

Counseling and Human Development Services

Graduate Student Handbook

2011 - 2012



**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 34 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, student affairs and leisure service 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, parks, and recreation facilities.

There are approximately 150 undergraduate students and 250 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs:

Bachelor's Degree Programs (B.A.)

- Recreation and Leisure Studies

Master's Degree Programs (M.Ed. or M.A.)

- College Student Affairs Administration
- Professional Counseling with specializations in Community Counseling and School Counseling
- Recreation and Leisure Studies

Educational Specialist's Degree Program (Ed.S.)

- Professional School Counseling (Gwinnett)

Doctoral Degree Programs (Ph.D.)

- College Student Affairs Administration
- Counseling and Student Personnel Services (P-16 emphasis) (Gwinnett)
- Counseling Psychology
- Recreation and Leisure Studies

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 will 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 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), Counseling Psychology, and Student Affairs have mailboxes in room 408 Aderhold Hall. Graduate students in Professional Counseling (Community) and Recreation and Leisure Studies have mailboxes in room 341 Ramsey Center. 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 4 computer labs; room 227 has 15 MACs, room 228 has 20 PCs, room 616 has 13 PCs and 9 MACs, and room 618 has 14 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>. *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 RLST/ECHD 7005 (master students) or RLST/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 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 to fill out advisement forms. Pam LaSalle, 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>

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>

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/>.

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,

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.

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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Bobbie Ray, Senior Accountant, 402B Aderhold Hall, 706-542-2124
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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.

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
Email: dfbailey@uga.edu

Rodney Bennett: Associate Professor and Vice President for Student Affairs (Ed.D., Tennessee State University). CSAA-M, CSAA-D.

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
Email: lcampbel@uga.edu

Diane L. Cooper: Professor (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
Email: dlcooper@uga.edu

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
Email: jdaigle@uga.edu

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
Email: ladean@uga.edu

Edward Delgado-Romero: Professor (Ph.D., University of Notre Dame); Research interests include multicultural counseling, Latino/a psychology, and race and racism in therapy process. CP
Email: edelgado@uga.edu

Merrily S. Dunn: Associate Professor (Ph.D., The Ohio State University); Research interests include living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues. CSAA-M, CSAA-D
Email: merrily@uga.edu

Michelle Espino: Assistant Professor (Ph.D. University of Arizona); Research interests include Latina/o educational pathways, public policy pertaining to minority-serving institutions, member experiences in culture-based fraternities and sororities, and the intersections of race, social class, and gender in higher education. CSAA-M, CSAA-D
Email: mespino@uga.edu

Yvette Q. Getch: Associate Professor and Undergraduate Coordinator for Counseling courses (Ph.D. University of Arkansas); Research interests include the areas of advocacy for persons with disabilities, sexuality and deafness, advocacy issues and accommodations for children with chronic illness in schools, and teacher education in asthma management. SC, CSPA
Email: ygetch@uga.edu

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

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. CSPA, SC
Email: nhaskins@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
Email: ldh0307@uga.edu

Corey W. Johnson: Associate Professor, CHDS Graduate Coordinator, 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
Email: cwjohns@uga.edu

Douglas A. Kleiber: Professor, (Ph.D., University of Texas); Social psychology of leisure and sport, life span development, motivation, leisure education. RLST
Email: dkleiber@uga.edu

Richard Mullendore: Professor and Coordinator of the College Student Affairs Administration Doctoral Program, (Ph.D., Michigan State University); Research interests include student orientation programs and parents of today's college students. CSAA-M, CSAA-D
Email: richardm@uga.edu

Ezemenari Obasi: Associate Professor (Ph.D., Ohio State University); Research interests include Substance Use/Abuse (Alcohol/EtOH), Social Neuroscience, Biomarkers, Health Disparities, Cross-Cultural Psychology (African/African American Psychology). CP
Email: obasi@uga.edu

Jenny P. Oliver: Senior Academic Professional, CHDS Associate Department Head, and Coordinator for the Counseling and Student Personnel Services, Ph.D. and Professional School

Counseling Ed.S. UGA Gwinnett Campus (Ph.D., Kansas State University); Interests include multicultural education and systemic and organizational change. SC, CSPS
Email: jpo@uga.edu

Pamela O. Paisley: Professor and Coordinator of the Professional Counseling: School Counseling Masters 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
Email: ppaisley@uga.edu

Rosemary E. Phelps: Professor and Department Head, (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
Email: rephelps@uga.edu

Pedro Portes: Professor (Ph.D., Florida State University); Executive Director of CLASE and the Goizueta Foundation Distinguished Chair of Latino Teacher Education.

Gwynn Powell: Associate Professor, (Ph.D., Clemson University); Research interests in leisure services administration and management, youth leisure, personal training, environmental issues. RLST
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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
Email: dsamdahl@uga.edu

Anneliese A. Singh: Assistant 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
Email: asingh@uga.edu

Gayle Spears: Academic Professional (Ph.D., University of Kentucky); Interests include women's issues and feminist therapy, clinical intervention with children, and developmental disabilities. CP, CC
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Alan E. Stewart: Associate Professor and Coordinator of Counseling Psychology, (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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Counseling Psychology Doctoral Student Handbook – Class of 2011

The University of Georgia



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I. Preface

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

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

Accredited by the American Psychological Association
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Doctoral Degree Programs
Counseling Psychology
Student Affairs Administration



College of Education
Department of Counseling and Human Development Services

Masters Degree Program
College Student Affairs Administration
Community Counseling
School Counseling

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

Faculty members are also involved as leaders in national organizations such as the American Psychological Association (APA), divisions of APA including Division 17 - Society of Counseling Psychology, as well as Divisions 34 and 45, 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 and masters students in our department are able to conduct all of their clinic and practicum requirements through the Center for Counseling and Personal Evaluation (CCPE), 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 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

Program History

The Counseling Psychology Program at the University of Georgia has its beginnings in the 1970s when a small group of professionals recognized the need for such a training program and won approval from the university administration. In 1980, the first class of four students was admitted with Dr. George Gazda as the Director of Training. From its inception the program dedicated its path toward earning APA approval, and this goal was attained in 1984 when APA awarded it provisional approval. APA awarded full approval in 1986 and that status continues uninterrupted today. Dr. Gazda continued to ably serve as DOT until 1989. Subsequent DOTs have been Arthur Horne, John 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 of the university coordinates the graduate programs of all schools and colleges of the university. The graduate council establishes policies and procedures effecting graduate training throughout the university. The graduate council is composed of the top scholars from the thirteen schools and colleges.

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.

[\(http://www.coe.uga.edu/chds/about/faculty-staff-directory/\)](http://www.coe.uga.edu/chds/about/faculty-staff-directory/)

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 years prior to the internship experience. The program emphasizes three major areas: research, clinical training, and service.

Early in their study, students are encouraged to form affiliations with one or more members of the faculty with whom they share research interests. Through these affiliations students are able to benefit from a close working relationship with faculty and to pursue mutual research interests that may result in joint publications and professional presentations. Students are required to complete a doctoral research project known as the publishable paper by the conclusion of their first year of training. 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.
- **Gentleman On The Move (GOTM)** is a service and research project that promotes academic and social development of African American adolescent males.
- **Hwemudua Alcohol and Health Disparities Laboratory (HAHDL)** provides research opportunities in the areas of addictions and African American health disparities by utilizing innovative experimental research methods (incl. fMRI) in conjunction with a naturalistic bar lounge.
- **Juvenile Counseling and Assessment Program (JCAP)** and **Gaining Insight into Relationships for Lifelong Success (GIRLS)** are projects that allow students to pursue research and clinical opportunities related to juvenile offenders.
- **Preparing Future Faculty (PFF)**. In 2000, the American Psychological Association selected the Counseling Psychology Program at UGA as one of 43 sites for a national initiative called Preparing Future Faculty.
- **School Counseling Research Team** is committed to conducting research that will enhance the effectiveness of school counselor training and transform the way that school counselors impact schools.
- **County DFACS Psychological Assessment Project** provides psychological services including psychological assessments and group interventions to low income clients.

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

The Counseling Psychology faculty is actively involved in a significant number of national and state professional organizations, and students are urged to establish their professional affiliations early in their training. At minimum, students are encouraged to join the American Psychological Association and the Society of Counseling Psychology. Through these affiliations, students frequently have the opportunity to attend professional meetings and 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, which provides a wide array of psychological services to members of the university community as well as the community at large. This center operates on an agency model and affords students a broad clinical experience within which to acquire clinical skills. Students also get the opportunity to serve as clinical supervisors to master’s students from the Community 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.

JCAP

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.

CAPS

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 – Dr. Calhoun is a Counseling Psychologist the training coordinator for the Community Counseling master's program

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

Edward Delgado-Romero – Dr. Delgado-Romero is a licensed psychologist and the former Director of Training.

Brian Glaser – Dr. Glaser is a licensed psychologist.

Ezemenari Obasi – Dr. Obasi is a Counseling Psychologist.

Rosemary Phelps–Dr. Phelps is a Counseling Psychologist and the Department Head.

Gayle Spears – Dr. Spears is a licensed psychologist. Dr. Spears can serve as the fourth member of a student’s dissertation committee or as a co-advisor.

Alan Stewart – Dr. Stewart was trained as a Counseling Psychologist.

Arthur Horne – Dr. Horne is the current Dean, he is a Counseling Psychologist.

Affiliated Faculty –Note that any graduate faculty can serve on research committees but only eligible affiliates can serve as advisors.

Deryl Bailey

Diane Cooper

Jolie Daigle

Laura Dean

Yvette Getch

Corey Johnson

Doug Kleiber

Pamela Paisley

Pedro Portes

Anneliese Singh – Dr. Singh is a Counseling Psychologist. She is part of the School Counseling faculty. Dr. Singh does not advise Counseling Psychology doctoral students.

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 selection of students for the program is based on numerous factors. Among the factors considered in selection of students are: admission test scores such as the Graduate Record Examination (GRE), undergraduate and graduate academic achievement, quality and extent of work experience, letters of recommendation, potential as a researcher, academician and/or professional practitioner, and commitment to the field. The selection process also must consider the compatibility of research interests with faculty research interests.

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 encouraged to join research teams or to form affiliations with one or more members of the faculty with whom they share research interests. Publications, consultations and presentations have resulted from research team participation.
- *Clinical Training:* Training in clinical skills is a critical function of the program and students are supported in acquiring clinical skills throughout their experience at the CCPE, 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, and Marriage and Family Therapy.
 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.

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 have included at least two semesters of practicum and two semesters of internship. We review the clinical experiences of applicants carefully because we believe that experience with a diverse population contributes to a greater potential for learning in our doctoral program. Therefore, it is expected that all applicants will be able to document in their application process and in the interviews we conduct that they have had exposure to a diverse counseling population and also that they can express in their interviews how the diversity of their clients has impacted them.

When students are admitted into the doctoral program, they complete a variety of clinical learning experiences, including individual, group and family therapy training, supervision of assessment, diagnostic 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
- 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

◆ **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 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 be 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, ipods, blackberries, iphones, 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 twittering or texting during the class meeting time. These devices can be used during class breaks, but do not use them while in the classroom. Students may use a laptop computer or the computers in the classroom to take notes during class. If students use a laptop to take notes, they *should not have other open windows for surfing the internet* (chatting, emailing, ebaying, flickring, facebooking, twittering, etc.). 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 weekly meetings held by the Counseling Psychology Student Association (CPSA).
- ◆ Be self-motivated and seek assistance when it is needed.
- ◆ Attend all classes, and be prompt. Being on time for class is a sign of respect for the instructor and other members of the class, and it facilitates the continuity of instruction.
- ◆ Read all assigned material prior to the designated class, and come to class prepared with questions and topics for discussion.
- ◆ Submit written assignments and projects by the specified deadline.
- ◆ Be cooperative and support others in their efforts to learn. Excessive competition among students is counterproductive to the tenets of the cohort model and therefore, is discouraged.

- ◆ Ascribe to a philosophy of lifelong learning, which is evidenced by going beyond minimum expectations and requirements.
- ◆ Adhere to the highest standards of academic integrity and professional ethics. The principles outlined in the University of Georgia's Code of Conduct and the ethical guidelines delineated by the American Psychological Association apply to all students in the Counseling Psychology Program.
- ◆ Exercise professionalism at all times.
- ◆ Exhibit loyalty to the program and individuals associated with it. If a student has a problem or criticism of the program, other students, or faculty, the issue should be dealt with through the grievance process outlined in the student handbook (<http://www.uga.edu/stuact/handbook/regulations/regacademic.html>).

Students can expect the Counseling Psychology faculty to:

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

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 home work 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.

It is not acceptable for students to accrue more than four medically-related class meetings within a semester and not to drop a course or withdraw from the University because of a loss in financial aid if the student drops one or more courses. Violation of classroom attendance policies may thus occur and result in failing grades.

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. Attendance at CPSA meetings is voluntary but encouraged by faculty. A cherished tradition of CPSA

is the third year banquet during which the departing cohort(s) is honored and several departmental awards are given out.

Policy on Student Conduct

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

APA Ethical Standards

<http://www.apa.org/ethics/code/index.aspx>

UGA Statement of Academic Honesty

<http://www.uga.edu/honesty/ahpd/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 9050 Career Counseling & Service Learning (3 hours)
ECHD 8000 Introd. to Counseling Psychology Res. (3 hours)
ECHD 9000 Doctoral Research (3 hours)
ECHD 9005 Doctoral Graduate Student Seminar (3 hours) Note: Students who are teaching will take a special section of this seminar and will normally also take the Preparing Future Faculty course in lieu of research hours.
Spring Semester
ECHD 9620 Assessment in Counseling Psychology
ECHD 9630 Advanced Psychodiagnosis
ECHD 9000 Doctoral Research
ERSH 8310 Applied Analysis of Variance Methods in Education
ECHD 8000 Innovative Research in Psychological Science
ECHD 9005/PFF/Elective
Maymester
ECHD 9760 Practicum and Professional Ethics in Counseling Psychology
Summer Semester
ECHD 9760 Practicum and Professional Ethics in Counseling Psychology
ECHD 9110 Approaches in Cognitive-Behavioral Therapies
ERSH 8320 Applied Correlation and Regression Methods in Education
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
ECHD 8610 Behavioral Neuroscience
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
ECHD 9760 Practicum and Professional Ethics in Counseling Psychology
ECHD 9770 Doctoral Assessment Practicum
ECHD 9020 Social Psychology
ECHD 9000 Doctoral Research
ECHD 9005/PFF/Elective
Summer Semester
ECHD 9005/PFF/Elective /Core

YEAR THREE

Fall Semester
ECHD 9860 Internship in Counseling Psychology
ECHD 9000 Doctoral Research (Cog. Psych. Or Basic Learning Proc. Or Cog. For Education)
Spring Semester
ECHD 9300 Doctoral Dissertation
ECHD 9650 Consultation in Human Systems
ECHD 9005/PFF/Elective /Core

Core Psychology Courses (note: all core requirements are taught in the ECHD Department, with the exception of cognitive courses, which are taught in the college. Students are required to take core courses in the department or college, with few exceptions made by the faculty)

<i>Required</i>
ECHD 8010 History and Systems of Psychology
ECHD 9020 Social Psychology
ECHD 8610 Fundamentals of Behavioral Neuroscience
<i>AND Select One</i>

	Cognitive Psychology
	Basic Learning Processes
	Foundations of Cognition for Education

Concentrations

	Supervision Practicum
	College Instruction
	Preparing Future Faculty
	Assessment

****IMPORTANT CAVEAT: THE ABOVE COURSE LISTING IS SUBJECT TO CHANGE WHILE STUDENTS IN THE CLASS OF 2011 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). 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.

<http://www.uga.edu/gradschool/financial/gafa.html>

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 grad

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.

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 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 at 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 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. The third member must be a person who has a degree in psychology. A fourth member can be

either from outside of the program or a qualified academic professional. 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 thumb 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.

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. Used dissertation chair throughout- but not sure this is the appropriate language. Just wanted to make sure the same words were used to refer to this individual throughout.

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
Pass Human Subjects Exam for UGA IRB (CITI Training)(<http://www.ovpr.uga.edu/hso/training/>)
 - B.
 - 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: APA Code of Ethics

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

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention;

development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

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

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

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

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably*, *appropriate*, *potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

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

PREAMBLE

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

build their professional and scientific work.

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

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

GENERAL PRINCIPLES

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

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

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

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

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

Principle E: Respect for People's Rights and Dignity: Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with

members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

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

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

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

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

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

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

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

2. Competence

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

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

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

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

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

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

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

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

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

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

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

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

3. Human Relations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Privacy And Confidentiality

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

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

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

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

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

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

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

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

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

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

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

5. Advertising and Other Public Statements

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

deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

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

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

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

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

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

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

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

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

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

6. Record Keeping and Fees

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

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

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

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

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

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

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

(c) Psychologists do not misrepresent their fees.

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

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

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

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

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

7. Education and Training

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

7.02 Descriptions of Education and Training Programs Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups,

consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

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

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

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

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

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

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

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

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

8. Research and Publication

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

8.02 Informed Consent to Research (a) When obtaining informed consent as required in Standard [3.10, Informed Consent](#), psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective

research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards [8.03, Informed Consent for Recording Voices and Images in Research](#); [8.05, Dispensing With Informed Consent for Research](#); and [8.07, Deception in Research](#).)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. Assessment

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

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

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

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

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

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

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

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or

governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

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

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

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

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

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

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

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

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

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

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

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

9.10 Explaining Assessment Results Regardless of whether the scoring and interpretation are done by

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

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

10. Therapy

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

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

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

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

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

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

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

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

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy

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

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

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

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

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

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

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

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

XVI. 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. LaSalle 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.

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 three concentrations offered:

- Preparing Future Faculty (PFF)
- Supervision
- Marriage and Family Therapy (leads to a certificate in MFT)

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/phase-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:

<http://www.uga.edu/gradschool/financial/gsf.html>

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

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.

XVII. Important Dates

Please see the link below for important University dates:

<http://bulletin.uga.edu/bulletin/univ/calendar.html>

XVIII. 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
<http://www.div17.org/Default.aspx>

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.

Predocutorial 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

XIX. 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 (Print)

Date

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

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.
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.).