued Discussion is scheduled, a written
notice including a brief description of the alleged dishonesty, shall be delivered to the student, the instructor, and the Facilitator assigned by the Office of the Vice President for Instruction. The notice shall state the date, time and place of the meeting.

The notice shall be signed by a person designated by the Office of the Vice President for Instruction. The statement shall be delivered by certified U.S. mail to the student and by campus or regular U.S. mail to the instructor and the Facilitator. The notice shall be deemed delivered when mailed, even if the student fails or refuses to sign the return receipt for that notice.

The student(s) and the instructor(s) who reported the matter have the right and responsibility to be present and to speak truthfully at the Continued Discussion. If either the student or the instructor has been notified of the meeting as required by this policy and fails to attend, the Panel may proceed to determine if a violation occurred and if so, establish a consequence.

The instructor(s) who reported the matter, the student(s) believed to have violated the policy, the Facilitator, and the Academic Honesty Panel are the only participants allowed to make statements and ask questions in a Continued Discussion unless the Facilitator determines that the student and/or instructor need assistance due to a disability or language barrier.

The student and instructor may each have one advisor present at the meeting. The advisors may not address the panel or other parties in attendance. In addition, a Continued Discussion will not be scheduled or postponed based on an advisor's schedule.

A Facilitator assigned by the Office of the Vice President for Instruction shall moderate the Continued Discussion. The Office of the Vice President for Instruction is charged to create A General Procedures for Continued Discussion, outlining procedures which ensure fundamental fairness in the process of the meeting. These procedures will be available by request.

During a Continued Discussion, the instructor who made the accusation has the responsibility to demonstrate to the Academic Honesty Panel that it is more likely than not that the student violated this policy. The Continued Discussion shall be tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the Academic Honesty Panel meeting shall remain the property of the University.

Following the meeting with the instructor and the student, the panelists shall meet in private and render a written decision, including the consequences when the student has been found in violation of the policy. Except for that written decision, no record of these deliberations shall be maintained. If a majority of panelists believe that the instructor has not demonstrated that it is more likely than not that a violation occurred, the student must be found not to have violated this policy. A consequence may be imposed by the Panel only when the majority of the panelists find the instructor has met this responsibility.

Within five (5) days following the completion of the Continued Discussion, a copy of the decision shall be delivered by separate letters to the student, the instructor who reported the accusation, the instructor under whose supervision the academic work in question was performed, and the Facilitator. The decision of the Academic Honesty panel shall be mailed by the Office of the Vice President for Instruction to the student by certified U.S. mail and to the instructor(s) and Facilitator by campus or regular mail. That notice shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.
**Action on Determination of Innocence.** If it is determined that no violation occurred, the instructor shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that instructor of a notice of that student’s final determination of innocence. For this purpose, “final determination” means that agreement is reached between the instructor and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the instructor in order that the appropriate grade made be entered. If on appeal, the student is found not in violation of this policy, notification to the instructor will be sent from the Office of the President.

**Multiple Violations Review Board.** If an Academic Honesty Panel determines that a subsequent violation occurred or a student acknowledges the subsequent violation during a Facilitated Discussion, the Multiple Violations Review Board will be convened to meet with the student and the Coordinator for Academic Honesty or his/her designee to determine additional consequences for the multiple violations.

When a meeting of the Multiple Violations Review Board is scheduled, a written notice including a brief description of the alleged dishonesty shall be delivered to the student. The notice shall state the date, time and place of the meeting.

The notice shall be signed by a person designated by the Office of the Vice President for Instruction. The statement shall be delivered by certified U.S. mail to the student and shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

The student has the right and responsibility to be present and to speak truthfully at the meeting with the Multiple Violations Review Board. If the student has been notified of the meeting as required by this policy and fails to attend, the Board may proceed to determine the consequence.

The student who violated the policy more than once, the Coordinator for Academic Honesty, and the Multiple Violations Review Board members are the only participants allowed to make statements and ask questions during the meeting unless it is determined that the student needs assistance due to a disability or language barrier.

The student may have one advisor present at the meeting. The advisor may not address the Board. In addition, a Multiple Violations Review Board Meeting will not be scheduled or postponed based on an advisor’s schedule.

The meeting shall be tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the meeting shall remain the property of the University.

Following the meeting with the student, the Board shall meet in private and determine the consequences for the multiple violations. Except for that written decision, no record of these deliberations shall be maintained.

Within five (5) days following the meeting with the Multiple Violations Review Board, a copy of the decision shall be delivered by the Office of the Vice President for Instruction to the student. 
by certified U.S. mail. That notice shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

**Appeal.** The instructor may not appeal any decision of an Academic Honesty Panel or the Multiple Violations Review Board. A student who has been suspended or expelled from the University or whose degree has been revoked may appeal the decision and consequence to the President of the University (or his/her designee). These appeals are a matter of right as provided in Board of Regents Policy.

A student who receives a lesser consequence may petition the Office of the President for a review of the matter. A review by the President in such cases is not a matter of right, but is within the discretion of the President. Board of Regents policy requires a final decision of the President on discretionary appeals prior to any petition to the Board.

A student who is found to have violated this policy may only appeal the finding based on one or more of the following grounds: 1) a reasonable Academic Honesty Panel could not have found that the instructor met the responsibility to demonstrate a violation occurred based on what appears in the record; 2) the consequences imposed were unreasonably harsh; 3) the student was denied a right under this policy and the denial materially affected the decision; or 4) new or additional evidence has been found since the Continued Discussion or the Multiple Violations Review Board meeting.

The appeal or petition for review to the President must be written by and signed by the student and must state the grounds and argument of the appeal. It must be delivered to the Office of the President of the University within five (5) days following the date of delivery to the student of the final decision by the Academic Honesty Panel or the Multiple Violations Review Board.

The decision of the President of the University shall be rendered in accordance with Board of Regents policies and mailed to both the student and the instructor who reported the violation. That decision must be written and include the reason for the decision. Any final decision of the University President may be appealed only in the manner provided by the policies of the Board of Regents of the University System of Georgia.

**Consequence(s) for Honesty Violations**

**Facilitated Discussion.** The instructor and student may reach an agreement about the appropriate consequence(s) for a dishonesty violation keeping in mind that the process should be educational for the student who violated the policy yet fair to other students who have honestly completed the academic work.

**Student’s Right of Rescission.** The student has the right to rescind a Facilitated Discussion agreement by notifying the Office of the Vice President for Instruction within 5 working days from the date the agreement form is signed. If the agreement is rescinded, an Academic Honesty Panel will be convened to determine if academic dishonesty occurred and if so, to assign the appropriate sanction(s) for the violation.

**Academic Honesty Panel.** A student found in violation by the Academic Honesty Panel must receive either a “0” or the lowest possible grade on the academic work under the grading system for that course. In addition, one or more of the following consequences must be assigned:
1. Final course grade of “F”
2. Placement of a dishonesty transcript notation which states: Academic Honesty Violation as Determined by the Office of the Vice President for Instruction, that must remain until the student is not enrolled as a student at the University and two years after the date upon which the Academic Honesty Panel entered its final decision.
3. Suspension.
4. Dismissal.
5. Expulsion.
The Academic Honesty Panel may impose additional consequences in addition to the minimums above. If the Academic Honesty Panel finds that extraordinary circumstances warrant the imposition of a consequence less than the minimums described above, the Academic Honesty Panel shall state in writing the reasons for the extraordinary circumstances and why the assigned consequence is considered appropriate.

If the dishonesty transcript notation is imposed as a consequence, the student may petition the Office of the Vice President for Instruction in writing to remove the notation at the appropriate time. This request will be granted only if no additional violations of academic honesty against that student have been found at any time and no additional allegations of dishonesty are pending at this University or any other institution of higher education. The student’s petition must grant the Office of the Vice President for Instruction permission to verify that information.

**Multiple Violations Review Board.** If an Academic Honesty Panel determines that a subsequent violation occurred or a student acknowledges the subsequent violation during a Facilitated Discussion, the Multiple Violations Review Board will be convened to meet with the student and the coordinator for academic honesty or his/her designee to determine additional consequences for the multiple violations.

The student must receive a permanent dishonesty transcript notation and at least one of the following consequences:
1. Suspension
2. Dismissal
3. Expulsion

If the Board determines that extraordinary circumstances warrant the imposition of a sanction less than one of the minimums, a detailed written rationale must be provided to the Office of the Vice President for Instruction and the student.

**Effective Date for Suspension, Dismissal, or Expulsion.** A student who acknowledges a violation or is found in violation prior to the mid-point withdrawal deadline of the term and is suspended, dismissed, or expelled for the violation will be administratively withdrawn from the current term’s courses. If the student acknowledges the violation or is found in violation after the mid-point of the term, the student will be allowed to complete the current term, after which the suspension, dismissal, or expulsion will go into effect.

**Failure to Comply with Consequences.** If a student fails or refuses to comply with the requirements or consequences for a dishonesty violation, the Office of the Vice President for Instruction may convene an Academic Honesty Panel whose sole purpose shall be to determine if the student failed or refused to comply with the requirements or consequences assigned. If it is determined that the student did fail or refuse to comply, the panel may impose additional consequences deemed appropriate for the violation.
Relationship to Non-Academic Misconduct Policy
It is possible that a student will commit one act allegedly violating both this policy and one or more other University policies. If a student has allegedly violated the academic honesty policy in addition to one or more other University policies by the same act, the Office of the Vice President for Instruction shall proceed to handle the academic matter under the procedures of this policy.

The University recognizes the possibility that criminal prosecution or civil case in a court of law (or both) may arise out of the same facts which are subject of an academic dishonesty proceeding under this policy. The commencement of any such proceeding shall not prevent or delay any proceeding under this policy. The imposition of a consequence or the award of damages or other relief in any such proceeding shall not prevent or delay the imposition of a consequence under this policy.

Law School and College of Veterinary Medicine
As of the date of the adoption of this policy (and continuing until such time as this provision is amended by University Council), the University of Georgia School of Law and the College of Veterinary Medicine each have a separate policy concerning academic dishonesty. Any alleged act of academic dishonesty by a University of Georgia law student or veterinary medicine student in connection with academic work supervised by faculty of the University of Georgia School of Law or College of Veterinary Medicine shall be subject to the policy of that school and shall not be subject to this policy.

Mandatory annual report on academic honesty cases
The Office of the Vice President for Instruction has exclusive responsibility for overseeing all policies and procedures related to academic dishonesty at the University. That Office shall submit a written report to the University Council during fall term of each year. That report shall cover the period from fall semester of the preceding calendar year through summer semester of the current year.

Access to records
The records concerning any accusation made under the University’s academic honesty policy are not open to the public. Those records, or any part thereof, will be made available to people other than the student only upon receipt of a written request by the student in a form as required by the Office of the Vice President for Instruction or in accordance with the University’s FERPA policy.

IX. Faculty and Staff

Staff Members:

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Tonya Cox, Administrative Associate I, 402C Aderhold Hall, 706-542-1812
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Bobbie Ray, Senior Accountant, 408A Aderhold Hall, 706-542-2124  
Email: bnray@uga.edu

Nikki Williams, Academic Advisor II, 402E Aderhold Hall, 706-542-1813  
Email: nikkiw@uga.edu

Faculty:

Faculty members maintain their own schedules; therefore, appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent message. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Below is an alphabetical listing of the faculty with brief notes about their interest and primary instructional assignments (CSAA-M, College Student Affairs Administration Master’s Program; CC, Community Counseling; SC, School Counseling; CP, Counseling Psychology; CSAA-D, College Student Affairs Administration Doctoral Program; CSPS, Counseling & Student Personal Services (P-16 emphasis); RLST, Recreation and Leisure Studies; SAL, Student Affairs Leadership).

Deryl F. Bailey: Associate Professor (Ph.D., University of Virginia); Research interests include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, and professional development for school counselors. SC, CSPS  
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Georgia B. Calhoun: Professor and Coordinator of the Community Counseling M.Ed. Program (Ph.D., University of Georgia); Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution. CC, CP  
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Linda F. Campbell: Professor and Director of the Center for Counseling and Personal Evaluation, (Ph.D., Georgia State University); Research interests include psychotherapy process/outcome studies cognitive behavioral therapies, counseling supervision, and psychology of exercise. CP, CC  
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Diane L. Cooper: Professor and Department Head (Ph.D., University of Iowa); Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations. CSAA-M, CSAA-D, CSPS, SAL  
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**Jolie Daigle:** Associate Professor and Coordinator of the School Counseling M.Ed. Program (Ph.D., University of New Orleans); Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families. SC, CSPS
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**Laura Dean:** Associate Professor and Coordinator of the College Student Affairs Administration M.Ed. Program (Ph.D., University of North Carolina, Greensboro); Research interests include small college environments, student affairs standards of practice and college counseling issues. CSAA-M, CSAA-D, CSPS, SAL
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**Edward Delgado-Romero:** Professor, Coordinator of the Counseling Psychology Ph.D. program, and CHDS Graduate Coordinator, (Ph.D., University of Notre Dame); Research interests include multicultural counseling, Latino/a psychology, and race and racism in therapy process. CP
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**Merrily S. Dunn:** Associate Professor and Coordinator of the College Student Affairs Administration Doctoral Program, (Ph.D., The Ohio State University); Research interests include identity development; living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues. CSAA-M, CSAA-D, SAL
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**Brian A. Glaser:** Professor (Ph.D., Indiana State University); Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations. CP, CC
Email: [bglaser@uga.edu](mailto:bglaser@uga.edu)

**Karen Griffith:** Academic Professional (Ph.D., University of Georgia); Research interests include building resiliency in children, small group counseling, linking school counseling services to student achievement, and professional development for school counselors. CSPS
Email: [kgg9443@uga.edu](mailto:kgg9443@uga.edu)

**Natoya H. Haskins:** Assistant Professor (Ph.D., The College of William & Mary); Research interests are multicultural perspectives, school counselors’ interventions with special populations, and school counselor advocacy instrument development. CSPS, SC
Email: [nhaskins@uga.edu](mailto:nhaskins@uga.edu)

**Bernadette D. Heckman:** Associate Professor (Ph.D., Washington University). Her research and clinical work have been in the areas of HIV/AIDS, substance use, and headache. She was the recipient of the Ohio Psychological Association’s Mark Sullivan Early Career Award “in recognition of contributions to the field of psychology and/or psychological health of individuals that address diversity and the unique needs of diverse individuals and populations.” CP
Email: [bheckman@uga.edu](mailto:bheckman@uga.edu)

**Linda D. Hughes:** Public Service Assistant (Pharm.D., University of Colorado). Educational and professional experiences are in the area of pharmacy education. Interests are in the areas of pharmacy, pediatrics, effects of medication on behavior, and medication therapy management. All programs
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Corey W. Johnson: Associate Professor and Coordinator of the Undergraduate and Graduate programs in Recreation and Leisure Studies, (Ph.D., University of Georgia); Research interests include gender and sexual orientation in the cultural context of leisure and recreation services and how to use advocacy, activism, service-learning, community engagement, and agency partnerships to create unique learning opportunities for individuals (students, faculty, and community members) and institutions (university, community agencies, and government), increasing the quality, level, and number of services in a given community. RLST
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Douglas A. Kleiber: Professor (Ph.D., University of Texas); Social psychology of leisure and sport, life span development, motivation, leisure education. RLST
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Chris Linder: Assistant Professor (Ph.D., University of Northern Colorado); Research interests include race and gender in higher education, college student identity development, and inclusive campus environments. CSAA-M, CSAA-D, SAL
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Candace Maddox: Academic Associate and Coordinator of the Ed.D. in Student Affairs Leadership Program (Ph.D., University of Georgia); Research interests include black identity development, qualitative research methods, psychosocial development, and supervision practices. CSAA-M, CSAA-D, SAL
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Richard Mullendore: Professor (Ph.D., Michigan State University); Research interests include student orientation programs and parents of today's college students. CSAA-M, CSAA-D
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Pamela O. Paisley: Professor and Co-Coordinator of the Professional School Counseling Ed.S. Program, (Ed.D., North Carolina State University); Research interests in expressive and play media intervention outcome assessment, school counseling professional development, counseling supervision, developmental interventions with children and adolescents, consultation, and roommate satisfaction. SC, CSPS
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Rosemary E. Phelps: Professor (Ph.D., University of Tennessee); Research interests in multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, scale construction, roommate satisfaction, and preparing future faculty. CP
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Pedro Portes: Professor (Ph.D., Florida State University); Executive Director of CLASE and the Goizueta Foundation Distinguished Chair of Latino Teacher Education.
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Diane M. Samdahl: Professor, (Ph.D., University of Illinois); Research interests in sociology and social psychology of leisure, research methodology, leisure and gender, leisure theory. RLST
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Anneliese A. Singh: Associate Professor, (Ph.D., Georgia State University); Research interests in multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors. SC
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V. Gayle Spears: Clinical Associate Professor (Ph.D., University of Kentucky); Interests include women’s issues and feminist therapy, clinical intervention with children, and developmental disabilities. CP, CC
Email: gspears@uga.edu

Alan E. Stewart: Associate Professor (Ph.D., University of Georgia); Research interests include trauma, death, and loss following motor vehicle crashes, family roles, relationships and emotional processes, ecological/environmental psychology, and professional development in psychology. CC, CP
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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.

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http://www.apa.org/ed/accreditation/
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 we 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.

You are in our Program because you demonstrated great potential and promise for development as a scientist-practitioner in Counseling Psychology. As you begin your training, the onus is now on you to realize this potential by successfully meeting the challenges and requirements for development as a psychologist-in-training.

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 is 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, (d) develop multicultural competency, and (e) 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 required to join a research team and 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 and competencies required to begin internship. 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 (and internationally) with the American Psychological Association, divisions of APA, and other related psychological organizations 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, the Association of Black Psychologists, 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 students in our department are able to conduct all of their clinical and practicum requirements through the Center for Counseling and Personal Evaluation (CCPE), the Juvenile Counseling and Assessment Program (JCAP) or other approved sites. In addition, doctoral students 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 as a program that is focused on social justice and interdisciplinary 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 or five 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.

The Counseling Psychology Program Faculty
Dear Students,

On behalf of the current counseling psychology doctoral students, I would like to welcome all of you to the Counseling Psychology Doctoral Program at UGA. It is truly exciting that you are joining us! Working towards a Ph.D. is an incredible opportunity, and we all think that you have made the right choice by embarking on this journey at UGA.

We strive to be a supportive and collaborative program, so that your experience here is full of growth and learning. All of us students are all available to offer support and guidance to you, so do not hesitate to email us with questions. The faculty are also welcoming and open to guide you along the way. Counseling Psychology Student Association (CPSA) serves as a resource for professional development for students. I encourage you to take advantage of this organization and the programming that it offers to better prepare you for the steps ahead.

Again, welcome to UGA! We are so glad that you’re here. Please use this handbook as a resource to help you efficiently plan your time in the program.

Go DAWGS!

Candice Crowell, MS (2012-2013) Counseling Psychology Doctoral Program Assistant
Chika Ofuani, M.Ed (2013-2014) Counseling Psychology Doctoral Program Assistant

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 (DOT). 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 Dagley, and Brian Glaser. Edward Delgado-Romero assumed the role in January 2007. Alan E. Stewart, a 1994 graduate of the Counseling Psychology Program, was the DOT for 2010-2011.

The department has consistently 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 program has distinguished itself for the quality of training provided to its students. The University, the Department, and the Program are very happy about the many accolades that have been bestowed upon the training experience as well as 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 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.

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. There is also an undergraduate degree in 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.

The Counseling Psychology Program, within the Department of Counseling and Human Development Services, is an APA accredited doctoral program, which typically accepts six to ten full-time students per year. APA will return to UGA in 2014 for a re-accreditation visit. One aspect of the training experience involves moving through the program with a clearly identified group (the cohort). Recently the faculty has worked towards making the cohort model more flexible to address the needs of students and to acknowledge their various career goals. The program requires a full time commitment and is designed to be completed in three to four years prior to the internship experience. The program emphasizes three major areas: research, clinical training, and service.

Early in their study, students are required 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 peers 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. Many of these papers emerge from participation in 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. Included in this team are efforts targeted at Latino/a populations, general issues of diversity and the PFF (preparing future faculty) initiative.

- **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.

- **County DFACS Psychological Assessment Project** provides psychological services including psychological assessments and group interventions to low income clients.

- **Health Psychology Research Team** provides opportunities in obesity, headache, chronic pain, and HIV research. It also provides services in the Healthy Fit program to assist with fitness and weight loss to community participants.

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

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 required 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 offer presentations, singly or in collaboration with a faculty member.

Training in clinical skills is a critical function of the program, and students are supported in acquiring clinical skills throughout their experience at UGA. Students can complete their clinical training at a few selected training sites including the Center for Counseling and Psychological Evaluation, JCAP and CAPS.

**CCPE**

The Center for Counseling and Psychological Evaluation, which is also commonly referred to as “the Center,” is a well established and widely recognized outpatient center, providing 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 and/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 both advanced doctoral students), and an administrative coordinator, Ms. Jill Kleinke.
The Juvenile Counseling and Assessment Program (JCAP) and The Gaining Insight into Relationships for Lifelong Success Program (GIRLS) were created as a means of addressing the issues of juvenile delinquency, contributing to the body of literature related to delinquency, and providing a training ground for graduate students who will assume professional positions working with these youth. JCAP/GIRLS works to address the psychological, emotional, and educational needs of court-referred youth and their families through a collaborative partnership between the Athens Clarke County Juvenile Court, the Department of Juvenile Justice, the Gainesville Regional Youth Detention Center, and the Department of Counseling and Human Development Services in the College of Education at the University of Georgia.

JCAP/GIRLS is based on a three-tier model of service delivery, student training, and research. The program serves delinquent youth across a variety of settings, provides training to students in a CACREP approved Community Counseling Program and APA approved doctoral program, and conducts research to advance the understanding of and development of effective treatment modalities for delinquency. This model allows emerging professionals to learn an effective, empirically based method to serve a therapeutically challenging population, while delivering quality services to offending youth in collaboration with a plethora of community agencies.

Each year, JCAP/GIRLS provides approximately 350 juvenile offenders with therapeutic services. These youth represent males and females of diverse racial/ethnic and socioeconomic groups, ranging in age from 9-17 years. JCAP/GIRLS clients attend any one of the public, private, or alternative schools in the community or may be residing in a regional youth detention facility. The degree of offenses committed by these youth also varies from status offenses (e.g., truancy) to felonies (e.g., aggravated child molestation). The three facets of the overarching JCAP/GIRLS paradigm of service, research, and training provide a manner in which to conceptualize delinquency and to address needed interventions from a social-learning-relational theoretical perspective.

Counseling & Psychiatric Services (CAPS) at the University of Georgia Health Center offers a 9-month, training experience for advanced doctoral students in Counseling/Clinical Psychology Programs to prepare students to work as generalists within a university counseling center. Practicum therapists are expected to perform intake assessments, individual therapy, phone triage, and walk-in evaluations. Additionally, they have the opportunity to participate in multidisciplinary team meetings, consult with psychiatric staff, perform outreach to university community, and co-lead a psychotherapy or psycho-educational group. The primary model used in supervision is an interpersonal approach to psychotherapy as described by Edward Teyber in his book “Interpersonal Process in Therapy: An Integrative Model.”
**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.

Core Counseling Faculty – these faculty serve as advisors and have research, teaching, and practice expertise in Counseling Psychology:
- Georgia Calhoun
- Linda Campbell
- Edward Delgado-Romero
- Brian Glaser
- Bernadette Heckman
- Rosemary Phelps
- Gayle Spears
- Alan Stewart

Note: COE Dean Arthur Horne is an emeritus member of the faculty.

**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 that 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 typical UGA student is highly qualified in terms of GPA and test scores, and usually has some research and clinical experience beyond what is required in a typical master’s program. One measure of the success and quality of the students in the program is their acceptance into excellent internships, and later, into professional positions. Our students have had success in obtaining internships at university counseling centers, VA hospitals, and other training sites. In addition, students publish refereed articles and present at national professional meetings at a solid rate. Our graduates are employed throughout the U.S. and the world as private practitioners, faculty, consultants, and educational administrators.
III. Training Model and Philosophy

The training philosophy and model is presented on the program’s web page (http://www.coe.uga.edu/chds/counselingpsych/model.html).

Unique features of the program:

- **Commitment to Students**: Faculty members regularly publish and present at professional meetings with doctoral students.

- **Research Opportunities**: Students are required 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, JCAP, CAPS or other approved sites.

- **Financial Assistance**: Faculty members work diligently to find assistantship opportunities for students, however financial assistance cannot be guaranteed given the current instabilities in the state and national economies. 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 during one’s residence in this program is strongly discouraged because it interferes with the student’s ability to be present and available for the learning experiences and requirements of the Program.** Any outside employment must be approved by the DOT and the individual’s advisor to prevent conflicts of interest and liability issues, as well as to ensure that any assistantship position in which the student is obligated receives 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.

- **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, Marriage and Family Therapy and Health Psychology.

  1. **Psychological Assessment** – Students can gain advanced training and experience in assessment. For example, students have gained experience in assessing learning disabilities as well as advanced assessment training in the community.
2. **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.

3. **Supervision** – The supervision track consists of a didactic course and the opportunity for several supervision practica of master’s students in their practicum and internship work.

4. **Marriage and Family Therapy** – The Counseling Psychology 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 advanced experience in marriage and family therapy.

5. **Health Psychology** – The health psychology track includes course work that prepares students to understand and practice on health related issues. An experiential component includes the Health Fit program, which gives students an opportunity to apply health psychology theory and practice.

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**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 that such diversity alone does not facilitate multiculturalism. However, we believe that a multicultural training environment includes individuals from demographic groups that are historically underrepresented in counseling psychology training programs and/or marginalized in society. We welcome a diverse student body and faculty.

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 and intellectual pursuit 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 typically have included a practicum and 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 and counseling skills, and case conceptualization/management. 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 by traveling to work with under-represented groups.

In addition, our students have numerous related experiences working with other projects, such as Violence Reduction in the Schools (the GREAT Schools and Families Program); Bully Busters(I-CARE); and work with students through the local schools. Some students also work with the program directed by Dr. Deryl Bailey, Empowering Youth Project, which works specifically with 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 to 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 clients, the elderly, persons with disabilities, sexual trauma survivors, homeless persons, and a large international student population at the University.

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 and 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 relating 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 Counseling Psychology Program does not mandate personal or group therapy as a part of training (APA Ethics Code, Standard 7.05); however, faculty may recommend counseling or psychotherapy 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, he or she is directed to speak to the faculty, 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 and Skills
  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) 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

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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

Conduct
Another way in which students will be evaluated pertains to their general attitudes, behaviors, and responses as these contribute to and reflect professional development as a counseling psychologist. The faculty evaluates these characteristics as students attend their classes and complete their practicum experiences. The characteristics that the faculty focuses upon include but are not limited to:

1. Positive and open attitude towards learning. Students are expected to enjoy learning for the sake of learning and to approach the learning experiences in the program with an open mind. In the ideal situation, students will become scholars within counseling psychology. At a minimum, students should find ways to become interested and engaged in the program’s learning experiences. Coming to classes, practicum, or supervisory meetings prepared, interested, and enthused will go far in creating a rewarding learning environment.

2. Respect for and celebration of diverse people and cultures. Students are expected to become aware of and open to the areas in which they need to grow and develop as psychologists with respect to diversity, as this term is broadly conceived. Students are expected to examine their own attitudes about people who are different from themselves and to behave in a manner that reflects this understanding of self and the appreciation of others who are different. Intentionally disparaging language (e.g., humor, epithets) or other offensive behaviors will not be tolerated and could result in dismissal from the program.

3. Punctuality and regularity in program participation. Students are expected to attend all classes and to come sufficiently ahead of the class starting time so that they are ready to work when the class begins. The Counseling Psychology
Doctoral Program is not a part-time program and is not geared to be a self-paced, come-at-your-leisure correspondence program. Class meetings are important and students are expected not only to attend but to actively participate. Students are also expected to submit assignments on the assigned due-dates and to be diligent with respect to meeting other program deadlines. Absences from classes, missed assignment deadlines, and other forms of non-participation or procrastination will be cause for negative evaluation. The instructor of each Counseling Psychology program course sets his or her own class attendance and participation policy. In the case where no explicit attendance policy is set by an instructor, four tardy arrivals or missed classes may be used by any Counseling Psychology course faculty member to justify giving a student a failing grade in a Counseling Psychology course.

4. **Openness to growth.** Students are expected to demonstrate an openness and eagerness for growth along cognate, emotional, behavioral, and professional dimensions. Knowledge of self and how the self can be used as a tool for helping others is very important. Students are expected to take advantage of opportunities to further their growth. Such growth might take the form of personal counseling to deal with issues or concerns that will affect their ability to become a competent, effective psychologist. Negative or hesitating attitudes and behaviors with respect to self-awareness and growth will limit students’ abilities to benefit from the program.

5. **Responsiveness to faculty feedback.** Students are expected to respond in a timely and effective manner when working with program faculty or supervisors of their practicum experiences. This means answering email or phone messages, implementing behavioral changes or other interventions in students' counseling sessions, producing reports or other documentations in a timely manner following faculty feedback, and so forth. In a larger sense, students should respond in a timely manner in implementing any program or faculty-related suggestions for their professional work. All students must obtain and use their University of Georgia email accounts. Program information will not be sent to non-UGA accounts. The failure to implement faculty or program recommendations regarding class, practicum, or internship work will be the cause of negative evaluation.

6. **Interpersonal adequacy.** Students are expected to possess the interpersonal characteristics that are necessary for initiating, maintaining, and successfully ending a professional helping relationship with their clients. Although some of the Counseling Psychology Program classes are geared towards helping students further develop their abilities to use the helping relationship effectively, this presumes a certain, minimal amount of interpersonal skills and competencies that exist in the student prior to enrolling in the program. A representative listing of such skills includes: knowing about ones’ feelings and being able to express them in a socially appropriate manner; being able to understand other peoples’ emotions and to appreciate their perspectives and situations. Students are also expected to know how to interact in group settings and to constructively and cooperatively engage others. Students are also expected to be able to tell (either
by themselves or via cohort or faculty feedback) when they need to change or work on their attitudes, feelings, or behaviors so that they can benefit from the program. Beyond these more personal qualities, students are expected to show promise in developing skills that pertain to their professional performance as counselors. These include: being able to hear both explicit and implicit meanings in clients’ verbalizations, ability to identify and track client emotional expressions, ability to keep clients focused on their counseling-related issues, and awareness of how the counselor’s self may be affecting the client and vice versa, among other minimal interpersonal competencies. If it becomes apparent that students do not possess the minimal interpersonal skills and have been unable to develop these skills or other professionally-needed client interpersonal skills through a combination of remedial study or work in their own personal counseling or therapy, students may be encouraged to consider other career choices outside of the counseling profession. Although students may be making satisfactory progress in their content-related counseling courses, the program faculty cannot ethically recommend or certify students to become licensed for independent practice if they do not show evidence of a certain minimal level of interpersonal adequacy.

7. **Professional demeanor and behavior.** Especially during their practicum and experiences, students are expected to dress, groom, and comport themselves in a manner that is consistent with the counseling profession. This means that students should dress in a *business casual or professional casual* manner and also in a way that is in accord with what is expected at their practicum or internship agencies. As a general guide, students should neither over- nor under-dress with respect to the kinds of clients with whom they are working. Students should consider the extent to which their dressing and grooming style would be distracting or off-putting to their clients, cohort members, or faculty members. Students shall behave professionally at all times, remembering that they represent both the University of Georgia and the counseling profession in all of their client and supervisory relationships at training sites.

8. **Adherence to ethical guidelines.** Students in the Counseling Psychology Doctoral Program should behave in a professionally-ethical manner at all times regarding their course-work, practicum and internship experiences, and any research projects that they undertake. The relevant ethical standards are the American Psychological Association’s Ethical Principles of Psychologists. Knowingly violating this ethics code (e.g., dishonesty, cheating, sexual relationships with clients, etc.) will occasion the program’s review of the incident and the student’s behavior. Remediation may be prescribed or, in extreme cases, students may be expelled from the program. Similarly, students are expected to observe local, state, and federal laws. Convictions of criminal offenses may the grounds for students’ dismissal from the program.

9. **Distractions in the Classroom.** The Counseling Psychology faculty believes that the successful completion of a graduate level coursework requires both class attendance and the student’s attention during the class meetings. Consequently, it is general practice in Counseling Psychology classes for students to disable
(put on vibrate/silent or turn off, etc.) all of the communications technology that could pose distractions during this class. This includes (but is not limited to): cell phones, tablets, all blue tooth devices, and so forth. Students should not be wearing ear-pieces, ear buds, headphones, etc. during the class. Students should not be engaged in personal business through technology while in class, this includes emailing, texting and surfing the internet. Students may use a laptop computer or the computers in the classroom to take notes during class. In short, students are expected to come to class prepared to both work and to pay full attention.

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 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.

Guiding principles for which both Counseling Psychology Faculty and Students share responsibility (UGA Graduate Council, 2007):
- Ensure that the relationship between faculty and students and among students is constructive, encourages freedom of inquiry, and fosters mutual respect.
- Work respectfully with diverse faculty, students, and peers regardless of race, gender, religion, sexual orientation, or national origin.
- Act with professionalism, ethical conduct, and personal accountability during all academic endeavors and interactions among students and faculty.
- Put forth sufficient effort to ensure the graduate student completes the degree and assistantship responsibilities in a timely manner.
- Avoid conflicts of interest of any nature between faculty and graduate students.

Note: Guiding principles are for instructive purposes and do not constitute statements of institutional policy or requirements.

Medically-Related Absences from the Counseling Psychology Program
If a student has any newly-diagnosed or existing medical conditions that may require an absence of one full week (or more) during an academic term (Fall, Spring, or summer through session), the student should inform both his/her advisor and the Counseling Psychology Director of Training as soon as possible so that arrangements may be made for temporarily discontinuing academic and/or clinical work. If the medically-related absence is of short duration, the student may continue to make satisfactory progress by negotiating with the Counseling Psychology Program Faculty, the Director of Training, and the student's individual course instructors to develop a
mutually acceptable plan for completing missed in-class and assigned homework and other course requirements.

In cases where absences are extended beyond one week or if over the course of the term episodes of medical absences total more than one week (defined here as four class meetings) or violate the attendance policies of one or more classes, the student may, in consultation with the advisor, Director of Training Program, and course instructors, have to receive a grade of Incomplete (I) until such time as the work can be successfully completed. Alternatively, the student may be encouraged to withdraw/drop from certain courses or to withdraw entirely from the University until such time as his/her health concerns are resolved so that full Program participation can again occur. The particular circumstances of each case will be considered in planning and decision-making. Because many of the courses in the Counseling Psychology Program possess a significant process component that rely upon actual class attendance and participation, extended absences may necessitate that the student drop a class and take it when it is offered in a subsequent academic term. Students should note that accruing incomplete grades or postponing course work that had to be dropped likely will delay their graduation dates beyond the nominal intervals of residency in the Program. Students are encouraged to discuss their individual situations with the advisor and Director of Training in advance so that the necessary planning can occur to assure an outcome that is satisfactory to the student and that maintains the integrity of their education experiences. The integrity of professional training experiences in Counseling Psychology is the deciding factor.

Students with Disabilities
Students with disabilities are strongly encouraged to register with the UGA Disability Resource Center. This is to preserve your rights and ensure the program is doing everything we can to provide required accommodations. If you choose not to register with DRC, it stands to reason that you will not be able to claim a disability or ask for accommodations with regards to requirements or behavior in the program. If you choose to make faculty aware of a disability, it will be noted in your student file along with a recommendation to register with the DRC.

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. 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.
**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  
UGA Statement of Academic Honesty  
http://www.uga.edu/honesty/aohpd/procedures.html

**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.uga.edu/gradschool/academics/regulations.html  
Office of Legal Affairs  
http://www.uga.edu/legal/

**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 given the power dynamics involved. We invite you to use any faculty member as an “advocate” with whom you may discuss the issue informally, or whom you may request to accompany you when discussing your complaint with either the Director of Training, the Department Chair, or any other university faculty/staff member.

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 adhere to 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/code/index.aspx)

General University Information Regarding Grievances

I. Grievance procedures for graduate students are clearly delineated at:
   http://uga.edu/legal/olapol.html

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://provost.uga.edu/index.php/policies-procedures/academic/

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://uga.edu/legal/olapol.html

V. The Sexual Harassment Policy for the University of Georgia can be found at:
   http://www.uga.edu/eoo/pdfs/NDAH.pdf

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.

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

Some students will receive 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

For doctoral students who are going on internship:
- Doctoral students who have advanced to candidacy will be allowed to register at a rate equivalent to the prevailing in-state tuition rate beginning the term following the one during which these requirements were satisfied.
- Doctoral students who have advanced to candidacy fall 2007 or later will automatically receive the out-of-state tuition waiver beginning the following term.

Advisement
It is the policy of the Counseling Psychology faculty that they assign 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 the student with an accessible, supportive mentor in the program. The Director of Training remains responsible for answering policy and procedure questions while the advisor maintains a mentoring role. The faculty's purpose in creating this policy is to help both faculty and students to 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 Director Of Training 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 advisors about program plans, personal and developmental issues, and career planning. It is important to note that it is the student’s responsibility to request assistance from his or her advisor when questions or problems arise or when guidance is needed. All faculty members are available by appointment. The major professor is the person in charge of (will chair) the dissertation; the major professor may or may not be the advisor. It is expected that students will identify a major professor by the end of the spring semester of the first year of study. Once a student has selected his or her major professor, the student will 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.
A Typical Year-By-Year Course Schedule for Counseling Psychology Students

YEAR ONE
Fall Semester
ECHD 9600: Foundations of Counseling Psychology (1 hour)
ECHD 8010: History of Psychology (2 hours)
ECHD 9610: Theories of Counseling Psychology (3 hours)
ECHD 8000: Research in Counseling Psychology (3 hours)
ECHD 9050 Career Development and Research (3 hours)
ECHD 9000: Doctoral Research (3 hours)
ECHD 9005: Doctoral Graduate Student Seminar (3 hours)
Note: Students who are teaching will take a ECHD 9070 (2 hours) and ECHD 9850 (1 hour) instead and will normally also take the Preparing Future Faculty course in lieu of research hours.

Spring Semester
ECHD 9620: Assessment in Counseling Psychology (3 hours)
ECHD 9060: Advanced Multicultural Counseling (3 hours)
ECHD 9630: Advanced Psychodiagnosis (3 hours)
ECHD 9000: Doctoral Research (3 hours)
ERSH 8310: Applied Analysis of Variance Methods in Education (3 hours)
PFF/Elective/ECHD 9005 (3 hours)

Summer Semester
ECHD 9760: Practicum and Professional Ethics in Counseling Psychology
ECHD 9110: Approaches in Cognitive-Behavioral Therapies (3 hours)
ERSH 8320: Applied Correlation and Regression Methods in Education (3 hours)
ECHD 9000: Doctoral Research OR
ECHD 9005: Graduate Seminar
ECHD 9770: Doctoral Assessment Practicum

YEAR TWO
Fall Semester
ECHD 9640: Advanced Group and Family Interventions (3 hours)
ECHD 9760: Practicum and Professional Ethics in Counseling Psychology
ECHD 9770: Doctoral Assessment Practicum
ECHD 9000: Doctoral Research

Spring Semester
ECHD 9680: Process of Counseling Psychology Supervision (3 hours)
ECHD 9760: Practicum and Professional Ethics in Counseling Psychology
ECHD 9770: Doctoral Assessment Practicum
ECHD 9000: Doctoral Research
ECHD 9005/PFF/Elective

Summer Semester
ECHD 9005/PFF/Elective/Core
YEAR THREE
Fall Semester
ECHD 9005/PFF/Elective/Core
ECHD 9860: Internship in Counseling Psychology
ECHD 9000: Doctoral Research

Spring Semester
ECHD 9300: Doctoral Dissertation
ECHD 9650: Consultation in Human Systems
ECHD 9005/PFF/Elective/Core

YEAR FOUR
Fall Semester
ECHD 9860: Internship in Counseling Psychology
ECHD 9300: Doctoral Dissertation

Spring Semester
ECHD 9860: Internship in Counseling Psychology
ECHD 9300: Doctoral Dissertation

Summer Semester
ECHD 9860: Internship in Counseling Psychology
ECHD 9300: Doctoral Dissertation

Core Psychology Courses

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<th>Required</th>
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<tbody>
<tr>
<td>ECHD 8010: History and Systems of Psychology</td>
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<td>ECHD 9020: Social Psychology</td>
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<tr>
<td>ECHD 8610: Fundamentals of Behavioral Neuroscience</td>
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<th>AND Select One</th>
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<tbody>
<tr>
<td>Cognitive Psychology</td>
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<tr>
<td>Basic Learning Processes</td>
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<td>Foundations of Cognition for Education</td>
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Note: We highly recommend Developmental Psychology as well

Concentrations

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<th>Supervision Practicum</th>
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<td>Assessment</td>
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<td>Health Psychology</td>
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**IMPORTANT CAVEAT: THE ABOVE COURSE LISTING IS SUBJECT TO CHANGE WHILE STUDENTS IN THE CLASS OF 2018 ARE HERE GIVEN THE COUNSELING PSYCHOLOGY PROGRAM’S EFFORTS TO REVISE THE CURRICULUM. THUS, THE ABOVE SCHEDULE IS ILLUSTRATIVE, BUT IS NOT EITHER DEFINITE OR GUARANTEED.**

**Prerequisites and Course Waivers**

Generally, UGA does not allow many hours to transfer officially. The typical limit or cap set by the University of Georgia Graduate School is six (6) semester hours. Depending upon the student’s prior coursework, however, some courses might be waived. The DOT coordinates this process in conjunction with the advisor, and the faculty member with expertise in the subject area (usually the course instructor). The steps in waiving a course are:

1. Meet with your advisor to discuss the advisability of waiving a course or courses.
2. Submit a syllabus or syllabi to the DOT along with a letter/email from the advisor requesting the waiver.
3. The DOT then consults with the appropriate faculty member who teaches the course that the student would like to waive.
4. The DOT informs the student and advisor in writing of the decision of the faculty.

Please note: Courses taken at the master’s or Ed.S. level rarely substitute for courses we designate as “advanced” (e.g., theories, multicultural, psychodiagnosis, career). Previous clinical or research experience also does not substitute for course requirements.

The Counseling Psychology Program and faculty strive to create learning experiences that are tailored to the background, strengths, and growth edges that individuals bring to the Program upon enrollment. Students, also differ with respect to the professional goals they want to pursue while in the Counseling Psychology Program. To this end, each student’s history and needs for further learning are evaluated individually with his or her advisor. As a consequence of this, students coming from master’s programs with similar-sounding degree names may ultimately take very different courses in any given semester. It all depends upon the experience and expertise with which students enter the program and what they want to accomplish. Consequently, people coming from community counseling or other similar master’s programs may have very different professional trajectories in the program.

The Counseling Psychology faculty seriously consider all requests for course waivers and other modifications to the standard program requirements. Such requests will be considered by the faculty if the student can present substantive documentation that prior coursework satisfies current program requirements. Students should be advised that the program faculty does not consider waiver requests simply “because another student got exempted or waived” from a course. Again, each student’s case and requests are considered individually.
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 the 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 provided 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) or funded for multiple years. For the last several years we have been able to find assistantships for all incoming students. The current instabilities in the state and national economies are such that funding cannot be guaranteed. 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.

Assistantships are also available through pre-existing relationships with other departments across campus. Those departments utilize their own processes 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/or contact your Graduate Coordinator.
As an American Psychological Association (APA) approved graduate training program, students are eligible to apply for appropriate grants and scholarships through APA. Information regarding these funding opportunities can be found through the following links: 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, accompanied with 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. A grade of C (meaning not a C-) is the lowest grade that can count towards graduation. Failure to achieve a C in a course means the course must be retaken.

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 unusual and undesirable. 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. “When an incomplete grade is given in a graduate course, a student must complete the course requirements by the end of the next semester.” *Incompletes that have not been resolved by the end of the next semester will be converted to a grade of “F”*. For example, an “I” received fall semester would have to be resolved by the end of spring semester or convert to a grade of “F”. 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 incompletes must be resolved two weeks prior to comprehensive exams. Failure to resolve incompletes within this time frame may have an adverse effect on your progress through the program.

**Program of Study**
During spring semester of the second year, students are expected to complete their respective programs of study. That form can be found at: http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html
The form must be completed online, but an example of the form can be found at the end of this handbook.

**Please remember:**
- Do not add 9005
- Be aware of the maximum number of credits for: 8990 (6 hrs), 9000 (12 hrs), 9300 (12 hrs), 9770 (6 hrs), 9860 (12 hrs). You may take more hours but they cannot be put on your program.

**Sample Attendance Policy**

Class Attendance
Students are expected to be in class and on time each and every class meeting. Class absences and/or tardiness will result in a half-grade deduction for the first three incidents.
Four tardy or missed classes will constitute a failing grade in this course. In the case of academic conflicts (e.g., internship interviews, professional conferences) students should notify the professor well ahead of time.

In the case of an absence that is mandated by illness or an emergency situation, the student is expected to contact the instructor immediately by email. Exceptions to the attendance policy will be made on a case-by-case basis and documentation may be necessary. The instructor will make the final determination and will contact the student via email to notify her/him of the outcome.

Only documented medical or other emergency situations will warrant a rescheduling of an exam or presentation or the acceptance of other assignments turned in late.

Please note that material missed due to absence or tardiness is the responsibility of the student.

Special learning needs
If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations.

**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 starting 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 the required statistics courses. 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 to incrementally build towards a broader or deeper research issue.

**Doctoral Research Project (Publishable Paper)**
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 in nature. The project must include the following: a current and thorough review of the relevant literature; an identifiable research design (can be qualitative or quantitative); include data collection and analysis that is appropriate to the research question; and a synthesis of the results including a statement of major findings, strengths and limitations of the research, and directions for future research.

Note: Students who have completed a master’s thesis prior to joining the doctoral program can use this document to satisfy this requirement if they edit the document and submit it for publication.

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 their 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 your committee
http://www.uga.edu/gradschool/forms&publications/student/body_advcomphd.pdf

The formation and then the completion of your Publishable Paper project, see:
http://www.coe.uga.edu/chds/students/counseling-psychology-student-forms/

These forms are also included in the Forms section of this handbook. At the beginning of the fall semester of the second year, 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’s record.

VIII. Practicum

General Requirements
During students’ second year (typically) of study in the Counseling Psychology doctoral program, they are expected to complete their practicum experience in the Center for Counseling and Personal Evaluation, JCAP, CAPS or another approved practicum training site. 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 or their site.

Students may wish to establish a practicum outside of CCPE, JCAP or CAPS. To do so the student must work with the DOT and their 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 at their site and obtained current professional liability insurance, which can be purchased from the American Psychological Association or from the American Counseling Association. During the orientation, students will receive a manual outlining more specific policies and procedures than are included here. Ideally, students will use both sources of information to ensure that they are adhering to the protocol established at their practicum sites. Students are expected to have evaluations of their work sent to the DOT so they can be kept on file.

Documenting Practicum Activities
In order to be a competitive intern applicant, students are expected to accrue a minimum of 400 hours of formal practicum, of which as least 150 should be in direct
client contact and 75 should be in supervision. The remaining hours may involve other professional 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 master’s hours. Students are encouraged to visit the internship directory at www.appic.org to review the range of completed hours that successful internship applicants typically have. Thus students can see that specific internships have different requirements.

To achieve the minimum of 150 hours of direct 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, assessment, and marriage/couples and family therapy. It includes intake interviews and also sessions conducted with another counselor, provided that 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 the DOT 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.

After completing the didactic portion of the supervision course, Counseling Psychology doctoral students have the unique opportunity to provide supervision to master’s level students in the UGA 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
Students are expected to complete a minimum of six integrated psychological reports in their assessment practicum. The definition of what constitutes such a report varies by site. However students should keep in mind that APPIC defines an integrated psychological report as including a history, an interview, and at least two tests from one or more of the following categories: personality assessments (objective, self-report, and or projective), intellectual assessment, cognitive assessment, and or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the client.

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
If student is placed at the CCPE, it is important to remember that 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
Students are expected to demonstrate a commitment to their professional growth by consistently adhering to their sites’ 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 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 three people. The chair or co-chair must be a member of the core Counseling Psychology faculty who is on the graduate faculty. All three members must be on the graduate faculty and have a degree and/or research expertise in psychology. A fourth member can be either from outside of the program, or a content or methodological specialist. No committee shall have more than three core Counseling Psychology faculty members.

Written Comprehensive Examinations and the Oral Defense

A. Nature and Purpose of Written Examinations

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. According to the Graduate School:

“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.uga.edu/gradschool/bulletin/).

Students in the Counseling Psychology Program will take the exam at the conclusion of their first year of study.

Prior to taking the exams, the student must resolve any incomplete grades (I’s) from his or her transcript.

Students are to notify and arrange with the director of training if any accommodations are needed in writing the exam.

The purpose of the comprehensive examinations in Counseling Psychology at the University of Georgia is for students to demonstrate their competence in using their fund of acquired knowledge, skills, and clinical learning experiences to make a cogent, professional, and scholarly response to significant and substantive questions that they may encounter in their work as scientist-practitioners of Counseling Psychology.
The Comprehensive Examination process is in the process of revision and there may well be deviations and changes as the process develops. Concerning the written examinations, the following procedures are in effect:

All students will write a response to one question in each of four core areas of Counseling Psychology:

A. Professional Issues in Counseling Psychology
B. Theories and Techniques of Counseling Psychology
C. Individual and Cultural Diversity
D. Research

Only one exam question will be given for the student to answer in the four areas. There will be no choices about which question to answer or not answer. The exam will be administered over two days and students will have approximately four hours to write the responses to two questions per day.

When the examination begins on the first day of written examinations, students should be prepared to write in any of the four areas (i.e., professional issues, theories/techniques, individual and cultural diversity, and research). Once the student sees which questions were administered on the first day of the exam, then s/he will know which areas will appear on the second day of the exam. Students will receive one question to answer for each area.

The faculty will not be providing any a priori information about which questions will appear on which days.

The format for writing the exams will involve the use of the computer lab, no notes/books/resources/phones/blackberries, etc. can be used. One week before the examination, students will supply a new-in-the-package jump/thumb drive to the appropriate Departmental Administrative Staff for use on the exam. Your jump drives will be distributed at the start of each exam day and taken up at the end of each day. Students will receive their jump drives back from the Department once the exam has concluded and staff have copied the responses for the faculty to grade. The student will have to allocate sufficient time in the 4-hour period to answer both questions. The student will give both questions to them at the start of the exam period and each student can determine which questions s/he would like to answer first and how much time s/he would like to allocate to each question.

Specific details about the room/lab to be used will be provided as the exam date nears.

After completing the written examination, students will schedule an oral examination that will involve all of their committee members. The purpose of the oral examination is to help the student elaborate, expand, and/or correct responses to the written preliminary exam using an open, oral committee format. The student’s advisor will inform the student about those areas of the written exam performance that may be the subject of focus during the oral examination.
In general, the University of Georgia Graduate Bulletin has the following to say about the nature and purpose of the oral portion of the examination:

“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. 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.

The oral examination will consist of three 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 representative of advanced doctoral level clinical work. 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. Finally, students will be asked to talk about their training and research plans to complete graduation requirements.

Please note that the Counseling Psychology faculty is also in the process of developing the format for a portfolio assessment of the student’s work. This portfolio will be in addition to the written and oral examinations. Details will be forthcoming.

**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 as well as other non-course related topic areas are assessed 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
All Counseling Psychology doctoral students are required to complete an APA or APPIC approved internship. Students in the Program are not allowed to pursue non-approved (non-APA or non-APPIC) internships. At present 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 internship selection is managed. Please consult with the Director of Training for information on internships in Counseling Psychology. The most recent versions of internship 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.

The predoctoral internship is a required part of the doctoral degree, and while the internship faculty assess the student’s performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance to the profession. Students cannot apply for internship until they become a doctoral candidate. Therefore, students must have completed their doctoral research project requirements and successfully passed both written and oral preliminary examinations prior to applying to internship, in addition to having received a positive vote from the faculty indicating readiness for internship. This vote typically comes during the fall student evaluations.

The successful completion of a predoctoral psychology internship at an APA or APPIC approved site is a degree requirement of the Counseling Psychology Doctoral Program. While students are enrolled at their predoctoral internships, they will be registered concurrently for ECHD 9860 (Counseling Psychology Internship, 3 hours each term: fall,
spring, summer). These credit hours must be successfully completed. In addition, the student must successfully and fully complete the predoctoral internship at their training sites. That is, they must officially graduate or otherwise successfully complete the full sequence of predoctoral internship training at their site. According to the current APPIC guidelines, students cannot withdraw from or be terminated from an internship training site and then attempt to complete the remaining required internship hours at a second (or more) sites. Such a piecemeal approach to completing the internship is not acceptable and does not count towards completion of the Counseling Psychology Program requirements at the University of Georgia. Students who are released, terminated, or who choose to leave an internship training site before the completion of the full experience must reapply and go through the internship placement process completely and fully again. So, the bottom line is, once you obtain an internship, do your best to be a “good citizen” at the site, to comply with all procedures of the site, and to successfully complete the internship year.

Note: Students are expected to pay for tuition during the internship year. No tuition remission is available.

**Internship Class**
The Director of Training and/or other Program Faculty will meet with internship candidates and address issues related to selecting, applying and interviewing for the predoctoral internship. Students register for the internship course during the summer preceding third year and attend the class during the fall of third year. The remainder of the 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 chair. Upon satisfactory development by the student and the chair, 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 chair and they review revisions and changes made to the prospectus. The student, under the supervision of the chair, then obtains approval from the Institutional Review Board for any research involving human subjects.

**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 requires 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. If the dissertation is intended 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, 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 the 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 is unacceptable and unsalvageable in the collective judgment of the committee, 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.

**For prospectus defense forms:**
- Students should complete and print the form, have it signed by Ms. LaSalle, and then bring it to the prospectus defense committee for signatures.
- The final defense is generated by Ms. LaSalle.

**Timeline for the Dissertation Prospectus:**
Students are expected to have successfully completed their 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.

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 dissertation chair drafts of each chapter for review and possible revision. When the candidate's dissertation chair 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 chair drafts of chapters four and five. These drafts shall be accompanied by the previously reviewed chapters (1, 2, & 3). When the candidate's dissertation chair 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 chair. If the chair prefers, all five chapters may be submitted together, to both the chair and the committee.

Upon approval from the dissertation chair, 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:

http://www.uga.edu/gradschool/academics/deadlines.html

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) as well as the dissertation requirements of the UGA graduate school, available online.

**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, if it is used in the first chapter, then one must continue to use a summary throughout the remainder of the dissertation in order to be consistent.

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.

**Printing and binding of your ETD**

Note: You are expected to provide a bound copy of your dissertation to the department and your major professor. You may want copies for yourself or family members and you may want to check with committee members to see if they would like a copy, but this is not mandatory.

Print and Copy Services at the Tate Student Center will print and bind your thesis or dissertation in the traditional black hard cover with gold lettering. Please do not make copies or pay for binding before contacting the Tate Center Print and Copy Services.

The link to the order forms can be found at:

http://www.uga.edu/campuslife/forms/print/diessertation.pdf

**XII. Graduation**

**The University of Georgia Graduate School**

All Counseling Psychology doctoral students should become familiar with the policies and procedures of the University of Georgia Graduate School as this pertains to their progress towards graduation. Students should consult the graduate school web site for pertinent details, dates, and deadlines:

http://www.grad.uga.edu/

**IMPORTANT NOTE:** It is solely the responsibility of the student to be aware of pertinent UGA Graduate School policies, requirements, and deadlines. It is the student’s responsibility to prepare, complete, and submit appropriate forms and applications to the UGA Graduate School by posted deadlines. Neither the Program Faculty nor the Department’s Graduate Coordinator will keep track of these requirements, deadlines, or related paperwork for students. Students must take responsibility for meeting all such requirements of the Graduate School.
For example, the UGA Graduate School requires that students give them two (2) weeks notice before scheduling a dissertation defense. This requires the student to have a 2+ week lead time to both schedule all of the committee members for the defense date and also to provide the UGA Graduate School with the requisite two week’s notice. Other deadlines like this exist and it is the student’s responsibility to be aware of and responsive to them.

Students will graduate upon the completion of the dissertation AND completion of the internship. Students must keep in mind that both criteria must be fulfilled in order to obtain the Ph.D. Licensure laws vary from state to state, however the UGA program is designed to make students license eligible in all states. Remember that licensure typically 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
- Students need to be registered for 3 hours the semester they plan to graduate
- Students must successfully complete the internship at their training site (graduate from the site or be officially recognized as completing the experience).

**XIII. Timeline by Year for Program Completion**

1. First Year
   A. Obtain student liability insurance, join APA
   B. Pass Human Subjects Exam for UGA IRB (CITI Training)(http://www.ovpr.uga.edu/hsr/training/)
   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 form
   D. Form dissertation committee

3. Third Year
   A. Apply for internship
   B. Write and defend prospectus (sooner the better)
   C. Finish all course requirements
4. Fourth Year
   A. Complete APA approved internship
   B. Register for Internship Hours all semester of internship
   C. Defend dissertation
   D. 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. For those students who complete courses, internship, and dissertation early, the degree is not conferred until the University awards that degree at graduation. Please confer with your advisor and/or DOT regarding your timeline towards completion.

XIV. Other Institutional and Department Policies

http://www.grad.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 training director. Insurance can be obtained through APA or ACA. No clinical work can be done without the insurance being on record and concurrent registration in a practicum course.

XV. Frequently Asked Questions

How far in-advance do I have to provide my dissertation committee members with my prospectus before my prospectus defense?

Provide each of your dissertation committee members with a hard copy of your prospectus two weeks prior to your scheduled defense. Some committee members prefer or don’t mind an electronic copy, but check with them first. Schedule the room for
your prospectus defense with CHDS office staff. Prior to your defense, complete the required section of the Prospectus Form (available on counseling psychology website), and then give it to Ms. Williams to complete. You will take your completed Prospectus form to your defense for your committee members to sign after your successful defense.

Can any of my courses be waived?

If you have taken a comparable course in your master’s program, with proper documentation (i.e., course syllabi) the course can be waived. However, courses offered in our department are advanced level courses; therefore, you will be expected to take most of our courses. For example, incoming students who have taken a master’s level multicultural counseling course must still take ECHD 9860 Advanced Multicultural Counseling, as it expands on knowledge gained from a master's level course.

How do I waive a course?

If you wish to waive a class, you must bring a copy of your course syllabi to the course instructor who then writes a letter to the director of training indicating whether or not the course should be waived. If the course is waived the letter will go in your student file. If it is not waived – you have to take the course.

What practicum sites are available for students?

Students typically complete a practicum at CCPE, CAPS or JCAP. Practicum in the third year can take place at many different locations. A practicum site must be approved by the faculty. Typically the second year practicum is the intensive year and the third year is used to get specialized training if needed. For example some students have completed third year practica at Georgia Tech, Emory and Grady Hospital. Keep in mind that program requirements will not be altered to accommodate elective practica outside of Athens.

Can I work during the program?

Students are discouraged from outside employment. Students must notify the DOT about outside employment. Failure to do so may result in loss of assistantship. Keep in mind your primary responsibility is to your training, research and service as it relates to the program. Your priorities should reflect this.

Is there funding available for student travel to present at conferences?

Yes, there is usually funding at the department, college, and graduate school level to support travel. These opportunities are usually posted on the CPSA listserv. In addition, individual faculty, programs or grants may also cover travel. Students should keep in mind that many conferences will waive registration if the student volunteers time. Funding for travel is usually very competitive.

http://www.coe.uga.edu/research/research-resources/graduate-research/gradtravel/
When, where and how do I find information about presentation funding?

Funding runs on a quarterly basis and the deadlines are a quarter before the semester you plan to travel. The Counseling Psychology front office staff can provide you the necessary forms. The department accountant puts out a yearly statement. Watch the CPSA listserv for announcements.

http://www.coe.uga.edu/research/research-resources/graduate-research/gradtravel/

When do classes start/finish?

Check the Registrar’s official schedule:
http://bulletin.uga.edu/bulletin/univ/calendar.html

Are there any specialized tracks available for students?

There are four concentrations offered:
- Preparing Future Faculty (PFF)
- Supervision
- Marriage and Family Therapy (leads to a certificate in MFT)
- Health Psychology

When, where, and how should we begin looking for assistantships for the following year?

You should begin looking for assistantships for the following academic year as early as November of the current year, which is when many assistantships outside of the program begin accepting applications. You can begin by looking at the Counseling Psychology Departmental website postings, asking your advisors for guidance, and searching the graduate school website for opportunities. The earlier you start looking, the better.

What is the suggested course sequence?

http://www.coe.uga.edu/chds/academic-programs/counseling-psychology/ph-d/curriculum/

Where can I get student liability insurance?

APA Insurance Trust (http://www.apait.org/apait/products/studentliability/)

What financial aid is available?

See the following links:
Are there any costs during internship and beyond?
Tuition is typically covered for the first three years by assistantships. However in the fourth year and beyond there is no guarantee of funding. Students who are on internship still have to register for internship hours and if the dissertation is NOT proposed = research hours OR if the dissertation IS proposed = dissertation hours. IF the dissertation is defended prior to internship, no research hours are necessary. Note that once a student is admitted to candidacy (passed written and oral comps) – UGA considers that student “IN STATE” for tuition. Therefore students will have to pay for hours while on internship and beyond if the dissertation is not completed. It is important to check with your loan companies to make sure you are in compliance with their definitions of full-time enrollment.

Can I use my prior licenses in my signature when signing clinical materials?
No. Once you join the Counseling Psychology Program you operate as a student in our program, under supervision from a licensed psychologist. Therefore you should not list any previous licenses, but you are free to list previous degrees. For example, you should not list “LLC” but you can list M.A. This also applies to emails from your UGA account.

XVI. Important Dates

Please see the link below for important University dates:
http://bulletin.uga.edu/bulletin/univ/calendar.html

XVII. Glossary

APA: The American Psychological Association is a scientific and professional organization that represents psychologists in the United States; our program is fully accredited by APA; all students are encouraged to join APA upon entering the program http://www.apa.org/

APAGS: The American Psychological Association of Graduate Students represents the voice of student concerns within APA; all students are encouraged to join APAGS upon entering the program http://www.apa.org/apags/

APPIC: Association of Psychology Postdoctoral and Internship Centers; this organization handles the internship application and match process http://www.appic.org/
CCPTP: The Council of Counseling Psychology Training Programs represents the interests of Counseling Psychology in any forum that may affect training
http://www.ccptp.org/

COE: The College of Education is located in three buildings: Aderhold, Ramsey, and Rivers Crossing; many of the COE’s graduate programs are ranked among the best in the nation by *U.S. News & World Report’s* annual edition of “America’s Best Graduate Schools”
http://www.coe.uga.edu/

CPSA: The Counseling Psychology Student Organization offers opportunities for student involvement and leadership; it is fully run by the Counseling Psychology doctoral students

Division 17: The Society of Counseling Psychology is a division of APA that was founded in 1946 to advocate for Counseling Psychology within the field of psychology and in the public sector

EYP: Empowered Youth Program

JCAP: Juvenile Counseling and Assessment Program
http://www.coe.uga.edu/chds/research-centers-projects/

Maymester/ May Session: A three week session between Spring semester and Thru term during which time students can take classes, see clients, work on their research, or take a break.

Predoctoral Internship: An APA and/or APPIC approved advanced clinical training experience that is completed after resident coursework at the University of Georgia’s Counseling Psychology Program is completed. Students must apply for only APA or APPIC approved training programs. Successful completion of the internship involves successfully completing the credit hours for internship (ECHD 9860 – 3 hours for each term of internship) and successfully completing the internship at the site.

SAS: The Student Affiliates of Seventeen is a national graduate student organization that is associated with Division 17 of APA; all students are encouraged to become Student Affiliates of Division 17 upon entering the program
http://www.und.nodak.edu/org/div17sas/

Thru Session: UGA’s summer session, which begins in early June and ends in late July/early August; several classes are offered during this time
XVIII. **Department of Counseling and Human Development Services**

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

**Statement of Receipt**

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.

______________________________________  __________________________________
Student Name  (Print)  Student Signature

_______________________________________  ______________________
Program Name  Date

* SIGN AND TURN IN UPON RECEIPT *
XIX. Summary of Important Points

The following are meant to summarize the content and intent of the material presented previously in this Counseling Psychology Student Handbook. Please consult relevant sections to obtain clarification on particular points.

1. We are glad to have you in the Program. You demonstrated great promise and potential during your interview. Now, you must realize and actualize your professional potential in Counseling Psychology by working hard while in the Program.

2. This Program has a deep commitment to multiculturalism and social justice.

3. This Program aims to prepare counseling psychologists who are both scientists and practitioners. Students are expected to participate in research training and activities with the same alacrity as their clinical training.

4. To successfully complete this program, all students must be personally and interpersonally adequate and professionally competent.

5. Students will be evaluated regularly with regard to their:
   A. Positive and open attitude towards learning
   B. Respect for and celebration of diverse people and cultures
   C. Punctuality and regularity in program participation
   D. Openness to growth
   E. Responsiveness to faculty feedback and recommendations
   F. Interpersonal adequacy and necessary interpersonal skills
   G. Professional demeanor and behavior
   H. Adherence to APA Ethical Standards
   I. Being present, punctual, and undistracted when in classes or practica.

6. This is a full-time Counseling Psychology training program. Students keep faculty and the Director of Training aware of all personal and/or health-related concerns that may involve absences or impact their participation in the program.

7. Any outside employment is strongly discouraged and must be approved by the DOT.

8. Students do not undertake any psychology-related work beyond their practica without first obtaining the approval of the Director of Training.

9. If students cannot participate as required in the Program, they may need to withdraw from the University until they can participate.

10. We will help students secure funding (i.e., assistantships) but we cannot guarantee funding.

11. The student’s primary point of contact with the Counseling Psychology Program is the student’s advisor.

12. All issues bearing upon the student’s completion of the training requirements in Counseling Psychology (formal requirements, policies, traditions, etc.) should be addressed to both the student’s advisor and the Director of Training.

13. If students have completed a master’s thesis, this may be used to satisfy the publishable paper requirement.

14. All students are required to successfully complete a doctoral dissertation.

15. All students must complete an APA or and APPIC approved predoctoral internship. Pursuit of non-accredited internships is not permitted in this Program.
16. All students must check and use their UGA email address.
17. All students must be responsible for being aware Department, College, and University (Graduate School) deadlines. Students must take responsibility for meeting all deadlines (e.g., graduation deadlines, etc.).