

Student Handbook

Auburn University Counseling Psychology PhD Program

2022-2023 Academic Year

Note: Users can click on a section of the Table of Contents to be taken to that section of the Handbook. In addition, orange underlined text throughout the Handbook contains internal hyperlinks to other parts of the Handbook and purple underlined text contains external hyperlinks.

1. Introduction to the AU Counseling Psychology Student Handbook.....	6
2. AU Counseling Psychology PhD Program Overview.....	7
Program Aim	7
Competency Expectations Adopted by the Program.....	7
Required Elements of Each Competency Expectation.....	7
Required Learning Experiences to Gain Discipline-Specific Knowledge.....	10
Required Learning Experiences for Competency Areas	11
3. Roles in the Counseling Psychology Program	14
Core Faculty (Program Faculty).....	14
Associated & Adjunct Faculty and Other Contributors	15
Director of Training	16
Director of Practicum Training.....	16
Major Professor (Advisor)	16
Graduate School Advisor	17
International Student Advisor	17
Doctoral Advisory Committee (Dissertation Committee)	18
Association of Counseling Psychology Students (ACOPS).....	19
4. Student Behavior and Professionalism Policies	21
Ethics & Respect.....	21
Respect for Diversity	21
Social Media and Public Representations.....	23
Intimate Relations with Students.....	23
5. Due Process, Remediation, and Dismissal Policies	25

Problems of Professional Competence.....	25
Due Process and Process of Dismissal	25
Remediation Process.....	26
Filing Academic Grievances.....	26
6. Coursework Policies.....	27
Required Courses	27
Guidelines for the Substitution of Prior Coursework.....	28
Use of Independent Studies to Substitute for Required Courses	30
Grade Point Average (GPA) Minimum	30
Minimum Grades Necessary in Courses.....	30
7. Admissions, Enrollment, and Degree Progress Policies.....	32
Admissions Requirements of Degree Completion.....	32
Doctoral Classification	32
“Full-Time” Enrollment	33
Time in Residence	33
Continued Enrollment	33
Dissertation Enrollment.....	34
Timelines for Degree Completion.....	35
Graduation	35
8. Evaluation-Related Policies.....	37
Tevera.....	37
Evaluation Mechanisms	37
Annual Evaluation of Students	37

Evaluation of Graduate Teaching Assistantship Performance	39
Practicum Evaluation	40
Research Colloquium Evaluation	42
Written Comprehensive Examination	43
Psychotherapy Project	50
Professional Skills Evaluation	56
Written Dissertation.....	57
General Oral Examination (Dissertation Proposal Meeting).....	59
Final Oral Examination (Dissertation Defense Meeting)	61
Pre-Doctoral Internship	64
9. Practicum, Externship, & Other Clinically-Related Policies	70
Sequence of Clinical Training	70
Placement Procedures.....	71
Agency Policies and Ethical Behavior	73
Supervision of Clinical Experiences	74
Documentation of Clinical Experiences.....	77
Requirements Related to Clinical Experiences	77
10. Minimum Levels of Achievement Policy	81
11. Miscellaneous Policies	84
Graduate Assistantships	84
University Policies and Rules.....	85
Discrimination and Harassment	85
Participation in the Program's Student Organization.....	86

Outside Employment/Volunteer Guidelines.....	87
Grievance Procedures for Faculty.....	87
12. Resources Available to Students.....	89
Student Support Services	89
Personal Psychotherapy Resources	89
University Ombuds Office	90
Learning Resources Center	90
Technology Resources	90

1. Introduction to the AU Counseling Psychology Student Handbook

The following Counseling Psychology Student Handbook is a compilation of policies and procedures relating to the Counseling Psychology PhD Program (referenced as the Program in this Handbook) at Auburn University. All policies and procedures relating to the Counseling Psychology Program have been developed by the Counseling Psychology Faculty (referred to as Program Faculty in this Handbook), and final authority concerning all policy matters will rest with the Program Faculty, subject to Auburn University policies and legal constraints.

These policies and procedures are subject to revision at any time. Because digital information is easily reproduced and disseminated, outdated policies may be in circulation, whether in hardcopy, on individual computers, or on the web. When there are substantive concerns, students, prospective students, and other interested parties should check with the [Director of Training](#) to ensure they are consulting the latest version of the Student Handbook.

Although the Program Faculty will use their discretion in determining whether a given policy change applies to all students in the Program or only to cohorts of students entering after a certain point, Faculty will use equity and reasonableness when making this decision. Variables to be considered will include, but may not be limited to, the integrity of the program, contextual variables such as evolving professional standards, the scope and impact of the change, and the best interests of students—both individually and collectively. When a policy pertains to only certain cohorts or when multiple versions of a policy exist for different cohorts, this will be clearly specified in the policy. Outdated policy versions will be removed from this document after all affected students have fulfilled requirements associated with that policy; previous handbooks may be consulted as needed if a student wants to revisit the details of a particular policy that applied to them but is no longer active.

As stated elsewhere in this document, Program students are required to abide by all the policies and procedures outlined in this Student Handbook. Failure to follow Program policies and procedures can result in [remediation and/or dismissal](#). Exception to specific policies may be made only when such an exception is deemed appropriate by the Program Faculty. If students need assistance in understanding a given policy, they should first consult with their [Major Professor](#), and then follow up with the [Director of Training](#) if necessary.

2. AU Counseling Psychology PhD Program Overview

Program Aim

The Program has a single overarching aim: The goal of the Auburn University Counseling Psychology Program is to facilitate students' development of a high level of competency in the discipline of counseling psychology consistent with the scientist-practitioner model of training in health service psychology.

Competency Expectations Adopted by the Program

The Auburn University Counseling Psychology Program periodically updates competency expectations of students in alignment with accreditation-related changes made by the American Psychological Association Commission on Accreditation. Effective January 1, 2017, the program has adopted the following Profession Wide Competencies (along with the elements described in IR C-8 D) articulated by the American Psychological Association Commission on Accreditation:

- I. [Research](#)
- II. [Ethical and Legal Standards](#)
- III. [Individual and Cultural Diversity](#)
- IV. [Professional Values, Attitudes, and Behaviors](#)
- V. [Communication and Interpersonal Skills](#)
- VI. [Assessment](#)
- VII. [Intervention](#)
- VIII. [Supervision](#)
- IX. [Consultation and Interprofessional/Interdisciplinary Skills](#)

The program also has one additional Program-Specific Competency:

- A. [Social Justice](#)

Required Elements of Each Competency Expectation

The Program provides training in each of the following Competency area Elements and requires students to obtain minimum competency in each of the Elements.

[Competency 1: Research](#)

- Element 1: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Element 2: Conduct research or other scholarly activities.

- Element 3: Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Competency 2: Ethical and Legal Standards

- Element 1: Be knowledgeable of and act in accordance with each of the following:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Element 2: Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Element 3: Conduct self in an ethical manner in all professional activities.

Competency 3: Individual and Cultural Diversity

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

Competency 4: Professional Values, Attitudes, and Behaviors

- Element 1: Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Element 2: Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

- Element 3: Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Element 4: Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and Interpersonal Skills

- Element 1: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Element 2: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Element 3: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

- Element 1: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Element 2: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Element 3: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention

- Element 1: Establish and maintain effective relationships with the recipients of psychological services.
- Element 2: Develop evidence-based intervention plans specific to the service delivery goals.
- Element 3: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Element 4: Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Element 5: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Element 6: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

- Element 1: Demonstrate knowledge of supervision models and practices.
- Element 2: Demonstrate skills of clinical supervision

Competency 9: Consultation & Interprofessional/Interdisciplinary Skills

- Element 1: Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Element 2: Demonstrates knowledge of consultation models and practices.

Program-Specific Competency: Social Justice

- Element 1: Identify social injustices for which change efforts can be informed by psychological science and values of counseling psychology.
- Element 2: Apply knowledge of social justice and advocacy principles to an identified social injustice.

Required Learning Experiences to Gain Discipline-Specific Knowledge

APA requires that all students gain knowledge in several Discipline-Specific areas of psychology. The Program utilizes the following courses to train students in those areas.

Discipline-Specific Knowledge Category 1

- History and Systems of Psychology: COUN 8320 Great Ideas in Psychology (previously taught as COUN 8970: Special Topics: Great Ideas in Psychology; can substitute PSYC 7100 with approval)
- Basic Content Areas in Scientific Psychology
 - Affective Aspects of Behavior: COUN 8310 Cognition and Emotion (previously taught as COUN 8970 Special Topics: Cognitive Psychology; can substitute PSYC 7190 Cognitive Psychology with approval)
 - Biological Aspects of Behavior: PSYC 7150 Biological Psychology
 - Cognitive Aspects of Behavior: COUN 8310 Cognition and Emotion (previously taught as COUN 8970 Special Topics: Cognitive Psychology; can substitute PSYC 7190 Cognitive Psychology with approval)
 - Developmental Aspects of Behavior: COUN 7310 Counseling Applications of Lifespan Development
 - Social Aspects of Behavior: PSYC 7180 Social Psychology

Discipline-Specific Knowledge Category 2

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas: Effective for students entering Fall 2016 and later: COUN 8220 Psychological Science & Health (previously taught with COUN 8970 number)
- Research Methods:

- For students entering before Fall 2020: COUN 8300 Research Design
- For students entering Fall 2020 and later:
 - COUN 8230 Colloquium in Counseling Psychology I
 - COUN 8240 Colloquium in Counseling Psychology II
 - COUN 8250 Colloquium in Counseling Psychology III
 - COUN 8260 Colloquium in Counseling Psychology IV
- Quantitative Methods:
 - Program approved first semester doctoral stats course
 - Program approved second semester doctoral stats course
- Psychometrics: ERMA 8350 Advanced Measurement Theory

Required Learning Experiences for Competency Areas

The Program utilizes coursework and other required learning activities to develop students' competency in the [Profession-Wide Competencies](#) and [Program-Specific Competency](#).

Research

- Program approved first semester doctoral stats course
- Program approved second semester doctoral stats course
- COUN 8230 Colloquium in Counseling Psychology I
- COUN 8240 Colloquium in Counseling Psychology II
- COUN 8250 Colloquium in Counseling Psychology III
- COUN 8260 Colloquium in Counseling Psychology IV
- (COUN 8300 Research Design in Counseling and Evaluation; prior to 2020 cohort)
- COUN 8400 Professional Seminar in Counseling Psychology
- Written Comprehensive Exams
- Oral Exam (Dissertation Proposal)
- Dissertation and Final Oral Exam (Dissertation Defense) – requires at least 10 hours enrollment in COUN 8990 (Research & Dissertation)

Ethical and Legal Standards

- COUN 8230 Colloquium in Counseling Psychology I
- COUN 8240 Colloquium in Counseling Psychology II
- COUN 8250 Colloquium in Counseling Psychology III
- COUN 8260 Colloquium in Counseling Psychology IV
- COUN 8300 Research Design in Counseling and Evaluation (prior to 2020 cohort)
- COUN 8530 Contemporary Issues in Counseling Psychology
- Required CITI Training
- Written Comprehensive Exams
- COUN 7910 Beginning Practicum

- COUN 8910 Advanced Practicum
- Psychotherapy Project
- Oral Exam (Dissertation Proposal) – specifically see Ethics item rating
- Professional Skills Summary and Rating Form Item 5

Individual and Cultural Diversity

- COUN 7330 Diverse Populations
- Written Comprehensive Exams (embedded into three primary sections)
- COUN 7910 Beginning Practicum
- COUN 8910 Advanced Practicum
- Infused in courses listed across competency areas, but not listed here to avoid redundancy
- COUN 8930 Internship in Counseling Psychology

Professional Values and Attitudes

- Initially explored during admissions interviews
- COUN 8530 Contemporary Issues in Counseling Psychology
- COUN 8800 Professional Development & Pre-Internship Seminar
- Required involvement in program student organization, Association of Counseling Psychology Students (ACOPS)
- Annual student self-evaluations and annual review of students
- Infused in courses listed across competency areas, but not listed here to avoid redundancy
- COUN 7910 Beginning Practicum
- COUN 8910 Advanced Practicum
- Psychotherapy Project (Evaluation of Strengths and Weaknesses within Session, as well as oral defense of project, specifically)
- Professional Skills Summary and Rating Form Items 1 & 2
- COUN 8930 Internship in Counseling Psychology

Communication and Interpersonal Skills

- Initially explored during admissions interviews
- COUN 7350 Introduction to Counseling Practice
- Annual student self-evaluations and annual review of students
- Infused in courses listed across competency areas, but not listed here to avoid redundancy
- COUN 7910 Beginning Practicum
- COUN 8910 Advanced Practicum
- Written Comprehensive Exams (in actual responses)
- Psychotherapy Project
- General Oral Examination (Dissertation Proposal) –Oral Presentation Skills item
- Dissertation and Final Oral Exam (Dissertation Defense)

- Professional Skills Summary Rating Form Items 3 & 4
- COUN 8930 Internship in Counseling Psychology

Assessment

- COUN 8120 Appraisal in Counseling and Psychology
- COUN 8200 Intellectual Assessment of Adults
- Psychotherapy Project (Diagnosis and Outcomes Components)
- COUN 8930 Internship in Counseling Psychology

Intervention

- COUN 7250 Advanced Assessment and Diagnosis
- COUN 7320 Counseling Theories
- COUN 7230 Career Development and Vocational Appraisal
- COUN 7910 Beginning Practicum (2 terms)
- COUN 8910 Advanced Practicum (2 terms)
- Written Comprehensive Exams
- Psychotherapy Project (Including Session Transcript/Recording and All Written Components)
- COUN 8930 Internship in Counseling Psychology

Supervision

- COUN 8540 Supervision – Theory & Practice
- COUN 8930 Internship in Counseling Psychology

Consultation and Interprofessional/Interdisciplinary Skills

- Training in an interdisciplinary Department
- COUN 8400 Professional Seminar in Counseling Psychology
- COUN 7910 Beginning Practicum
- COUN 8910 Advanced Practicum
- COUN 8930 Internship in Counseling Psychology

Social Justice

- COUN 7330 Counseling Diverse Populations
- COUN 8260 Colloquium in Counseling Psychology IV
- COUN 8400 Professional Seminar in Counseling Psychology

3. Roles in the Counseling Psychology Program

Core Faculty (Program Faculty)

Core Faculty of the Counseling Psychology Program have clear and primary responsibility for all aspects of the program, including but not necessarily limited to:

1. Teaching courses in the curriculum;
2. Advising current students;
3. Admitting new students;
4. Developing, reviewing, and revising the curriculum;
5. Developing, reviewing, and revising program policy;
6. Setting requirements for practicum and other clinical experiences;
7. Chairing student dissertations and supervising other student research;
8. Reviewing student progress;
9. Developing and scoring written comprehensive examinations; and
10. Evaluating psychotherapy projects.

All Core Faculty must be committed to the training of counseling psychologists. They must be familiar with training models of psychology and the *Ethical Principles of Psychologists and Code of Conduct* promulgated by the American Psychological Association (APA). Active membership in APA Division 17: Society of Counseling Psychology is strongly encouraged. Counseling Psychology Faculty are also encouraged to participate in APA conventions by attendance, program presentation, and continuing education activities in counseling psychology. Faculty in the Department of Special Education, Rehabilitation, and Counseling who desire to be members of the Core Faculty may be so designated by majority vote of the current Core Faculty, if they meet the general standards described above and if, in addition, they meet one or more of the following criteria:

1. Licensed as a psychologist;
2. Graduated from an APA-accredited counseling psychology program;
3. Any one of the following:
 - a. Senior authorship of two or more publications in an APA or APA divisional journal;
 - b. Three or more content/poster presentations at the annual meeting of APA;
 - c. Junior authorship of one or more publications in an APA or APA divisional journal plus two content/poster presentations at the annual meeting of APA; or
 - d. Achievements or productivity substantially similar to any of the criteria above;
4. Membership in, and history of involvement with, APA Division 17: Society of Counseling Psychology; or
5. Trained as a psychologist and having a demonstrated substantial commitment to, and involvement with, the Counseling Psychology Program at Auburn University.

Persons not teaching in the Department of Special Education, Rehabilitation, and Counseling may be considered for membership on the Counseling Psychology Faculty if, in addition to meeting the above criteria, these faculty members have a demonstrated history of support, interest, and involvement in the profession of Counseling Psychology and the Counseling Psychology Program at Auburn University.

Associated & Adjunct Faculty and Other Contributors

Associated Faculty Criteria. Associated Faculty members have a demonstrated interest in the Counseling Psychology Program at Auburn University. These individuals hold faculty status (tenure-track, tenured, clinical) at Auburn University with a primary affiliation in another program or unit. They typically teach students in the Counseling Psychology program. However, they may also contribute to the Program in other ways (e.g., occasionally serving as Major Professors). Although Associated Faculty contribute to the Program, the ultimately responsibility and decision-making for the Program lies with the Core Faculty. Recognition as Associated Faculty follows that outlined by the Commission on Accreditation for American Psychological Association-accredited programs. In addition, the individual, in the opinion of the Program faculty, demonstrates an appropriate interest in the Program and its students.

Adjunct Faculty Criteria. Adjunct Counseling Psychology Faculty members are persons who have a demonstrated interest in the Counseling Psychology Program at Auburn University. Recommendation for designation as an adjunct faculty member shall be made by the Counseling Psychology faculty, and will be voted upon by the tenured faculty in the Department. These individuals are considered Other Contributors to the program.

Other Contributors Criteria. Other Contributors to the Counseling Psychology Faculty will be made up of persons who have a demonstrated interest in the Counseling Psychology Program at Auburn University. Such an interest can involve (1) meeting adjunct faculty criteria, (2) supervising students, (3) serving on student examination and dissertation committees, and (4) engaging in research activities with students. The Core Faculty make the determination of who qualifies as Other Contributors based on the recommendation of the Director of Training.

Responsibilities of Associated & Adjunct Faculty and Other Contributors. It is expected that Associated and Adjunct Faculty will meet periodically with the Core Faculty in order to maintain open communication, provide input, and receive feedback. It is expected that Other Contributors who are not adjunct faculty will maintain open communication, provide input, receive feedback, and meet when necessary. Associated and Adjunct faculty are involved in various operational aspects of the program and also serve as role models for Counseling Psychology students. Other Contributors who are not Adjunct Faculty are involved in the operational aspects of the program through their work with students and serve as role models to students. Associated Faculty, Adjunct Faculty, and Other Contributors may have the following responsibilities: teaching, supervising clinical

work, presenting colloquia, making recommendations about the program, and serving on students' [Advisory Committees](#).

Director of Training

The Director of Training (DoT), who is also a member of the [Core Faculty](#), holds primary responsibility for the functioning of the counseling psychology program. The DoT works with Program Faculty to establish and revise program requirements, policies, and procedures, and also facilitates the annual review of student progress. The DoT serves as a liaison between the Program and the Department of Special Education, Rehabilitation, and Counseling through coordinator meetings and director meetings; such work involves matters like course scheduling, assistantship placements, faculty roles, and student resource allocation. The DoT is also the liaison between the Program and the American Psychological Association (APA), Council of Counseling Psychology Training Programs (CCPTP), and the APA Commission on Accreditation, and is responsible for ensuring the Program conforms to accreditation requirements. The DoT is also the point of contact for pre-doctoral internship sites and is the person with whom students work to secure an internship placement. In matters of student progress, the DoT serves as a consultant to Program faculty and the student's [Advisory Committee](#), and works with the [Director of Practicum Training](#) when student progress concerns are related to clinical training.

Director of Practicum Training

The Director of Practicum Training (DoPT), who is also a member of the [Core](#) or [Associated faculty](#), serves as the overall coordinator of activities related to practicum, externship, and other clinical experiences approved by the Program. The DoPT is responsible for on-going communication with practicum sites and assists the DoT in developing new sites. The DoPT coordinates the annual process of [Practicum](#) site applications and is the point of contact when students have questions about practicum opportunities or sites. The DoPT manages the practicum evaluation process that occurs every semester and is responsible for ensuring that students submit documentation of their clinical hours for student files. In cases in which a practicum site does not have a licensed psychologist in the chain of supervision and the student's course instructor is not a licensed psychologist, the DoPT serves as the licensed psychologist available and completes an evaluation of the student based in part on observation of the student's clinical work. The DoPT assists the DoT in certifying student clinical hours reported on the AAPI (APPIC Application for Psychology Internship).

Major Professor (Advisor)

Each student will be assigned a Major Professor (Advisor) upon entry into the Program. Major Professors are responsible for assisting students in a number of areas, including:

1. Answering questions about Program policies/procedures;
2. Providing information about administrative details;

3. Facilitating students' professional development through discussion of and advice about topics such as:
 - a. Career goals;
 - b. Practicum settings and other clinical opportunities;
 - c. Elective courses that may be professionally beneficial;
 - d. Leadership opportunities;
 - e. Research opportunities; and
 - f. Professional training opportunities.
4. Serving as the Chairperson of the [Advisory Committee](#), except in usual circumstances agreed upon by the student and the Major Professor; and
5. Working as a conduit between the student and the Program Faculty.

Program Faculty encourage students to communicate frequently with their Major Professor and to use their Major Professor for professional support and professional development. Because students are assigned a Major Professor upon entry into the Program without comprehensive input from the student, and as students sometimes change the focus of their research interests while in graduate school, students are allowed to change Major Professors should they prefer to do so at any reasonable time. Such changes depend on the availability of a qualified person to become the new Major Professor. Students may select another available Major Professor if they believe that it would be in their best professional interests to do so and if this change is supported by the anticipated new Major Professor. The most typical reason for changing Major Professor is that another faculty member's research interests more closely parallel those of the student's. Program Faculty encourage students with small disagreements with their Major Professors to resolve these disagreements within the context of the advisor-advisee relationship. However, students may change their Major Professor for any number of reasons and should generally feel free to initiate this request.

Graduate School Advisor

The Graduate School maintains professional staff who assist with administrative advising throughout students' duration in the Program. Each student is assigned a [Graduate School Advisor](#) based on the first letter of their last name. This staff person can be contacted for questions and concerns about academic standing, dropping and adding courses, plans of study, registration, and withdrawal and resignation. For some of these concerns, students should first consult their [Major Professor](#) and then follow up accordingly with the Graduate School staff person.

International Student Advisor

Students in the Program who are international students are assigned an [International Student Advisor](#) by the [International Students and Scholars Services office](#). International students should maintain contact with this Advisor throughout their time in the Program. This Advisor will assist with tasks such as visas, Curricular Practical Training (CPT), and Optional Practical Training (OPT).

Doctoral Advisory Committee (Dissertation Committee)

The doctoral Advisory Committee has a primary role of approving and evaluating the student's dissertation research project. Hence, the Advisory Committee is often referred to as the Dissertation Committee in informal conversation. The Advisory Committee conducts and evaluates the [General Oral Examination](#) (dissertation proposal meeting) and [Final Oral Examination](#) (dissertation defense meeting). The Advisory Committee is also responsible for approving the student's [Plan of Study](#) (specific coursework taken to complete the doctoral degree) and for intervening if students are not making satisfactory progress toward degree completion. The Advisory Committee must be formed prior to submitting the request to sit for the [General Oral Examination](#). Forms for Committee Selection and for the [Plan of Study](#) are available on the Graduate School [Forms Directory](#). Until students have formed an Advisory Committee, the [Core Faculty](#) fulfill functions of the Advisory Committee as necessary.

The following are the requirements for composition of the Advisory Committee:

1. The Advisory Committee must include at least four members of the Auburn University Graduate Faculty, and at least three of those individuals (including the [Chair](#)) must be members of the Graduate Faculty at Level 2. The [Graduate School](#) may impose additional requirements regarding the credentials of Committee members.
2. The Chairperson of the Committee will almost always be the student's [Major Professor](#) on record and will ordinarily be a member of the [Core or Associated Faculty](#). The Committee may be chaired by a person who is not a member of the Counseling Psychology Faculty if the student's dissertation interests are closely related to those of a well-qualified non-Counseling Psychology faculty available to supervise the work and the student receives approval by the Counseling Psychology Faculty. In such cases, the person must hold graduate faculty status at Auburn University and be recognized as a tenure/tenure track faculty member at Auburn University. If the faculty member is not in the Department of Special Education, Rehabilitation, and Counseling (SERC), the student must have a co-chairperson who is an approved faculty member in SERC. If a Committee chairperson leaves the university prior to the student submitting the draft version of their dissertation to the Graduate School, the [Core Faculty](#) must approve continuation in the role as chairperson.
3. The student's [Major Professor](#) must be one of the Advisory Committee members, even if not serving as the Chairperson. At least one member of the Committee must be a member of the [Core Faculty](#). Additional non-chair members of the Advisory Committee may come from SERC and/or other academic departments. Students should consider the relevant expertise of faculty members as it relates to the dissertation research project when forming their committees. The student's [Major Professor](#) must approve the student's choices for committee members.
4. Prior to the [Final Oral Examination](#) (dissertation defense), a University Reader is added to the dissertation process. The University Reader is a member of the University

Graduate Faculty who serves to represent the University's graduate faculty and the Graduate School in reviewing the dissertation. The University Reader must be a faculty member outside of SERC and should be identified by the student with approval from the Committee chairperson. The University Reader evaluates the dissertation after the written document has been approved by the Advisory Committee and also participates in the [Final Oral Examination](#) meeting.

Association of Counseling Psychology Students (ACOPS)

The Association of Counseling Psychology Students (ACOPS) is an officially recognized student organization at Auburn University open only to counseling psychology PhD students. All students are members of ACOPS while they are enrolled in the Program and are required to attend meetings (see [Participation in the Program's Student Organization](#) policy). The purpose of ACOPS is multifaceted:

1. To serve as an advocate for members (e.g., present concerns to [Program Faculty](#), make suggestions to the Department about the Program);
2. To serve as an information source for members (about jobs, training, etc.);
3. Integrate students socially into the program (e.g., coordinating mentor program for incoming students to the program);
4. To recognize members of the organization for excellence in promoting the purpose and goals of the organization;
5. To fund opportunities for professional development for members of the organization (e.g., funding for conference attendance);
6. To aide in the recruitment of new graduate students to the program; and
7. To promote the reputation of Auburn University (e.g., through professional memberships, volunteer work).

[ACOPS Advisor](#). A (typically Core) Program Faculty member serves as the advisor to ACOPS. The ACOPS Advisor is available to support the ACOPS student leadership and membership. The ACOPS Advisor also serves as a liaison between the student organization and the Program Faculty. The ACOPS Advisor may attend ACOPS meetings and/or may determine other mechanisms to communicate with members.

[Student Representative or Co-Representatives](#). One or two Counseling Psychology students serve each academic year as a student representative or co-representatives. Representatives are nominated by ACOPS membership and elected by ACOPS membership. Student representatives serve as a liaison between Program Students and Program Faculty. They attend Counseling Psychology faculty meetings (except when discussing identifiable students and other sensitive issues) to offer their input on agenda items, and they can also present their own agenda items. Student representatives seek feedback and concerns from students to share with Program Faculty.

[Peer Mentor](#). ACOPS leadership, with assistance from the ACOPS Advisor, assign each incoming Counseling Psychology student a Peer Mentor who is a more advanced student in the Program. The mentor will be assigned the Summer prior to enrollment or

early in the Fall semester of first enrollment. Peer Mentors are expected to reach out to their mentees at designated times in the first year and beyond. Mentees may also seek advice and support from their Peer Mentor as needed. Although efforts are made to create a fitting match between mentor and mentee, there may be instances in which a student wants or is in need of a new Mentor. In these cases, ACOPS leadership and/or the ACOPS Advisor can assist the student in identifying a new Mentor. Students are not required to maintain a Mentor. Instead, the Peer Mentor is designed to serve as a support to the extent needed and desired by the student.

4. Student Behavior and Professionalism Policies

Ethics & Respect

Students must adhere to the most recent version of the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct" (APA Ethics Code). Consultation concerning ethical dilemmas is expected. The Program emphasizes personal responsibility and critical introspection. Program Faculty encourage students to address unethical behavior observed in others; Program Faculty also encourage students to examine their own values and biases carefully before accusing others of unethical conduct. If a student believes that another student is having problems of professional competence and/or has engaged in unethical behavior, students should follow APA Ethics Code Section 1: Resolving Ethical Issues. This includes bringing the issue to the attention of the student for informal resolution as appropriate. It may also include discussing or reporting the issue to the [Director of Training](#) or another faculty member. Furthermore, students having reason to suspect that a faculty member or clinical supervisor has problems of professional competence or has engaged in unethical behavior, students are encouraged to consult with others about their concerns and make such concerns know to their [Major Professor](#), the [Director of Practicum Training](#), the [Director of Training](#), or the Department Head. The [University Ombudsperson](#) is also available for confidential consultation.

Program Faculty emphasize that students are to be treated with dignity, courtesy, and respect at all times. Complaints falling outside or below the typical scope of harassment, discrimination, or academic grievances (e.g., complaints involving lack of courtesy or respect) may be discussed with the [Director of Training](#), the Department Head, or another faculty member. Faculty hold themselves accountable, and also expect students to hold themselves accountable, to behave in ways which exceed legal requirements and ethical standards (see also, [Respect for Diversity](#) policy).

Respect for Diversity

Because counseling psychologists often work with individuals who have been marginalized, it is imperative that those who aspire to the PhD in counseling psychology hold respect for diversity and strive to contribute to an interpersonal environment of safety and respect for all individuals. Respect for, and the valuing of, diversity is expected of all students who are accepted into the program. In particular, the program expects that students will be respectful of all individuals (including, but not limited to, clients, classmates, students, staff, and faculty), including those who are different from them in terms of age, culture, disability, ethnicity, gender identity, language, national origin, race, religion, sex, sexual orientation, veteran status, or socioeconomic status. Students found to engage in discrimination or harassment will be subject to University policies with regard to violation of the [Code of Student Conduct](#) and will also be subject to the Program's [Due Process, Remediation, and Dismissal Policies](#).

In addition, Program standards for student behavior exceed the idea of “non-discrimination.” Program Faculty believe the most effective training environment involves an openness to learning about others who are different from themselves, acceptance of diversity, and actions that foster inclusion. When students encounter others who differ from them on one or more identity status, it is the assumption of the Program that students will work to help create a climate of safety and trust for all concerned. Faculty recognize that no one is completely free from all forms of prejudice and bias. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the Program is seen as a commitment to the valuing of diversity and the process of self-examination so that bias can be evaluated in the light of both scientific data and the traditions of cooperation and mutual respect. In addition, the Program strives to develop counseling psychologists who will actively work toward correcting social injustices by engaging in advocacy and/or activism for and with marginalized communities.

Prospective students who have reservations about their ability to show acceptance of diversity in all the areas listed above should understand that the Program, while committed to supporting the positive personal development of all enrolled students, will not support behaviors judged by the Faculty to be highly intolerant and/or that create a hostile environment for others. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Similarly, although the Program will take no action to abridge one’s constitutional right of free speech, tolerance and respect for the values of others are factors that may be used to evaluate students. Students and prospective students found to violate this Policy will be subject to Program’s [Due Process, Remediation, and Dismissal Policies](#).

Drawing from the recommendations set forth by the APA Board of Educational Affairs, the Program is committed to developing psychologists with the knowledge, skills, and attitudes to be able to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively work with members of the public, the Program Faculty and supervisors are committed to a developmental training approach designed to support the acquisition of professional competence. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values. The Program will assist graduate students in finding a belief- or value-congruent path that will allow them to work in a professionally competent manner with all individuals.

Students are required to honor not merely the Ethics Code of the American Psychological Association (APA; see Ethics & Respect policy), but also to be familiar

with and to abide by the various Guidelines published by the APA for working with individuals from marginalized groups. In addition, students are encouraged to access the website for the [Auburn University Office of Inclusion and Diversity](#) for details on University expectations and priorities with regard to diversity, multiculturalism, and inclusion.

Social Media and Public Representations

Students in the Program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Counseling Psychology PhD program; and the profession of counseling psychology. As such, students are expected to maintain professional standards of behavior in public settings, in conjunction with Program policies on [Ethics & Respect](#), [Respect for Diversity](#), and [Discrimination & Harassment](#). Students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this Policy. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) violate this Policy and will be subject to the Program's [Due Process, Remediation, and Dismissal Policies](#). Social media and other public forums are not places to discuss how one feels about a client, one's students, one's work with clients or students, or one's training site(s).

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers violate this Policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to the Program's [Due Process, Remediation, and Dismissal Policies](#). This Policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the Program, College, University, and field of counseling psychology.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with APA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as 'friends' on Facebook) with current students for whom the Counseling Psychology student is an instructor of record or with current or former clients. This policy does not prevent students from allowing their students to 'follow' them on academic sites like LinkedIn or ResearchGate.

Intimate Relations with Students

The Program endorses and calls attention to the Auburn University [Consensual Relationships Policy](#), which includes the stipulation that graduate teaching assistants are prohibited from pursuing or engaging in romantic, intimate, or sexual relationships

with students whom they are currently teaching or supervising. Furthermore, students in the Program are prohibited from engaging in sexual relationships with their supervisees or clients. Engaging in a sexual relationship with a supervisee or client is a violation of the APA Ethics Code (see [Ethics & Respect](#) policy). Students should further be aware that faculty who are currently teaching or supervising Counseling Psychology students are constrained in their behavior as per the Auburn University Policy as well as the APA Ethical Standards. Faculty members who violate this policy are subject to disciplinary action by the University.

5. Due Process, Remediation, and Dismissal Policies

Problems of Professional Competence

The Program Faculty have the responsibility to evaluate students. In addition, students themselves are strongly encouraged to self-monitor and to seek help early for any personal, professional, or ethical problems they notice in themselves that may relate to problems of professional competence. See also the [Student Behavior and Professionalism Policies](#). Furthermore, students are encouraged to assist fellow students who appear to be significantly affected by personal or professional problems. Such assistance may take the form of speaking directly with the fellow student or consulting with a member of the Program Faculty. Students are welcome to consult the [Director of Training](#) or other faculty members for referral options when they desire psychotherapy.

Due Process and Process of Dismissal

If a counseling psychology student has established a doctoral [Advisory Committee](#), procedures concerning due process and dismissal shall be those established by the Graduate School, and described in the link to “[Academic and Professional Progress](#),” and to “[Annual Evaluation of Graduate Teaching Assistants and Doctoral Students](#).” Students are expected to read these policies, as they are considered part of the Counseling Psychology Program Policies as well. At any stage of due process, the Program Faculty may, and generally will, make recommendations to a student’s [Advisory Committee](#) concerning remediation, statements of grievance, and/or dismissal. Students should be aware that when Committee members are not tenure/tenure-track faculty at Auburn University, have retired, or have assumed positions at other academic institutions, they are not among Committee members who can make decisions regarding progress and dismissal. However, such Committee members can continue to offer input to the remaining Committee members. If a doctoral Advisory Committee has not been established, then the policy described above shall be operative, except that the [Counseling Psychology Program Faculty](#) shall assume all roles ascribed to the doctoral [Advisory Committee](#).

Consistent with the policy published by the Graduate School, and consistent with the Program’s philosophy, students may be placed on remediation and dismissed from the Program for either failing to meet academic standards or for failing to progress satisfactorily in professional or personal development. The Graduate School policy clearly states: “*The student’s advisory committee monitors each graduate student’s progress toward a degree, and issues of professional and personal development may be considered. While failure to maintain academic standards is reason for dismissal, a student also may be dismissed from the Graduate School if progress is unsatisfactory in other areas.*” See also the [Evaluation of Students Policies; Practicum, Externship, & Other Clinically-Related Policies](#); and the [Minimum Levels of Achievement Policy](#) for examples of dimensions along which student behavior may be evaluated.

Remediation Process

As discussed throughout the Student Handbook, students may be placed on remediation due to identified problems of professional competence (including failure to meet minimum levels of achievement [[MLAs](#)] of [Profession-Wide](#) and [Program-Specific Competencies](#)) or due to student violation of Program policy. In this event, the policy on [Due Process and Process of Dismissal](#) applies. In alignment with Graduate School [policy](#), the following steps will constitute the remediation process:

1. The [Advisory Committee](#) will prepare a “Statement of Grievance” that outlines the Program policy violation(s) and/or the identified problem(s) of professional competence. Within the Program, this is referred to as a “remediation plan letter,” as the letter will also include a remediation plan for the student. The remediation plan will outline the competence issue(s) being remediated, minimum expectations for acceptable performance, student responsibilities/actions to build competency and meet expectations, faculty responsibilities/actions, timeframe for acceptable performance, and consequences of failure to meet minimum expectations (which can include dismissal). Relevant assessment methods and dates of evaluation will also be included as appropriate.
2. Two or more members of the Advisory Committee will discuss the letter in a meeting with the student, after which time the plan will be implemented.
3. Relevant follow up will occur as outlined in the plan and as necessary to address any new concerns that may arise during the process of remediation.
4. If the student does not meet minimum expectations, the consequences outlined in the plan will be implemented. If the student does meet all expectations outlined in the plan, the student will receive a letter from the Advisory Committee that removes the student from remediation and outlines future expectations.
5. If a student successfully meets the minimum expectations outlined in the remediation plan and is removed from remediation, but the student’s future behaviors or performance again demonstrate problems of professional competence in the same competency domain or element included in the previous remediation plan, the Program Faculty will recommend dismissal from the Program.

Filing Academic Grievances

The [Student Policy eHandbook](#) for Auburn University students details the process for filing academic grievances against faculty members and administrators. At the time of the most recent update, the section of the eHandbook was A. Academic Affairs – 21. Student Academic Grievance Policy. The Counseling Psychology Faculty affirm their commitment to assisting students who have academic grievances.

6.

Coursework Policies

Required Courses

The Program publishes a list of courses that are required for students in the Program. Most of the Plan of Study is the same for all students, with only one specific course designated to fulfill each requirement for graduation. Some requirement areas allow students to select from several course options to meet the graduation requirement. Subject to administrative constraints, the Program will also publish the sequence in which the courses should be taken. To remain in good standing with the Program and to make progress toward graduation, students must take courses in the specified sequence. Delaying a course in the specified sequence or withdrawing from a course requires approval by the student's [Major Professor](#) and the [Director of Training](#).

Although the student's [Advisory Committee](#) has the final responsibility for deciding whether a course will be required or not, the Program Faculty acknowledge by mutual agreement that courses published by the Program are required when published as such. Students must complete all course requirements either by taking the specific Auburn University course or by substitution of prior coursework (see [Guidelines for the Substitution of Prior Coursework](#)). In extraordinary circumstances, with the consent of their Advisory Committee (or the entire Program faculty) students may take and substitute one acceptable course from another university after they have already enrolled in the Program. Approval must occur prior to completion of the course, and this process should only be considered in compelling, extraordinary circumstances. Requests based in convenience or preference will be denied. In addition, the same Excluded Courses and Criteria for Approval listed in the [Guidelines for Substitution of Prior Coursework](#) policy will apply in determining whether a given course would be eligible for substitution. Students who complete such a course at another university following enrollment in the Counseling Psychology Program must ensure that an official transcript or grade report is placed in their student file in order to document the fact that a satisfactory grade has been earned (not less than a "B"). University policy requires that if a graduate course is failed (a grade of "D" or "F") at Auburn University, it must be retaken at Auburn University. Therefore, students cannot substitute a course taken at another university for any course failed at Auburn University.

Based on changes within the profession, departmental resources, and overall Program goals, the Program Faculty will periodically make changes in the list of required courses. Students will normally have the opportunity to create or maintain a Plan of Study consistent with the requirements operative during their first semester of study. However, they will also be allowed to make changes in their previous Plan of Study to make it consistent with new requirements should they desire to do so. However, opting into a new set of course requirements necessitates fulfillment of all new requirements.

Guidelines for the Substitution of Prior Coursework

Students who have previously completed graduate coursework prior to their admission into the Auburn University Counseling Psychology Program may be eligible to substitute one or more of their previous graduate courses for one or more of the courses required by the Auburn Program.

Credit Hour Maximums. [The Graduate School](#) allows a maximum of 30 hours to be transferred into a doctoral program. In general, Program students will not be allowed to substitute more than eight courses (24 credit hours). In unique circumstances, a student may be eligible to substitute up to 30 credit hours if careful review of the prior coursework by Program faculty suggests an exception is appropriate.

Excluded Courses. The following courses will not be considered for substitution. In other words, all students must complete the following courses at Auburn University even if they previously took a similar course at another institution:

- COUN 7910: Practicum (I and II)
- COUN 8220: Psychological Science and Health
- COUN 8230: Colloquium in Counseling Psychology I
- COUN 8240: Colloquium in Counseling Psychology II
- COUN 8250: Colloquium in Counseling Psychology III
- COUN 8260: Colloquium in Counseling Psychology IV
- COUN 8400: Professional Seminar in Counseling Psychology
- COUN 8530: Contemporary Issues in Counseling Psychology
- COUN 8540: Counseling Supervision Theory & Practice
- COUN 8800: Professional Development Internship Skills
- COUN 8910: Advanced Practicum (I and II)
- COUN 8930: Internship in Counseling Psychology (I, II, and III)
- Courses utilized for Elective requirement in the Plan of Study
- Advanced Theories course requirement (no longer included in the Plan of Study for cohorts 2020 and later)

Substitution Process. **The responsibility for initiating the course substitution process rests with the student.** It is recommended that students initiate any requests for substitution in the Summer semester prior to their first semester of enrollment for any courses that are designated for Fall semester of students' first year. In addition, all requests for substitutions must be initiated not later than the beginning of the second semester of study at Auburn University. Students wishing to substitute one or more courses should utilize the following process:

1. Discuss the proposed course substitution(s) with one's [Major Professor](#). If the Major Professor is supportive of the substitution request(s), the student can initiate the next steps of this process. If the Major Professor is not supportive of the request, the [Director of Training](#) can be consulted for a second opinion. If the

student's Major Professor is also the Director of Training, the student may select another Core faculty member for a second opinion.

2. In [Tevera](#), complete a Graduate Course Substitution Form for each course included in the substitution request. To each Form, the student must attach the syllabus from the completed course, as well as any other necessary evidence not provided on the syllabus. Students must verify that all required information in the Student Self-Checklist is provided in the syllabus or other materials.
3. The Major Professor will review the materials submitted in Tevera to make an initial recommendation for approval or disapproval of each substitution request. The Major Professor may request additional information from the student.
4. The Major Professor will notify the Director of Training for final approval or disapproval to be completed at the next faculty meeting.
5. Following final approval or disapproval, the Director of Training will document the decision for each course in Tevera.

Note: prior to Summer 2019, the Forms and supporting materials were submitted in hard copy to the Major Professor and signed Forms were placed in the physical student files. For cohort 2019, the above process was completed in the Counseling Psychology Canvas course.

[Criteria for Approval](#). In considering whether a course will be approved for substitution, the following general guidelines will be applied:

1. The student must have received a grade of "B" or higher in the completed course. Courses taken on a "Pass/Fail" or "Satisfactory/Unsatisfactory" basis at another institution cannot be approved for substitution.
2. It is preferable that the course was taken in a department that offers the doctoral degree. Regardless, the course must be clearly identified as a graduate course; courses that are cross listed as graduate AND undergraduate will not be approved for substitution.
3. Ordinarily, the course should not have been taken more than five years prior to the student's enrollment in the Auburn University Program.
4. The completed course must be substantially similar to the course required by the Auburn University Program with regard to course objectives, student learning outcomes, and scope and coverage of topics. Similarity between the completed and required courses can be assessed through:
 - a. Examination of the syllabus for the completed course;
 - b. Review of textbook(s) or other materials related to the completed course;
 - c. Consultation with other faculty, particularly those who teach the course or who otherwise have expertise in the content area;
5. Other factors for consideration may include, but are not limited to:
 - a. The quality of the institutional department where the course was taken;
 - b. The credentials of the instructor of the completed course;
 - c. Concerns about future license eligibility should the proposed substitution be approved;
 - d. The student's knowledge of the course material, as assessed through:

- i. Discussion with the student about topics covered in the course;
- ii. Written exam; and/or
- iii. Oral exam.

Use of Independent Studies to Substitute for Required Courses

Students may not substitute an Independent Study for a required course. Any exceptions to this policy will be extremely rare and must be justified by extraordinary circumstances and compelling argument. Said exceptions must be approved by the entire Program Faculty.

Grade Point Average (GPA) Minimum

The Graduate School requires students to maintain a 3.0 Grade Point Average (GPA) throughout enrollment in the Auburn University Graduate School. Failure to maintain this GPA will result in action by the Graduate School including probation followed by suspension, followed by termination if the GPA is not raised sufficiently. See the [“Academic Standing”](#) policy in the University Bulletin.

Minimum Grades Necessary in Courses

Auburn University utilizes the following 4.0 grade scale for graduate students, and does not recognize pluses and minuses (+/-) in the official grading system:

- A (superior) = 4.0
- B (good) = 3.0
- C (acceptable) = 2.0
- D (failing for graduate students) = 1.0
- F (failure) = 0.0

Some University courses, including some courses in the Program, are instead graded on an S/U (Satisfactory/Unsatisfactory) scale. S/U courses do not enter into grade point average (GPA) calculations. However, for policies pertaining to successful progress in the Program, grades of “U” are considered the same as grades of “F.”

Although the Graduate School of Auburn University accepts grades of “C” or better for university credit (with the provision that the overall GPA may not fall below 3.0), the Program places certain constraints on grades of “C.” The following policy about course grades applies to students enrolled in the PhD Program in Counseling Psychology:

- a) A grade of “B” or higher is required for all of the following courses. A student earning a grade of “C” or lower in any of these courses must retake the course(s) in order to earn a grade of “B” or higher.
 - a. COUN 7250: Advanced Assessment and Diagnosis
 - b. COUN 7320: Counseling Theories
 - c. COUN 7330: Counseling Diverse Populations

- d. COUN 7350: Introduction to Counseling Practice
 - e. COUN 7340: Group Counseling
 - f. COUN 8530: Contemporary Issues in Counseling Psychology
- b) Considering all graduate courses in which the student enrolls at Auburn University, a grade of “C” can be earned in a maximum of two courses without retakes being required by the Program Faculty. If a third or fourth “C” is earned, the Program Faculty will make the decision as to which of the courses must be re-taken such that no more than two grades of “C” are earned after retakes.
 - c) When a course retake is required for grades of “C”, students will be given a maximum of two retakes to earn a grade of “B” or higher for any given course. If a student does not meet this criterion, the Counseling Psychology Faculty will recommend to the Graduate School that the student be dismissed from the Program.
 - d) If a student earns a grade of “C” or lower in more than four courses, the Program Faculty will recommend to the Graduate School that the student be dismissed from the Program. This policy applies regardless of grades earned in retakes and regardless of overall GPA.
 - e) If a student earns a grade of “D” or “F,” that course must be retaken. This is a requirement of the Graduate School of Auburn University. If a student retakes a course and receives a grade lower than “C” or “Satisfactory” for a second time, the Counseling Psychology Faculty will recommend to the Graduate School that the student be dismissed from the Program. Grades of “Unsatisfactory” are considered grades of “F” as it pertains to this course retake and dismissal policy.
 - f) If a student earns grades of “D” or “F” in more than two courses, the Counseling Psychology Faculty will recommend to the Graduate School that the student be dismissed from the Program. This policy applies regardless of grades earned in retakes and regardless of overall GPA. Grades of “Unsatisfactory” are considered grades of “F” as it pertains to this dismissal policy.

Students must understand that although grades of “C” are accepted for credit within the constraints listed above, there may be state licensure boards that do not accept such grades. This may jeopardize successful licensure in such states. Therefore, students earning a grade of “C” in any course are encouraged to discuss this with their Major Professor to determine if a course retake would be in their best interests even if not required by the Program.

7. Admissions, Enrollment, and Degree Progress Policies

Admissions Requirements of Degree Completion

All U.S. students must have completed a bachelor's degree from an accredited institution (international applicants must meet Graduate School policies that outline equivalent requirements for the admission of international students) prior to enrollment in the program. Any student who is unable to provide a transcript documenting conferral of the bachelor's degree by the first day of classes during the term for which they were admitted will be automatically [dismissed](#) from the Program.

At the time of application, individuals must indicate whether they wish to be considered as a post-bachelor's applicant or a post-master's applicant. Although all students will be admitted to the same doctoral Program, it is expected that students who apply as post-master's candidates do so because they intend to and agree to complete their master's degree prior to admission to the Program. Students who are working toward a master's degree in any field at the time of application and who would like the admissions committee to consider their master's degree as evidence of their ability to complete graduate coursework should apply as a post-master's applicant. Individuals who do not intend to complete a master's degree prior to the start of the Auburn Counseling Psychology PhD Program must apply as a post-bachelor's applicant and the committee will not include expectation of completion of the master's degree in evaluating the quality of the application. Individuals who apply as a post-master's applicant must provide evidence of completion of the master's degree (typically in the form of a transcript documenting conferral of degree) by the first day of classes during the Fall term in which they were admitted for enrollment. The program does not offer an option to defer enrollment for failure to complete a master's degree on the timeline intended. If an individual applied as a post-master's applicant and has not provided evidence of degree completion by the start of the Fall term, the new student will be placed on [remediation](#) with the requirement that they provide evidence of master's degree completion by the end of that Fall semester of first enrollment (defined as the last day of regularly-scheduled classes of the term). If a student fails to provide evidence of degree completion by that date, the Program Faculty will recommend to the Graduate School that the student be [dismissed](#) from the Program.

Doctoral Classification

Students admitted to the Program will be classified as a '9' — a doctoral-level student — within the University system. This is true for both students admitted with a prior master's degree, as well as those who enter without having previously earned a master's degree. Classification as a "doctoral student" should not be confused with the status, "Doctoral Candidate," which is the term reserved for students who have passed the [General Oral Examination](#).

“Full-Time” Enrollment

The philosophy of the Program is that enrolled students should be devoting their professional energy to doctoral study. “Full-time” will be defined as taking a normal course load in sequence (usually four courses, which generally translates into 12 semester hours) as outlined in published Program documents. Students who enroll with a master’s degree and substitute courses may not need to enroll for 12 hours during some semesters. Although students are not technically required to enroll during the Summer semester to remain in good standing, the practicalities of enrollment are such that students will in essence be required to take some courses during the Summer semester because some courses are offered only in the Summer.

It is expected that employment, assistantships, and/or volunteer work will not interfere with the student’s normal progress through the Program. That is, 1) the completion of courses and 2) the completion of courses in the required sequence shall take precedence over employment, assistantships, and volunteer work. Similarly, the Program values students pursuing additional academic interests that complement their training and work as a future counseling psychologist and expect that pursuit of such complementary interests will not interfere with normal progress through the Program, including the enrollment in required Program courses and completion of required Program experiences. The Program will not arrange courses around elective interests, but does encourage students to pursue such interests when their schedules allow.

Leaves of absence, which are strongly discouraged, may be granted only by the Program Faculty. Students are also encouraged to review and must abide by the Graduate School’s [Continuous Enrollment Policy](#).

Time in Residence

Students must spend a minimum of four years on campus completing curriculum requirements. This constitutes the minimum Time in Residence for the Program. This Time in Residence requirement is set to ensure there is sufficient time for students to complete a carefully sequenced set of courses that enables them to build on earlier learning in later years.

Continued Enrollment

All students in the Program must be continuously enrolled while pursuing their degree (except Summer semesters in which no Program courses are listed in the sequence) and must enroll in courses as sequenced by the Program. Students must also abide by the Graduate School’s [Continuous Enrollment Policy](#). If a student requires a leave of absence for medical reasons, family necessity or dependent care, military service, or other approved reasons, the Graduate School’s [Leave of Absence](#) policy applies. Students should consult with their Major Professor before requesting a leave of absence.

For students entering the program in Fall 2016 and later, any student who remains in the program must be enrolled during each Fall term. If students have completed all required coursework except dissertation and/or internship, it is expected that they will be enrolled in COUN 8990 (dissertation credit) and/or COUN 8930 (Internship). Failure to enroll in at least one course within the Program in the Fall term is a violation of the Program Policy and will prompt [remediation](#). Failure to enroll in at least one course within the Program after being placed on [remediation](#) will constitute voluntary withdrawal from the Program by the student.

Dissertation Enrollment

Per Program course requirements, students are required to complete a minimum of 10 credits in COUN 8990 (Research and Dissertation). It is the Program expectation that all students will enroll in at least one credit of COUN 8990 for every semester that they are working on their dissertation until the final defense and submission of an approved dissertation to the Graduate School. This includes semesters in which students are concurrently completing their dissertation and pre-doctoral internship. Per University policy, tuition will be assessed at the appropriate rate (out-of-state rate for anyone not holding status as an Alabama resident; in-state rate for Alabama residents) for COUN 8990 during the pre-doctoral internship year. Tuition is assessed in this case because students cannot hold an Auburn University graduate assistantship at the same time they are completing pre-doctoral internship and therefore are not eligible for a tuition waiver. Similarly, students who have not defended their dissertation by the time they have completed internship will be responsible for tuition associated with COUN 8990 in all future semesters because students are not eligible for a graduate assistantship after completion of their pre-doctoral internship.

In addition to the above information, the following *requirements* apply for students entering the program in 2016 or in 2017 or later.

- For students entering in Fall 2016: Students must be enrolled in COUN 8990 during the semesters in which they propose and defend their dissertation. Dissertation proposal or defense meetings will not be scheduled when a student is not enrolled in COUN 8990 for at least 1 credit hour.
- For students entering in Fall 2017 and later: Students must be enrolled in COUN 8990 *each* Fall and Spring term after they have completed their written comprehensive examinations until their final defense and submission of an approved dissertation to the Graduate School. In addition, students must enroll in the Summer semester if they will propose or defend their dissertation in that term. In other Summer semesters, it is the Program expectation that students will enroll in COUN 8990 if they are actively working with their dissertation [Chair](#) on their proposal document, data collection, or defense document.

Timelines for Degree Completion

Graduate School [policy](#) states that doctoral students should achieve doctoral candidacy (i.e., pass their [General Oral Examination](#)) within six years of enrollment and complete all degree requirements within ten years. The Graduate School also requires that at least one semester must intervene between the semester in which students pass their [General Oral Examination](#) (i.e., propose their dissertation) and the semester in which students sit for their [Final Oral Examination](#) (i.e., defend their dissertation). Students should be aware of this requirement as it relates to time limits for completion.

Upon achieving doctoral candidacy, students have four calendar years to complete all remaining requirements for the doctoral degree. Students who have not met all Program requirements for graduation within four calendar years of achieving candidacy may appeal for an extension of up to one year; however, such extensions require the support of the Program Faculty and [Advisory Committee](#) for continued enrollment and must be approved by the Graduate School Dean. In addition, students failing to complete the degree in the allotted time revert to the status of an applicant for doctoral candidacy and must petition the Dean of the Graduate School to retake the General Oral Examination to re-achieve doctoral candidate status. This petition requires support from the Advisory Committee.

Students who have not completed all Program requirements within four years of their General Oral Examination have failed to make satisfactory progress toward degree completion, and the Advisory Committee may recommend to the Graduate School that the student be dismissed from the Program. However, if the Program Faculty and Advisory Committee are in support of a student's request to receive a one-year extension and that extension is approved by the Graduate School Dean, then the student will be placed on [remediation](#). If a student fails to comply with the remediation plan, including failure to complete the degree requirements within the extended timeframe, the Advisory Committee will recommend to the Graduate School that the student be dismissed from the Program. For students who entered the program prior to Fall 2017, the Advisory Committee will determine the specific requirements of the remediation plan, including, but not limited to the nature of the General Oral Examination re-take. For students who entered the program in Fall 2017 and later, the remediation plan must include that the General Oral Examination involve a new/revised dissertation proposal. This new proposal must be approved by the Committee within four years and six months of the student's original General Oral Examination (i.e., six months past the time limit).

Graduation

Students must meet all Program requirements and Graduate School requirements prior to graduation. Students are responsible for maintaining awareness of all policies and deadlines pertaining to their ability to graduate. One resource is the [Graduation tab](#) of the Graduate School website. During the semester *before* students plan to graduate,

they must complete the Graduation Application and Approval Process outlined in the link above.

Because the [Pre-Doctoral Internship](#) and/or the [Final Oral Examination](#) (dissertation defense and submission) are typically the last requirements, students should carefully read Handbook materials on these two program requirements. *Students planning to graduate in the same semester in which they defend their dissertation must meet specific deadlines set forth by the Graduate School.* Failure to meet these deadlines will result in the Graduate School removing the student from the list of pending graduates for that semester. These deadlines are updated each semester on the [Graduate School calendar](#).

8. Evaluation-Related Policies

Tevera

Effective Fall 2020, the Counseling Psychology Program utilizes an electronic platform for evaluation management. Following purchase as a first semester “textbook,” all students will have a [Tevera account](#) they use to submit required evaluation materials for the Program. Students will also receive evaluation feedback through Tevera. Students will maintain access to this account after graduation.

Evaluation Mechanisms

Students are periodically evaluated as they progress through the Program, and students are provided with appropriate feedback on said progress. This evaluative process occurs in a number of ways:

- 1) Grades and other sources of feedback received in individual courses. These other sources of feedback include, but are not limited to, evaluations completed by on-site clinical supervisors for students in practicum, externship, and internship courses, and evaluations completed by research supervisors for students in colloquium courses.
- 2) Completion of evaluation forms during Program milestones (e.g., written comprehensive examinations, psychotherapy project, general oral examination).
- 3) Feedback in meetings between students and their [Major Professors](#). Students are encouraged to meet with their Major Professor regularly throughout the year and to include discussion of student progress in these meetings. In addition to these regular informal meetings, Major Professors will meet individually with each of their advisees at least one per year (via distance technology in cases in which the student does not reside in or near Auburn, such as while on pre-doctoral internship) for the purpose of providing students with comprehensive feedback, and discussing students’ goals, development, etc.
- 4) Annual evaluation of students, described below.

Annual Evaluation of Students

[Annual Evaluation Process](#). Program Faculty will meet as a group once per year in the Spring or Summer for the purpose of evaluating students in order to facilitate and encourage student progress through the Program. Prior to this meeting, students will be required to provide information to their [Major Professor](#) and the [Director of Training](#) concerning their accomplishments and activities via an Annual Student Self-Evaluation. Program Faculty may also solicit feedback from other department faculty, course instructors, and assistantship supervisors to be shared at the meeting. Supervisor evaluations of practicum, externship, and other program-approved clinical experiences will also be consulted as relevant.

The annual meeting of the Program Faculty may also include other departmental faculty in order to secure a broad range of feedback about each student's performance. As a part of this meeting, Major Professors will briefly discuss each of their advisees' overall development, including strengths and areas in need of improvement. Other Faculty may also share information about students with students' Major Professors and make recommendations concerning student progress so that Major Professors will be knowledgeable about their advisees' development. The ultimate goal of this evaluation process is that students' progress and development be enhanced and that students receive feedback about their performance. Results of these discussions will be communicated to each student in writing by the student's Major Professor and discussed in a meeting with the Major Professor. Students who fail to make satisfactory progress toward their degree, either in academic progress or personal/professional development, may be placed on [remediation](#) by their [Advisory Committee](#).

[Areas of Evaluation.](#) The discussion of students will include a focus on each of the Program's published competencies. Relevant data addressing each competency will be reviewed for each student. Students should consult the published Program competencies and requirements on the Program website and in this Handbook. Furthermore, because student development in its broadest sense is the goal of all training programs in professional psychology, general standards of professional behavior will also be discussed. Examples of factors which may be discussed during the meeting include (but are not limited to) earned grades and general academic performance, involvement with the profession, research activity, practicum or internship performance, performance as a [Graduate Teaching or Graduate Research Assistant](#), professionalism, appropriate use of [Major Professor](#), progress toward the degree, and relationships with students and faculty.

Examples of behavior (in addition to evidence of achieving competencies) that would have a positive impact on the evaluation include (but are not limited to) showing exemplary performance in courses, receiving positive comments from supervisors and instructors, publishing articles and being involved in research, giving professional presentations, attending professional conventions or workshops, engaging in volunteer activities related to the profession of psychology, engaging in activities that align with the program values regarding diversity and social justice, being involved in professional organizations, making contributions to the Department and Program, engaging in behavior that is supportive of other students, and displaying mature or creative handling of difficulties encountered.

It is, of course, impossible to generate a complete list of all students' actions that might have a negative impact on this evaluation or that might lead to a [remediation](#) plan at any time during the year as needed. Failure to reach competency levels may lead to a required remediation plan at any point in a student's graduate education. Consistent with [Program Policies and Competency Expectations](#) and Graduate School Policies, failure to maintain the required graduate grade-point average may lead to action by the Graduate School. Other student behaviors that may lead to action by the student's [Advisory Committee](#), the Program, and/or the SERC Department include—but are not

limited to—unethical conduct with a client or fellow student; violations of the Ethical Standards of the American Psychological Association; cheating or plagiarism; failure to perform satisfactorily in an internship, practicum, externship, or assistantship setting; failure to successfully complete comprehensive examinations; dropping courses without permission; failure to complete courses in the required sequence and at the required time; failure to show reasonable respect, acceptance and appreciation of others and their viewpoints; failure to respond productively to feedback; failure to follow program policies; showing egregious disrespect for other professions; commission of a felony; violations of Auburn University policies or rules; or engaging in conduct which, in the opinion of the Program Faculty, is inconsistent with the standards generally expected of graduate students in a counseling psychology doctoral program.

Students Given Special Attention. Students completing their third year in the Program will be given special attention during the annual evaluation meeting, as it is the time when Program Faculty complete the Professional Skills Evaluation. Students who intend to apply to pre-doctoral internship in the next application cycle will also be given special attention during the annual evaluation meeting to assess whether they have obtained the requisite competencies with regard to readiness for internship. In addition, special attention will be given to students who have completed all requirements for their degree except the dissertation and who have completed their seventh year in the program. The Major Professor for any student in this category whose graduation is not imminent shall communicate with the student concerning the lack of progress. Taking into consideration individual variables, students will be placed on remediation and their Major Professor will create with the student a plan to graduate. This plan may include deadlines after which recommendation for dismissal by the Advisory Committee will be made for failure to make satisfactory progress toward degree completion.

Evaluation for the Graduate School. The Graduate School requires that each department conduct—at least on an annual basis—an evaluation of each graduate student enrolled in a doctoral program. The Program utilizes the above Annual Evaluation process to generate a report to the Graduate School indicating Satisfactory or Unsatisfactory progress for each student for the Fall, Spring, and Summer semesters of that year.

Evaluation of Graduate Teaching Assistantship Performance

The Graduate School requires that each department conduct—at least on an annual basis—an evaluation of all Graduate Teaching Assistants (GTA). Students with a GTA appointment will be evaluated on a Satisfactory/Unsatisfactory basis annually based on their graduate assistantship performance, as confirmed by their GTA supervisor. Reports of performance are submitted to the Graduate School and are also utilized by the Department to make decisions on future GTA assignments.

Practicum Evaluation

Practicum Evaluation Form Scaling. The following scale is used for supervisors to evaluate students on the dimensions (items) listed on the Practicum Evaluation Form:

- 0 = Cannot Judge
- 1 = Unacceptable
- 2 = Substantially Below Beginning Practicum Student Skill Level
- 3 = Below Beginning Practicum Student Skill Level
- 4 = Consistent with Beginning Practicum Student Skill Level
- 5 = Consistent with Some Prior Clinical Experience
- 6 = Consistent with Advanced Practicum Student Skill Level
- 7 = Above Advanced Practicum Student Skill Level
- 8 = Substantially Above Advanced Practicum Student Skill Level

COUN 7910 (Beginning Practicum I and II) Evaluation. To receive a grade of “Satisfactory” in COUN 7910 (I and II), the student must receive ratings from the on-site supervisor with the following characteristics:

- 1) No item may be rated as 1, “Unacceptable.”
- 2) No more than two items completed by the supervisor can be rated 2, “Substantially Below Beginning Practicum Student Skill Level.”
- 3) At least half of the items completed by the supervisor (excluding “Cannot Judge”) must be rated “Consistent with Beginning Practicum Student Skill Level” or better.
- 4) The student cannot be rated as having violated ethical principles for psychologists.

In addition, a grade of “Satisfactory” requires that the on-site supervisor who completed the evaluation be a licensed psychologist in the jurisdiction in which the student engaged in the clinical work and that the on-site supervisor who completed the evaluation indicate that their evaluation is based at least in part on direct observation of the student’s work. If the on-site supervisor does not verify that they are a licensed psychologist and that their supervision of the student involved direct observation, the practicum instructor or other designated licensed psychologist (such as the [Director of Practicum Training](#)) must also complete a Practicum Evaluation based in part on direct observation. This Evaluation must also meet the requirements above.

COUN 8910 (Advanced Practicum I) Evaluation. To receive a grade of “Satisfactory” in the first semester of COUN 8910, the student must receive ratings from the on-site supervisor that have the following characteristics:

- 1) No item may be rated as 1, “Unacceptable” or 2, “Substantially Below Beginning Practicum Student Skill Level”.
- 2) No more than two items completed by the supervisor can be rated 3, “Below Beginning Practicum Student Skill Level”.

- 3) At least half of the items completed by the supervisor (excluding “Cannot Judge”) must be rated “Consistent with Some Prior Clinical Experience” or better.
- 4) The student cannot be rated as having violated ethical principles for psychologists.

In addition, a grade of “Satisfactory” requires that the on-site supervisor who completed the evaluation be a licensed psychologist in the jurisdiction in which the student engaged in the clinical work and that the on-site supervisor who completed the evaluation indicate that their evaluation is based at least in part on direct observation of the student’s work. If the on-site supervisor does not verify that they are a licensed psychologist and that their supervision of the student involved direct observation, the practicum instructor or other designated licensed psychologist (such as the [Director of Practicum Training](#)) must also complete a Practicum Evaluation based in part on direct observation. This Evaluation must also meet the requirements above.

[COUN 8910 \(Advanced Practicum II\) Evaluation.](#) For cohorts entering in Fall 2016 and earlier, evaluation requirements for the first semester of COUN 8910 (Advanced Practicum I) also applied for the second semester of COUN 8910 (Advanced Practicum II). Effective for the 2017 cohort and later, to receive a grade of “Satisfactory” in the second semester of COUN 8910, the student must receive ratings from the on-site supervisor with the following characteristics:

- 1) All items completed by the supervisor (excluding “Cannot Judge”) must be rated “Consistent with Some Prior Clinical Experience” or better.
- 2) The student cannot be rated as having violated ethical principles for psychologists.

In addition, a grade of “Satisfactory” requires that the on-site supervisor who completed the evaluation be a licensed psychologist in the jurisdiction in which the student engaged in the clinical work and that the on-site supervisor who completed the evaluation indicate that their evaluation is based at least in part on direct observation of the student’s work. If the on-site supervisor does not verify that they are a licensed psychologist and that their supervision of the student involved direct observation, the practicum instructor or other designated licensed psychologist (such as the [Director of Practicum Training](#)) must also complete a Practicum Evaluation based in part on direct observation. This Evaluation must also meet the requirements above.

[Externship Evaluation.](#) Starting in Fall 2017, students are required to register for an Externship course (taught as COUN 8970: Special Topics through Spring 2020 and as COUN 8910: Practicum: Externship in Counseling Psychology in Summer 2020 and later) in terms in which they are completing a clinical experience that is not part of their enrollment in a required Practicum course or graduate assistantship.

Effective Spring 2020, only students who have already completed two semesters of COUN 8910 (Advanced Practicum) are eligible to enroll in Externship. Therefore, effective Spring 2020, students must meet the same minimum evaluation standards set

forth for COUN 8910: Advanced Practicum II (outlined above). Minimum requirements for prior semesters are documented on the course syllabi for those specific semesters.

Additional Evaluation Considerations. The above are considered necessary, but not sufficient, conditions to receive a grade of “Satisfactory” in Practicum and Externship courses. Although the instructor will carefully consider the on-site supervisor’s feedback, the instructor bears final responsibility for assigning the grade. Because a variety of factors (including, but not limited to, class attendance, performance on required course assignments, responses to instructions from the instructor, and overall competence of the on-site supervisor) must be considered in assigning the course grade, exceptions to the above can be made by the course instructor.

Research Colloquium Evaluation

This policy applies to students entering the Program in Fall 2017 and later.

Research Colloquium Evaluation Scaling. The following scale is used for research supervisors in Colloquium I through IV (COUN 8230, 8240, 8250, and 8260) to evaluate students on the dimensions (items) listed on the Research Foundations Competence Evaluation Form:

- N/A = Cannot Judge/Not Completed This Term
- 1 = Below Beginning Doctoral Student Research Skill Level
- 2 = Consistent with Beginning Doctoral Student Research Skill Level
- 3 = Consistent with Some Prior Research Experience
- 4 = Consistent with Skill Level of Student Able to Lead Research Under Supervision
- 5 = Consistent with Skill Level of Student Ready to Conduct Independent Research Projects

In addition, research supervisors in Colloquium II (COUN 8240) also evaluate students on each of the dimensions using a second scale:

- 0 = Not Ready for Practicum
- 1 = Ready for Practicum

COUN 8230 (Colloquium in Counseling Psychology I) Evaluation. To receive a grade of “Satisfactory” in COUN 8230, the student must receive ratings from the research supervisor that have the following characteristics:

- 1) All rated items must indicate performance “Consistent with Beginning Doctoral Student Skill Level” or better.
- 2) The student cannot be rated as having violated ethical principles for psychologists.

COUN 8240 (Colloquium in Counseling Psychology II) Evaluation. To receive a grade of “Satisfactory” in COUN 8240, the student must receive ratings from the research supervisor that have the following characteristics:

- 1) All rated items must indicate performance “Consistent with Beginning Doctoral Student Skill Level” or better.
- 2) All rated items must indicate “Ready for Practicum.”
- 3) The student cannot be rated as having violated ethical principles for psychologists.

COUN 8250 (Colloquium in Counseling Psychology III) Evaluation. To receive a grade of “Satisfactory” in COUN 8250, the student must receive ratings from the research supervisor that have the following characteristics:

- 1) At least 50% of rated items are “Consistent with Some Prior Research Experience” or better.
- 2) No items are rated “Below Beginning Doctoral Student Skill Level.”
- 3) The student cannot be rated as having violated ethical principles for psychologists.

COUN 8260 (Colloquium in Counseling Psychology IV) Evaluation. To receive a grade of “Satisfactory” in COUN 8260, the student must receive ratings from the research supervisor that have the following characteristics:

- 1) All rated items must indicate “Consistent with Some Prior Research Experience” or better.
- 2) The student cannot be rated as having violated ethical principles for psychologists.

Additional Evaluation Considerations. The above are typically considered necessary, but not sufficient, conditions to receive a grade of “Satisfactory” in the Colloquium in Counseling Psychology courses. Although the instructor will carefully consider the research supervisor’s feedback, the instructor bears final responsibility for assigning the grade. Because a variety of factors (including, but not limited to, class attendance, performance on required assignments, responses to instructions from the instructor, or concerns about the research supervisor’s evaluation) must be considered in assigning the course grade, exceptions to the above can be made by the course instructor.

Written Comprehensive Examination

All counseling psychology students will take a Written Comprehensive Examination (also referred to informally as the written preliminary exam, prelims, or comps) that lasts one-half day for each of three days during one week of the Spring term. Students take the exam without access to study materials (that is, it is “closed book”). The dates of the examination will be announced by the [Director of Training](#) or other designated faculty member. Typically, students will have completed most of their coursework prior to taking

the examination, will have an [Advisory Committee](#) in place, and will have filed a [Plan of Study](#). Because the Written Comprehensive Examination and accompanying [Psychotherapy Project](#) require students to demonstrate competence in all areas included in the Program aim, students should not take the Written Comprehensive Exam until they are ready to demonstrate mastery of scientific knowledge, research skill, and clinical skill. Students cannot take the Written Comprehensive Examination prior to their third year in the Program unless they receive approval from the Program Faculty for a justifiable exception. The examination will be constructed by the Program Faculty. Questions involving culture, diversity, and social justice may be included in any or all of the three sections of the Exam:

- A. Ethics and Professional Issues: This section includes ethics in psychology and professional issues in psychology in general and counseling psychology in particular.
- B. Research: This section includes research design, research methods, and statistics.
- C. Counseling Theory and Practice: This section includes theories of counseling, individual counseling, counseling diverse populations, career counseling and development, and group counseling.

[Domains of Knowledge Required for Written Comprehensive Examination](#). Students are expected to have knowledge about each of the items listed below, and be able to apply this knowledge in thoroughly answering Exam questions. All domains include the assumption that students will be familiar with and able to discuss or articulate relevant recent empirical research and scholarly writing, as well as literature and professional standards that relate to multicultural competence and practice across all three domains. Students will be expected to cite relevant literature in all of their answers. Although the three sections are assessed on separate days, students are expected to integrate relevant knowledge and skill across the three domains in answering questions.

A. Professional Issues and Ethics

- 1) History of applied psychology generally and counseling psychology specifically, including contributors to the field and important events;
- 2) Perspectives on the philosophy of counseling psychology;
- 3) Roles played by various psychology organizations (e.g., APA, APS, ASPPB, ABPP, CCPTP, APPIC) in shaping the landscape of scientific and professional psychology;
- 4) Purpose of, and typical requirements for, licensure as a psychologist;
- 5) APA Ethics Code, including General Principles and specific Ethical Standards;
- 6) Ethical decision-making models;
- 7) Critiques of the APA Ethics Code and norms of the profession in light of multiple perspectives (e.g., feminist and multicultural theories, social justice perspectives, empirical findings, theoretical understandings of decision making, and personal values);

- 8) Ways in which philosophies of social justice inform professional roles and ethical practice as a psychologist;
- 9) Constructs that have been closely identified with ethical and legal issues in psychology (e.g., boundaries, malpractice, standard of care, informed consent);
- 10) Current issues in counseling psychology (e.g., prescription privileges, the Hoffman report, APA Clinical Practice Guidelines) and ethical decision-making applied to current issues/events;
- 11) Various approaches to training in psychology (e.g., scientist/practitioner, reflective educator, PsyD, etc.);
- 12) Professional values, attitudes, and behaviors expected of psychologists; and
- 13) Guidelines published by the American Psychological Association that focus on diverse and specific populations (e.g., Multicultural Guidelines, Guidelines for Practice with Girls and Women, etc.).

B. Counseling Theory & Practice

- 1) The theory of human nature/behavior, theory on the causes of psychopathology or problems of living, techniques of therapy, research supporting and/or refuting the efficacy; critiques; and multicultural and social justice implications of each of the following theoretical orientations/therapeutic approaches:
 - Cognitive-Behavioral (including acceptance and commitment therapy, behavioral, cognitive, and cognitive-behavioral)
 - Humanistic (including motivational interviewing, emotion-focused, existential, gestalt, person-centered approaches)
 - Psychodynamic (including brief dynamic, interpersonal process, and psychoanalytic approaches)
 - Systemic (including feminist, multicultural, relational-cultural, and family systems approaches);
- 2) Description and defense of your own theoretical orientation and approach to psychotherapy;
- 3) Basic theoretical concepts and suggested treatments associated with each of the following vocational theories, and advantages and disadvantages of each in addressing the needs of culturally diverse populations:
 - Gottfredson's theory of circumscription and compromise
 - Holland's theory of career choice
 - Krumboltz's theory of planned happenstance
 - Lent, Brown, & Hackett's social cognitive career theory
 - Savickas' career construction theory
 - Super's career development theory;
- 4) Processes of good theory building and the characteristics of a good theory of psychotherapy;
- 5) Interrelationships among assessment, diagnosis, and therapy;
- 6) Processes of case conceptualization and treatment planning in general and in the context of particular theories or case examples;
- 7) Medical model and contextual model of psychotherapy, including theoretical perspectives, empirical literature, and implications for practice;

- 8) Empirically supported treatments for common psychological disorders;
- 9) Evidence-based practice in psychology (EBPP);
- 10) Constructs associated with group dynamics and group psychotherapy including norms, roles, stages, leadership, deviance, conformity, and social desirability;
- 11) Practical, theoretical, and empirical issues in supervision;
- 12) Evaluation of treatment outcomes (including, but not limited to, use of the reliable change index [RCI]) and use those outcomes to improve progress with clients.

C. Research

- 1) Basic properties, strengths, weaknesses, and appropriate uses of the various quantitative methods of data analysis covered in the required research and statistics courses, including but are not limited to, *t*-tests, ANOVA, ANCOVA, multiple regression, correlation, factor analysis, and path analysis/SEM;
- 2) Types of reliability and validity relevant to the research process, including the design of studies and the evaluation of others' research;
- 3) Strengths and weaknesses of a given research investigation, including implications for conclusions that can be drawn from the research;
- 4) Steps of the Cultural Lens Approach to Psychological Theory Validation;
- 5) Research justice, including the ways in which cultural, spiritual, mainstream, experiential, and other forms of knowledge intersect in a research justice framework;
- 6) Perspectives and applications of social justice research frameworks (e.g., Mujerista, Womanism, Queer theories, Feminist theories, Critical Race Theory);
- 7) Testable theories associated with the process and outcome of psychotherapy, and the historical and current research on psychotherapy process and outcome as applied to those theories;
- 8) Types of research designs (e.g., cross-sectional vs. longitudinal, single-subject vs. large group, experimental vs. non-experimental designs), including advantages and disadvantages;
- 9) Debate in the professional literature about the use of "significance levels" versus "effect size" in determining statistical and practical significance of quantitative results;
- 10) Constructs in research design such as moderating, mediating, confounding, and covariate variables; randomization; causality; and hypothesis generation and testing;
- 11) Processes of designing a research study.

Scoring of the Written Comprehensive Examination. The Examination will be graded by the Program Faculty, with two readers grading each of the three sections (domains). Students will receive a score of "Fail" (this constitutes a failing grade), "Low Pass," "Pass," or "High Pass" on each section of the Exam. Scores of "Low Pass" reflect weak, yet passing, performance in the domain. Therefore, Low Pass, Pass, and High Pass all constitute passing scores.

In the event that the student receives a “Fail” from one reader and a different score from the second reader, the section will be read by a third reader, whose rating will determine the final outcome. For blinding of the response(s) under evaluation, the third reader will be given at least three students’ responses (or as many as possible in a semester in which fewer students took the exam) to review and will not be notified how many or which responses received a score of Fail by at least one reader.

For students who entered the program in Fall 2017 or later, and for students who entered before Fall 2017 but opted into the 2017 policy revision on Re-Writes & Re-Takes of the Written Comprehensive Examination prior to sitting for their Written Comprehensive Examination, all three sections of the Written Comprehensive Examination must be passed before the student can sit for their [General Oral Examination](#) (details on the previous policy are available in the 2016 Policies & Procedures document).

[Re-Write and Re-Take Policy for 2017-2019 Cohorts.](#) In the event that one or more sections of the Written Comprehensive Examination are failed, students will be required to re-write or re-take their exams. The policy outlined below is effective for students who entered the program between Fall 2017 and Fall 2019, and for students who entered the program before Fall 2017 but opted into this 2017 policy revision (Details on the previous policy are available in the 2016 Policies & Procedures document.).

If a student receives a score of Fail on one section and a passing score on the two remaining sections during the first administration, the following procedures apply:

1. The section that was failed must be re-written. A **re-write** entails responding to the same questions from the failed section that was administered during the original Examination.
 - a. The re-write will occur during the same semester as the original Examination. The faculty member responsible for coordinating the Written Comprehensive Examination will announce the date for the re-write and students requiring a re-write will make themselves available at that day and time.
 - b. Students will not be allowed to review the questions or their responses to the failed section prior to the re-write. Only general feedback about their performance on the failed section will be given.
2. If a student receives a failing score on the section during the re-write, the student will be required to re-take the failed section during the next academic year (not sooner than the first day of classes of the Fall term). In addition, at least three months’ time must elapse between the failed re-write and the re-take attempt. The student will work with the Program Faculty to set a date for the re-take. A **re-take** entails responding to new questions.
3. If a student receives a failing score on the re-take, the student’s [Advisory Committee](#) will designate a remedial option. The section will not be administered more than a total of three times (including the first administration of the entire examination). The Advisory Committee has the authority to handle the remedial

option with or without a formal [remediation](#) plan. In any event, the student is required to demonstrate minimum competency in the section area in order to continue in the program.

If a student receives a score of Fail on two or three of the sections during the first administration of the Examination, the following procedures apply:

1. The two or three sections that were failed must be re-taken the following academic year (not sooner than the first day of classes of the Fall term). In addition, at least three months' time must elapse between the original administration and the re-take attempt. The student will work with the Program Faculty to set a date for the re-take. A **re-take** entails responding to new questions.
2. If a student receives a passing score on all re-taken sections, they will be allowed to proceed with sitting for their [General Oral Examination](#). However, if a student fails one or more sections during the re-take, the following procedures apply:
 - a. If a student failed one section during the re-take: the [Advisory Committee](#) will designate a remedial option, which may be handled informally or through a formal [remediation](#) plan at the discretion of the Committee. At a minimum, the remedial option will involve completing a re-write of the failed section, but may involve additional requirements based on the judgement of the Advisory Committee. A **re-write** entails responding to the same questions that were administered during the re-take attempt. Students will not be allowed to review the questions or their responses to the failed section prior to the re-write. Only general feedback about their performance on the failed section will be given. Students failing to demonstrate minimum competency in the section area following the remedial option will be placed on formal remediation by their Advisory Committee to assist the student in developing minimum competency in order to continue in the program.
 - b. If a student failed two or three sections during the re-take: the [Advisory Committee](#) will place the student on a formal [remediation](#) plan, which will culminate in a re-take of the failed sections a third time. The remediation plan may also include other training activities to develop and demonstrate competence in the section areas.
 - i. If the student fails one section during this third exam administration, the Advisory Committee will designate a remedial option. The section will not be administered more than a total of three times. The Advisory Committee has the authority to incorporate the remedial option into an extension of the remediation plan or to remove the student from formal remediation and handle the remedial option more informally. In any event, the student is required to demonstrate minimum competency in the section area in order to continue in the program.
 - ii. If the student fails two or three sections during this third examination, Program Faculty will make a recommendation to the

Advisory Committee concerning [dismissal](#) or continuation in the program.

[Re-Write and Re-Take Policy for 2020 and Later Cohorts](#). Students must demonstrate minimum competence in all three content areas to pass their Written Comprehensive Examinations and continue in the Program. In the event that one or more sections are failed, students will be required to re-write or re-take their exams. The policy outlined below is effective for students who entered the program in Fall 2020 or later.

If a student receives a score of Fail on one section and a passing score on the two remaining sections during the first administration, the following procedures apply:

1. The section that was failed must be re-written. A **re-write** entails responding to the same questions from the failed section that was administered during the original examination.
 - a. The re-write will occur during the same semester as the original examination. The faculty member responsible for coordinating the written comprehensive examination will announce the date for the re-write and students requiring a re-write will make themselves available at that day and time.
 - i. Note: the re-write will be evaluated by Faculty not originally assigned to review the section being re-written. Review will be blinded with the inclusion of a minimum of two students' responses from the original Exam administration.
 - b. Students will not be allowed to review the questions or their responses to the failed section prior to the re-write. Only general feedback about their performance on the failed section will be given.
2. The following outcomes are possible after the re-write:
 - a. If a student receives a passing score on the re-written section, the student will be allowed to proceed with the [General Oral Examination](#).
 - b. If a student receives a failing score on the re-written section, the student will be required to re-take the failed section during the next time the Written Comprehensive Examination is scheduled to be administered by the Program (in the following academic year). A **re-take** entails responding to new questions. The student's responses will be scored alongside responses from any other students taking the examination at that administration, using the procedures outlined in Scoring of the Written Comprehensive Examination. If the student receives a score of Fail on this re-take, the Program Faculty will recommend the student be dismissed from the Program.

If a student receives a score of Fail on two or three of the sections during the first administration, the following procedures apply:

1. The two or three sections that were failed must be re-taken during the next time the Written Comprehensive Examination is scheduled to be administered by the

Program (in the following academic year). The student's responses will be scored alongside responses from any other students taking the examination at that administration, using the procedures outlined in Scoring of the Written Comprehensive Examination.

2. The following outcomes are possible after the re-take:
 - a. If a student receives a passing score on all re-take sections, the student will be allowed to proceed with the [General Oral Examination](#).
 - c. If a student receives a failing score on one re-take section only, the section that was failed must be re-written following the procedures described above for re-writes. If a student receives a passing score on the re-written section, the student will be allowed to proceed with the General Oral Examination. If the student receives a score of Fail on the re-written section, the Program Faculty will recommend the student be dismissed from the Program.
 - d. If a student receives a score of Fail on two or three re-take sections, the Program Faculty will recommend the student be dismissed from the Program.

Psychotherapy Project

The Psychotherapy Project is part of the comprehensive examination process. It is the responsibility of students to ensure that their selected practicum or externship placement(s) will allow for the demonstration of clinical skills and mastery in a way that fits within the Psychotherapy Project requirements. The Project is an in-depth examination of the student's work with a single client and consists of the following (each of which are described in detail in their respective sections below):

1. Recording and Transcript: A tape and written transcript of a qualifying session with the client. Video is preferred, but audio is allowed in cases of practicum site policy. In cases in which tapes are not allowed to be removed from the practicum site, the transcript alone will suffice, but the student must notify the coordinating Faculty member of this in advance of Project submission. All students must submit a typed transcript even when tape is available.
2. Psychotherapy Project Narrative: This is a paper that addresses the selected tape and the overall case.
3. Psychotherapy Project Meeting: A 2-hour meeting with three evaluating Program Faculty to watch the selected tape and ask questions of the student about the case and the student's clinical work.

[Client-Related Requirements of the Psychotherapy Project](#). The following client-related policies apply to the case selected for the Psychotherapy Project:

1. The client must explicitly consent to use of their information for the Project. Practicum/Externship site standard consent forms do not address use of client material for the Psychotherapy Project. Students must, therefore, explain to potential Project clients what types of information will be reported/shared, to

whom, and for what purpose. Students must also inform clients that a copy of the Project Narrative will be stored in their permanent student file (the Transcript will not be retained). Students should discuss ways in which client confidentiality will be protected, while also addressing potential risks. Clients must be informed that they can choose to not consent and that they can revoke their consent at any time without negative consequences. Client consent must be documented in the client's file in a manner approved by the site (this may be through use of a consent form, as a note in the client's file, or other method approved by the site).

2. The student must have worked with the client for a minimum of four sessions.
3. The client/case cannot be from the student's Beginning Practicum (COUN 7910) placement.
4. The student must be able to demonstrate that the client improved during therapy provided by the student, as evidenced by statistically reliable change in the desired direction on one or more outcome measures when compared to baseline assessment completed by the student.
5. The client will be an adult client. In rare cases, an exception may be made if the student is only seeing minor clients. In that case, parental consent must be secured in addition to the client's assent.
6. The student must be treating the client via individual therapy. If other people connected to the client are included in treatment (for example, periodic couples or family therapy sessions), private information about those individuals should not be included in the Project. If the student is also seeing the client for group therapy, only the individual therapy work should be addressed by the Project (the student can briefly incorporate the group therapy work in the Narrative, but no details of other therapy clients can be included).
7. Couples or family therapy sessions may be involved in treatment, but the primary modality should be individual therapy. Group therapy cases cannot be used unless the student is also treating the client via individual therapy; in that case, the individual work will be primary in the Narrative (other group therapy clients cannot be discussed) and the Recording/Transcript will be of an individual therapy session.
8. The Program Faculty strongly prefer that the student still be working with the client at the time of the defense Meeting. This allows for more direct transfer of learning from any feedback students receive as a result of the Project and facilitates any revisions that may be required before the Project can be assigned a passing score.
9. The student must still be working at the [Practicum/Externship](#) site at which the Project client was seen. Program Faculty do not approve retention of client recordings after students are no longer training at a given site.

Protection of Client Information. It is the student's responsibility to safeguard client confidentiality in all aspects of the Project. In written materials, students will use pseudonyms and ensure that details are sufficiently disguised. The title page and/or a running header must indicate that pseudonyms are used throughout the document. The title page must also provide indication of the client's informed consent. Often, specific legal charges for individuals involved in the criminal justice system should not be listed.

Instead, general categories may be useful (e.g., drug offenses, assaults, property crimes, etc). Similarly, exact dates, regardless of the client, should not be given. Specific schools, cities, or locations (including the therapy site) should not be named for any client. The student's electronic copy of the Narrative and Transcript should be stored in a secure manner, and the student should never send Project materials through email (see Submission details below). The Recording must be stored on a password protected flash drive or other secure method approved by the student's site. In all cases, students must follow any additional site requirements for security of recordings and other client information. Failure to comply with confidentiality protection procedures will constitute an ethical breach, and policies related to [remediation and dismissal](#) may apply.

[Timing of the Psychotherapy Project.](#) The following time-related policies apply for the Psychotherapy Project submission and meetings:

1. The Psychotherapy Project will typically occur after completion of the [Written Comprehensive Examination](#), but can occur sooner with Program Faculty approval. In no cases will approval be given for students to present a case from their Beginning Practicum (COUN 7910) experience.
2. Students must submit their completed Psychotherapy Project materials to the coordinating faculty member no later than one year after completing their Written Comprehensive Examination. "Completion" of Written Comprehensive Examinations refers to the final administration date of the exam during which the student received a passing score on all sections.
3. With the help of the coordinating faculty member, students will schedule a 2-hour meeting for their Psychotherapy Project presentation, held no later than one year and two weeks after students completed their Written Comprehensive Examination. Students will be expected to modify their own schedule as needed to identify a time that works for evaluating faculty.
4. In most cases, the meeting date is set before submission of the materials, so students should be in communication with the coordinating faculty member once they have a planned timeframe for completion. Meetings are scheduled on a first-come, first-served basis, with certain times in the year in high demand.
5. Faculty are typically unavailable for Psychotherapy Project meetings during the Summer semester. If a student hopes to defend the Project in the Summer semester, they should communicate with the coordinating faculty member well in advance to allow for an alternate defense timeline should the Summer be unavailable.
6. All written materials must be submitted to the evaluating faculty at least 2 weeks prior their meeting date.
7. Because performance on the Project is pertinent to faculty recommendations for pre-doctoral internship, the Project must be completed by the 15th of September of the year that pre-doctoral internship applications are submitted. Students are strongly encouraged to complete the project no later than the Spring semester of the year that internship applications will be submitted to ensure they have

sufficient time to complete any required revisions before the deadline for the [General Oral Examination](#).

[Submission of the Psychotherapy Project](#). By the designated deadline date, students are required to turn in their Project Narrative and Transcript on [Tevera](#) under the assignments designated for this Project. On the date of the Meeting, the student will bring the session recording on a password-protected flash drive (i.e., the recording will not be submitted in advance with the rest of the materials).

[Recording and Transcript](#). The student will identify a recording of a session with the selected client that meets the following criteria:

- a. The session cannot be an “intake session.”
- b. The session must last approximately 50 minutes.
- c. The session cannot consist solely or substantially of one specific therapeutic technique, such as exposure, relaxation training, etc.
- d. The session must demonstrate the student’s ability to respond therapeutically to individual differences and the dynamics within the session.

The selected session will be transcribed by the student. In preparing the transcript, the student will do the following:

- a. Use the term Client (or C) to indicate the client talking.
- b. Use the term Therapist (or T) to indicate the therapist talking.
- c. Number the lines (a student can number a line or a comment or the set of exchanges, but there must be numbers to aid faculty in evaluation and discussion). Microsoft Word will number lines by selecting [Page Layout] and then [Line Number] and students should be sure to number pages within the document.
- d. Omit names of individuals by assigning pseudonyms instead. At the top of the transcript, state that pseudonyms are used in place of real names.
- e. Omit other identifying information (e.g., cities, places of employment, schools, etc) and replace it with brackets that describe the type of information omitted.

[Psychotherapy Project Narrative](#). The Narrative is a written paper that must conform to APA style. Students should also attend to and ensure quality of writing; poor editing, lack of clarity, and grammatical errors will result in required revisions. The Narrative should not exceed 22 pages double-spaced, excluding References, Tables, and Figures. Citations must be included throughout the paper, incorporating appropriate literature in all sections (not just the Scholarly Literature portion). The following headings must be used and presented in the following order:

1. Client Presentation (2-4 pages): Summary of the client’s presenting concern(s), co-morbid conditions, relevant environmental factors and cultural variables, and other individual differences (e.g., sexual orientation, gender, disability conditions, etc.) that are relevant to understanding the client.

2. **Assessment and Diagnosis (2-3 pages):** A description of the assessment process for this client and DSM-5 diagnosis/es. Discuss the differential diagnosis process (including rule-outs that were made) and provide justification for the diagnosis/es given. Integrate cultural considerations in assessment and diagnosis of the client.
3. **Conceptualization and Treatment (2-4 pages):** A theory-driven conceptualization of the client that incorporates cultural factors. This section must also include a description of how the theory/theories and conceptualization influenced treatment goals and interventions. The treatment goals should be explicitly stated in theory-consistent language. Specific examples of how theory was implemented in sessions should be included. The theory/theories addressed in this section must align with the work demonstrated in the Recording. Handling of any client risk factors must be addressed.
4. **Scholarly Literature (~3 pages):** A review of the scholarly literature bearing on the client's presenting (or treated, if they are different) concerns and the treatment provided to the client. This section must specifically address evidence-based practice (and empirically supported treatments, where applicable) and the integration of science and practice to demonstrate that the provided treatment was appropriate.
5. **Strengths and Weaknesses (~2 pages):** A self-assessment of the therapeutic strengths and weaknesses that were demonstrated in the Recording and Transcript (identify the session number of the selected session). Although overall strengths and weaknesses with this client can be included, the emphasis should be on the selected tape. Identified weaknesses should be accompanied with an explanation of things to be done differently in hindsight. Identified strengths should be accompanied with an argument for how this specific Recording demonstrates one's competence as a therapist.
6. **Outcome Summary (2-3 pages, excluding Tables or Figures):** An overall summary of the outcome of therapy with the client. Evidence that the client has improved during therapy with the student is required, as documented through statistically reliable change in the desired direction on one or more outcome measures when compared to baseline assessment completed by the student. Tables and/or Figures should be incorporated to effectively communicate change on outcome measures. This section must also demonstrate ability to use outcome tracking to guide clinical work, with specific examples of how the outcome data informed treatment decisions. This section should also include a qualitative evaluation of client progress, ending with a summary of next steps for treatment with this client to address remaining concerns. If treatment has already ended, this section should end with recommendations that were given to the client for maintenance or continued progress post-treatment.
NOTE: Outcome data must include data beyond that collected as a matter of site policy. For example, if a site requires all clients to complete measure X every three sessions, the student can report measure X but must also collect other data to document the client's progress. Students can consider both diagnosis-specific measures (e.g., Beck Depression Inventory – II; PTSD Checklist) and measures of non-diagnostic constructs (e.g., self-esteem, perfectionism, psychological wellbeing). Students may also use behavioral data if it is collected through

systematic means, such as daily behavioral logs or weekly in-session report from the client (e.g., a weekly report of the percentage of class meetings missed each week for a client having difficulty attending class due to depression). Students may find online resources like [PROMIS](#) and the [APA Databases and Electronic Resources](#) helpful in selecting measures.

Psychotherapy Project Meeting. As indicated in the Timing of the Psychotherapy Project section, students will schedule a 2-hour Meeting to defend their Project. Three Program Faculty will attend the meeting. In rare cases of faculty-related scheduling difficulties, Program Faculty may determine that only two faculty will attend. The Meeting will begin with the playing of the Recording from the beginning. Faculty will ask the student to stop the tape to ask questions and discuss aspects of the Recording. This process of Recording review and Q&A will continue for most of the Meeting. Although some “supervision” inevitability occurs during the Meeting, the overall intent of the Meeting is evaluative rather than supervisory. Students should, therefore, come prepared to discuss their selected session and defend their work with the client, while also being willing to acknowledge therapeutic limitations or mistakes. The Meeting will end with discussion of the Narrative, including any questions from the evaluating faculty.

Evaluation of the Psychotherapy Project. Students will be rated by the evaluating faculty on each of the six Narrative sections and therapy skills demonstrated through the Recording and Transcript. Students will receive a consensus “summary” score of High Pass, Pass, Pass with Conditions, or Fail on each section of the written materials (as outlined below) and therapy skill demonstrated (as evidenced through the Recording, Transcript, and student responses to questions during the Meeting). The Psychotherapy Project Evaluation Form will be used to document the Faculty members’ evaluation of the student’s performance. If no consensus is reached, a vote will be taken. In the rare case that only two evaluating faculty could attend the Meeting and consensus cannot be reached, a third faculty member will be solicited for further evaluation and scoring. Students will be informed within two weeks of their overall score on the project. Students are reminded that irrespective of their performance on the various subsections, unethical conduct demonstrated in the Recording or revealed by the discussion will result in failure of the Project and will result in [remediation](#). At the same time, however, faculty are mindful of the distinction between unethical conduct and developmental error.

For any student who receives a rating of Pass with Conditions or Fail on any section, the student’s overall rating must be either a Pass with Conditions or Fail until the faculty evaluate the student’s revisions to warrant a score of Pass. For any student who receives an overall rating of Pass with Conditions or Fail, the evaluating faculty will create a Plan with a list of requirements for the student to complete to best address the identified shortcomings. Such a Plan may include, but is not limited to, requiring the student to choose a new client and submit new materials, obtain additional outcome data, revise and resubmit some or all materials, and/or present a new therapy session with the same or a different client. After creation of the Plan, students will be given a reasonable timeframe within which revisions must be completed, not to be less than 2

weeks. If the student fails to achieve a Passing score on the second evaluation, or fails to successfully complete the Plan outlined by the faculty, a recommendation of [remediation or dismissal](#) will be made to the student's [Advisory Committee](#) (or to the Program Faculty if a doctoral committee has not yet been formed). No student may take the [General Oral Examination](#) for advancement to doctoral candidacy prior to successfully completing this project.

Professional Skills Evaluation

The Professional Skills Evaluation requirement applies to students who entered the program in Fall 2017 and later. This Evaluation provides students with the opportunity to reflect on their strengths and weaknesses as a psychologist-in-training. This Evaluation also documents students' readiness for pre-doctoral internship in several [Elements of the Profession-Wide Competencies](#) of [Professional Values, Attitudes, & Behaviors and Communication & Interpersonal Skills](#).

[Timing of the Professional Skills Evaluation](#). The Professional Skills Evaluation will occur at the end of students' third academic year. The Professional Skills Evaluation has two parts: 1) skills summary from the student, and 2) skills rating from the Program Faculty. Students will complete their requirement (the Professional Skills Summary) as an addition to the [Annual Self-Evaluation](#) process, and Faculty will complete their evaluation (Professional Skills Rating Form) during the [Annual Evaluation of Students](#) meeting.

[Professional Skills Summary](#). At the same time third year students submit their [Annual Self-Evaluation](#) documents, they will also submit a written Professional Skills Summary. This Summary should be 1 to 2 pages single-spaced using 12-point Times New Roman font. The Summary should demonstrate students' ethical competence in all professional activities using specific examples, and must address the following:

1. Behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Activities to maintain and improve performance, wellbeing, and professional effectiveness using self-reflection.
3. Interpersonal skills, including, but not limited to, managing difficult communication and developing and maintaining relationships with a range of individuals.

[Professional Skills Rating Form](#). The Program Faculty will evaluate students' professional competence using the Professional Skills Rating Form. Faculty will use the following sources of information:

1. The Professional Skills Summary completed by the student in conjunction with the third year Student Self-Evaluation.

2. Observations of student behavior made by Program Faculty. Student behavior throughout the program will be considered, with emphasis on recent behavior.
3. Feedback on student behavior received by other instructors, practicum supervisors, assistantship supervisors, staff members, and other professionals who interact with the student.

Students must be rated as “Competent” on all items to receive a score of Pass on the Professional Skills Evaluation. If a student is rated as “Not Competent” on one or more items on the Professional Skills Evaluation, the student will receive a score of Fail on the Evaluation.

Procedures following a Failed Professional Skills Evaluation. Students who receive a score of Fail on the Professional Skills Evaluation will be placed on [remediation](#) to improve the identified competency or competencies of concern. The Program Faculty will again review the student’s competence with the Professional Skills Rating Form at the time designated in the remediation plan. In almost all cases, receiving a score of Fail a second time on the Evaluation would result in the Program Faculty recommending to the Graduate School that the student be dismissed from the Program. Students cannot be designated as [Ready for Internship](#) and thus will not be allowed to apply for pre-doctoral internship until they receive a score of Pass on the Professional Skills Evaluation Form.

Written Dissertation

The policy outlined in this section applies to students who entered the program in Fall 2021 or later. Students who entered prior to Fall 2021 are/were required to submit a “traditional” long-form dissertation that contained 5 chapters (Overview, Literature Review, Method, Results, Discussion), following guidance by their [Advisory Committee Chairperson](#). Students in cohorts 2018-2020 have the opportunity to opt-in to the new policy below, following procedures and deadlines communicated by the [Director of Training](#).

General Requirements. Students are required to format their dissertation proposal and defense documents to conform to the requirements set forth by the [Graduate School](#). The Program requires the Body section of the dissertation to include a minimum of three chapters, representing two manuscripts of sufficient quality to be submitted to a peer-reviewed journal for publication consideration, and a chapter to introduce and conceptually link the two publication-quality manuscripts. Manuscripts are expected to be original and novel contributions to the literature. Consistent with Graduate School policy, “when articles prepared for publication in a professional journal or journals are included in a dissertation or thesis, multiple authorship may be permitted if the student is the primary author. Papers that include other authors can be used provided that the efforts of the other authors represent less than half of the total effort. The primary (student) author’s effort should represent, in the judgment of the faculty supervisor and the student’s advisory committee, a majority of the total effort expended in performing the research and preparing the manuscript (51 percent or more).”

General expectations for the three chapters are as follows. Students should consult their [Advisory Committee Chairperson](#) (dissertation Chair) for additional guidance and specific requirements set forth by the Chair.

Chapter 1. Chapter 1 constitutes the Introduction chapter that conceptually links the two dissertation manuscripts (Chapters 2 and 3). The requirements for Chapter 1 differ between proposal and defense:

- At proposal, Chapter 1 will constitute a brief Introduction and theoretical conceptualization linking the two proposed manuscripts (~1-2 pages).
- At defense, a more thorough introduction, overview of chapters, theoretical conceptualization linking the manuscripts, explanation of the novel contribution to the literature, and significance to the field of counseling psychology is required (~5-7 pages).

Chapter 2. Chapter 2 is a conceptual manuscript relevant to counseling psychology. Students are required to specify a peer-reviewed journal for this manuscript and conform to the submission guidelines for that journal. In general, a conceptual manuscript will achieve one or more of the following conceptual goals: envisioning (identifying and/or revising), explicating (delineating and/or summarizing), relating (differentiating and/or integrating), and debating (advocating and/or refuting). These conceptual goals may address constructs, relationships/theories, research procedures, domains (areas of study), disciplines, and/or science (the activity disciplines perform to pursue knowledge). More information on these goals and how to prepare a conceptual article can be found in MacInnis (2011; doi.org/10.1509/jmkq.75.4.136). Students may also benefit from Jaakkola's (2020; doi.org/10.1007/s13162-020-00161-0) review of four approaches to a conceptual article, including theory synthesis, theory adaptation, typology, and model.

A review of the literature that does not advance a new idea or approach the literature in a novel way does not meet the criteria for this chapter. However, a systematic literature review manuscript may be substituted for the conceptual manuscript. Systematic reviews are methodical, comprehensive, transparent in their methods, and replicable. This requires students to select methods, with explicit inclusion and exclusion criteria for the literature to be included in the review. Siddaway et al.'s (2019; doi.org/10.1146/annurev-psych-010418-102803) guide to conducting a systematic review is a good place for students to learn more about this option. Student must submit a complete Chapter 2 at proposal, with the expectation that no more than minor edits would be required to submit the conceptual manuscript for publication.

Chapter 3. Chapter 3 is an empirical manuscript that is informed by Chapter 2. The research study reported in this chapter can utilize a data-driven quantitative, qualitative, or mixed-method approach. Students are not permitted to utilize research studies undertaken prior to the proposal meeting for the Chapter 3 requirement.

The requirements for Chapter 3 differ between the proposal and defense documents.

- At proposal, Chapter 3 will consist of an Introduction (brief literature review, as seen in peer-reviewed journal publications), Method (including procedures, measures/instruments, participants, and planned analyses, as well as any other sections required of the study methodology), and appendices (copies of measures/instruments, recruitment materials, etc).
- For their Dissertation defense document, students are required to specify a peer-reviewed journal for this Chapter 3 manuscript and conform to the submission guidelines for that journal. Although specific requirements may vary based on the journal selected and the research methodology, most manuscripts will include the following sections (not including title page, abstract, references, tables, and figures): Introduction (brief literature review), Method, Results, and Discussion.

[Manuscripts Already Submitted for Publication](#). Manuscripts may only be submitted to peer-reviewed journals prior to the defense with approval from the committee. If the final dissertation document to be submitted to [AUETD](#) includes one or more manuscripts already submitted to a journal (under review, accepted, or published) before the dissertation defense, students must ensure they do not violate publisher copyright or other policies. Students may need to secure permission from the publisher to use the article in their dissertation.

General Oral Examination (Dissertation Proposal Meeting)

The policies outlined below are effective for students who entered the program in Fall 2017 or later, and for students who entered the program before Fall 2017 but opted into this 2017 policy revision. Details on the previous policy are available in the 2016 Policies & Procedures document.

[Timing of the General Oral Examination](#). Students are able to sit for their General Oral Exam following successful completion of the [Written Comprehensive Examinations](#) and [Psychotherapy Project](#). The exam must be passed no later than October 1 of the year students apply to pre-doctoral internship. In addition, students must have their [Advisory Committee](#) on file with the Graduate School prior to their General Oral Examination, and they must have submitted their [Plan of Study](#). Information on [filing a Plan of Study](#) and [submitting a Committee Selection Form](#) is available on the Graduate School website.

For students entering the program in Fall 2019 and earlier, see [Timelines for Degree Completion](#) for University requirements on deadlines for passing the General Oral Examination. For students entering the Program in Fall 2020 or later, the Program requires students to sit for their General Oral Examination no later than the end of the Fall semester of the student's fifth year in the Program (defined as the end of regularly scheduled classes for that semester). Students are also expected to have their dissertation approved by their Advisory Committee by that date. Students who have not passed their General Oral Examination and/or who have not had their dissertation proposal approved by that date will be placed on [remediation](#). The remediation plan will include a date by which the student must pass their General Oral Examination and a date by which their dissertation proposal must be approved by their Committee.

Students failing to pass their General Oral Examination by that date and/or failing to secure approval of their dissertation proposal by that date will be recommended for [dismissal](#) from the Program.

[Preparation for the General Oral Examination.](#) Students prepare a written [Dissertation Proposal](#) that outlines a research study to be conducted by the student. Students work with their [Advisory Committee Chairperson](#) (dissertation Chair) to develop the research study and then students submit a draft of their written dissertation proposal to their Chair for review and approval. Students should communicate with their Chair to understand the Chair's requirements for the written proposal before submitting the document for review. The Chair typically requires two or more rounds of revision to the document before approval. The Chair is allotted a minimum of two weeks (not including University holidays and breaks) to review each draft of the proposal, so students should submit their first draft (and any subsequent revisions) with ample time for review and necessary revisions. Chairs requiring more than two weeks to review documents will communicate this to students in writing.

At least two weeks before the examination date, students must submit to their [Advisory Committee](#) (dissertation committee) an electronic copy of their completed Dissertation Proposal, as approved by their dissertation [Chair](#). At least one week before the examination date, students must complete the [Oral \(General\) Examination Application Form](#) available on the Graduate School website. The dissertation Chair will receive an email from the Graduate School containing the Report on the General Oral Examination, to be completed by the Advisory Committee after the meeting.

Informal meetings held while preparing the dissertation proposal and in preparation for the meeting are not considered part of the General Oral Examination and students are encouraged to work with all committee members to ensure that their proposed research design is acceptable. In addition, students are encouraged to seek consultation at the [Miller Writing Center](#) to ensure their written communication is clear. Substantial challenges in understanding the written dissertation proposal may make the General Oral Examination meeting more difficult because of misunderstandings about the study justification, purpose, or design.

[General Oral Examination Meeting.](#) The General Oral Examination meeting is scheduled for two hours at a time agreed upon by the student and the [Advisory Committee](#). The exam is administered by the student's Advisory Committee (formed for dissertation) and consists of the following two components:

1. A brief presentation by the student on the justification and purpose of the study, hypotheses, design, and proposed analyses.
2. A question and answer period in which the student responds to feedback and questions from the Committee.

[Evaluation of the General Oral Examination.](#) The General Oral Examination is scored on a Satisfactory/Unsatisfactory basis and reported on the Report on the General Oral

Examination form required by the Graduate School. Receiving a grade of Satisfactory on the General Oral Examination requires the following:

1. The [Advisory Committee](#) must agree that the student's dissertation proposal was adequate and that the student can continue with the dissertation after making any requested edits (which may or may not require review by the Committee). Minor changes to the written proposal will not be considered a failure of the General Oral Examination. A committee may request to review a revision of the written document (in whole or part) prior to approving the student to move forward with their dissertation study without requiring the student to redo the proposal meeting. In such cases, the student has not failed the General Oral Examination. A student who is required to make substantial revisions to the design and hold another proposal meeting will receive a score of Unsatisfactory on the Exam.
2. The student must receive the minimally-acceptable ratings or better on all sections of the Dissertation Proposal Meeting Evaluation Form. Ratings (1 = Unsatisfactory, 2 = Low Pass, 3 = Pass, 4 = High Pass) will be based on students' ability to verbally articulate a clear plan for their dissertation research that the committee believes will adequately test/evaluate the research hypotheses and/or questions within the study and that demonstrates ethical practice for psychologists. Minimally-acceptable ratings are as follows:
 - a) A rating of "2" (Low Pass) or higher on: Formulate Research 1, Formulate Research 2, Research Knowledge, and Oral Presentation Skills.
 - b) A rating of "3" (Pass) or higher on: Ethics.

Procedures following an Unsatisfactory General Oral Examination. If a student receives a score of Unsatisfactory on the General Oral Examination for failure to meet one or both of the above requirements, the Graduate School's policy concerning such failure will be followed. Unless the student is denied the request to re-take the General Oral Examination by the Dean of the Graduate School, the student will be allowed to re-take the Exam. The nature of the re-take will depend on the reason for the original failure. Students failing evaluation criterion 1 above will be required to propose their new/revised dissertation and answer questions from the [Advisory Committee](#). Students failing evaluation criterion 2 above will have an oral examination period focused on the competency deficits identified in the original General Oral Examination. In any event, the Committee will provide specific guidance to assist the student in preparing for the retake. If a student receives a score of Unsatisfactory on the re-take of the General Oral Examination, the Advisory Committee will recommend to the Graduate School that the student be [dismissed](#) from the Program.

Final Oral Examination (Dissertation Defense Meeting)

Timing of the Final Oral Examination. Per Graduate School policy, at least one complete semester must pass between the [General Oral Examination](#) and the Final Oral Examination. The two examinations thus cannot be taken either in the same semester or in consecutive semesters. To graduate in a given semester, the Exam must be held (with a Passing outcome) no later than the deadline listed on the [Graduate School](#)

[Calendar](#) for the “Doctoral Final Defense and submission of Report on Final Oral Exam Form.”

[Preparation for the Final Oral Examination](#). Students should allow ample time for completion of any required edits to their dissertation defense document, as several approval channels must be met before students can sit for their Final Oral Examination. In addition, students planning to graduate in the same semester that they defend their dissertation must meet specific deadlines set forth by the Graduate School. Failure to meet these deadlines will result in the Graduate School removing the student from the list of pending graduates for that semester. These deadlines are updated each semester on the [Graduate School Calendar](#).

3. The [Advisory Committee Chairperson](#) (dissertation chair) must first approve the [Dissertation defense document](#) to be sent to the [Advisory Committee](#) (not including the [University Reader](#) until after steps 2 and 3 are complete) for their approval. The dissertation should be in ‘final’ form at this time with the expectation that no more than minor changes would be requested by the Committee.
 - The Chair is allotted a minimum of two weeks (not including University holidays and breaks) to review each draft of the defense document, so students should submit their first draft (and any subsequent revisions) with ample time for review and necessary revisions. Students should expect their Chair to require one or more rounds of revision before approval. Chairs requiring more than two weeks to review documents will communicate this to students in writing.
4. The Advisory Committee is given adequate time (typically two weeks, excluding University holidays and breaks) to review the dissertation defense document. Each Committee member will either approve the document to be sent to the University Reader or will require changes to be made first.
5. The student will complete any necessary edits to the dissertation defense document and secure signatures from Advisory Committee members on the [Dissertation First Submission Approval Form](#) available on the Graduate School website. If a student is graduating in the same semester as the dissertation defense, there is a [deadline](#) for completion of this form.
6. The student will submit their dissertation in PDF form for a format check to doctoral@auburn.edu – if a student is graduating in the same semester as the dissertation defense, there is a [deadline](#) for this submission. Students are required to prepare their dissertation document according to the [Electronic Thesis and Dissertation Guide](#) outlined on the Graduate School website.
7. At least three weeks before the examination date (and by the date listed on the Dissertation First Submission Approval Form), the student will provide the University Reader with an electronic copy of the committee-approved dissertation defense document.
8. At least one week before the examination date, the student will submit the Application for Final Oral Examination (Defense) form, as well as the Electronic Thesis/Dissertation (ETD) Final Approval Form, to the Graduate School. The

Graduate School sends these forms to the student after receiving the First Submission form. If a student is graduating in the same semester as the dissertation defense, there are [deadlines](#) for holding the Final Oral Examination and submitting the two forms that are to be brought to the meeting.

[University Reader Evaluation](#). The Graduate School process requires the [University Reader](#) to complete a Dissertation Evaluation Form after reviewing the defense document and before the Final Oral Examination meeting. The Program requires students to receive the following ratings on that Form in order to proceed with the Final Oral Examination Meeting (*Note: 1 and 2 are required of all students; 3 and 4 apply to students entering the program in Fall 2017 and later*):

2. Methodology is rated as Accurate.
 - A rating of Inaccurate requires students to make changes, corrections, and/or additions until the University Reader communicates that the Methodology is no longer “Inaccurate.” Ratings of Questionable or Undetermined require the student to consult with the [Advisory Committee Chair](#) and the University Reader to determine a course of action prior to the Meeting.
2. The Recommendation is “Approved, with no corrections” or “Approved, with noted corrections.” In the case of the latter, the student is expected to make the noted corrections prior to the Meeting.
 - A rating of Disapproved requires the student to make substantial changes to the research project and/or dissertation document to address concerns of the University Reader. The student must then subsequently receive a higher Recommendation from the University Reader. A [remediation](#) plan will be developed if a student receives a rating of Disapproved a second time.
3. Significance of the Problem is rated as Fair or better.
 - Although a rating of Fair is the minimum acceptable level, that rating still requires consultation with the University Reader. Ratings of Poor or Undetermined require the student to consult with the Advisory Committee Chair and the University Reader to determine a course of action prior to the Meeting.
4. General Scholarship is rated as Good or better, or a rating of Fair with the dissertation “approved with noted corrections” successfully completed by the student.

[Final Oral Examination Meeting](#). The Final Oral Examination meeting is scheduled for two hours at a time agreed upon by the student and the [Advisory Committee](#) (including the [University Reader](#)). The date and time are typically established after the Advisory Committee has approved the dissertation to be sent to the University Reader. The exam is administered by the student’s Advisory Committee (including the University Reader) and consists of the following two components:

1. A brief presentation by the student on the dissertation study, including background literature, methods, results, and discussion.

2. A question and answer period in which the student responds to feedback and questions from the Committee.

[Evaluation of the Final Oral Examination.](#) The Final Oral Examination is scored on a Satisfactory/Unsatisfactory basis and reported on the Report on the Final Oral Examination (Defense) form required by the Graduate School. Successful completion requires unanimous support of all members of the [Advisory Committee](#). In the case of Unsatisfactory performance, Graduate School policies apply. In addition to receiving a score of Satisfactory on the Final Oral Examination, all committee members must approve the final dissertation defense document (including any changes required following the Exam) via the Electronic Thesis/Dissertation Final Approval Form. To graduate in a given semester, this form must be received by the Graduate School no later than the [deadline](#) listed on the Graduate School Calendar for the “ETD Final Approval Form.” The electronic dissertation must also be submitted to AUETD (the university’s database of master’s theses and PhD dissertations) by that date.

Pre-Doctoral Internship

The pre-doctoral internship experience involves the student working as a health service provider while under supervision and represents one of the final steps in the student’s training. The internship is a one-year full-time experience usually beginning in the summer or fall, and it almost always requires geographic re-location on the part of the student. It is the responsibility of students, in consultation with their [Major Professor](#) and the [Director of Training](#), to apply for and select an internship that has high training standards and that will offer training consistent with the student’s professional goals. Students are strongly encouraged to apply for and accept APA-accredited internships.

[Time Limits for Internship Application and Match.](#) To facilitate adequate progress through the program, the following time limits for applying to and matching to a pre-doctoral internship apply:

- Effective Spring of 2014 for all students entering the program before Fall 2020: All students must apply to internship no later than their seventh year in the program (through APPIC as described below). Any student who has not applied to internship by the end of their seventh year (using the APPIC system) will be recommended for [dismissal](#) from the Program. Any student who has not matched to internship by the end of their 7th year will be placed on [remediation](#) in order to facilitate successful internship application in their 8th year. The remediation plan will be specifically designed to help correct any professional competence concerns that interfere with the student’s ability to successfully compete for an internship. Students who do not meet the requirements of the remediation plan will be recommended for dismissal from the Program.
- Effective for students entering Fall 2020 or later: Students are expected to apply to internship no later than their fifth year in the program (through APPIC as described below). Students unable to apply to internship because they have not yet passed their [General Oral Examination](#) and/or because their dissertation proposal has not

yet been approved will be placed on [remediation](#) if they do not meet these Program requirements by the end of the Fall semester of their fifth year (see General Oral Examination policy). If a student is unable to apply to internship in their fifth year for reasons other than (or in addition to) progress related to the General Oral Examination or dissertation proposal, the student will be placed on remediation. The remediation plan will be specifically designed to help correct any competency concerns related to the student's readiness for internship. Students who do not meet the requirements of the remediation plan will be recommended for [dismissal](#) from the Program. In addition, students who do not match to a pre-doctoral internship by the end of their sixth year in the Program will be recommended for dismissal from the Program.

[Readiness for Internship](#). The [Director of Training](#) is required to complete an Internship Readiness Form for all internship applicants, which is submitted as part of the student's internship application. If there is any question about whether a particular student should be endorsed for internship, the Director of Training may consult with the Program Faculty, who in turn may make recommendations about the student's readiness (or not) for internship. In addition, the following conditions must be met in order for the Director of Training to certify students as ready for internship:

1. Students must hold doctoral candidacy no later than October 1 of the year they apply to internship. This means that a score of Satisfactory on the [General Oral Examination](#) must be achieved by October 1 the year prior to the year the student would start internship. (Note: per other program requirements, students cannot sit for their General Oral Examination until they have passed their [Written Comprehensive Examination](#) and their [Psychotherapy Project](#)).
2. Starting with the Fall 2013 cohort, students must have successfully proposed their dissertation, within the following cohort-based guidelines:
 - a. For students entering in Fall 2013 and 2014: no applications can be submitted until the proposal is *approved* by the [Advisory Committee](#) and the [Director of Training](#) has certified the student (following confirmation of dissertation proposal approval by the [Advisory Committee Chair](#)).
 - b. For students entering in Fall 2015 or later: students must have held their dissertation proposal meeting not later than October 1st of the year the student applies to internship. Students who hold their proposal meeting by October 1st but who are required by the Advisory Committee to make changes in order to have their proposal approved cannot submit any applications until the proposal is approved by the Committee and the Director of Training has certified the student (following confirmation of dissertation proposal approval by the Advisory Committee Chair).
3. Students must be able to complete course requirements prior to starting internship. The Director of Training will carefully consider any remaining coursework requirements for the student and the schedule of course offerings to determine if the student will be able to complete all required coursework prior to August of the internship year.

[Applying to Internship.](#) In the spring or summer of the year students plan to apply for internship, they should begin collecting information on sites for which they may be interested. Potential internship sites may be identified by consulting the Association of Psychology Postdoctoral and Internship Centers ([APPIC Directory online](#)). Faculty are also able to assist students in identifying potential internship sites. Internship sites maintain websites that may be consulted. Counseling Psychology students (and graduates) from Auburn who have previously applied to internship are excellent sources of information. The [APPIC website](#) also lists many resources helpful in the application process, including listservs to which the student may subscribe.

Application deadlines typically range from October to January, although most are in November. Application formats may vary slightly, but there are standard APPIC forms used by sites for online application. Members of the Program Faculty will assist students by giving feedback, when requested at reasonable times, on vitae preparation, etc. Students must apply to internship through APPIC, using the APPIC Application for Psychology Internships (AAPI), and must participate in APPIC's computer matching system. Their deadline for registering for the Match is generally around December 1 of each year. Internship applicants learn whether they have been matched, and if so, with which site, in February or March. Application through the online application system and registration for the Match both carry fees that students are responsible for paying. Students must submit a final copy of their application and list of sites to which they applied to the [Director of Training](#).

Internship sites vary in their application process, but many choose a limited number of applicants to interview. Students should make every effort to interview at all sites where they are offered an interview.

Internship placements are competitive, and there is no guarantee that a student will receive an offer from a particular site, nor in fact can the Program guarantee that all students will be offered an internship. Students must invest substantial time and effort in the internship application and interview process. Students are encouraged to send out a number of applications and to consult with their [Major Professor](#) and the Director of Training concerning the number of applications to send out. At Auburn University, the typical student applies to 12–15 internship sites.

While preparing in the Fall to apply for internship for the following year, students must enroll in COUN 8800: Professional Development Internship Skills, which is a course designed to assist them in preparing high-quality internship application materials. Effective Fall 2019, students are not allowed to enroll in COUN 8800 unless they intend to apply to internship in that semester. Students who enroll in COUN 8800 but who then do not meet Program milestones required to apply to internship (e.g., passing [Psychotherapy Project](#), passing the [General Oral Examination](#), etc) will be asked to withdraw from the course.

Professional Conduct Disclosures. The AAPI requires students to disclose whether or not several professional conduct issues apply to them. The specific questions asked can be updated by APPIC at any time, but include the following as of summer 2021:

1. Has disciplinary action, in writing, of any sort ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?
2. Are there any complaints currently pending against you before any of the above bodies?
3. Has there ever been a decision in a civil suit rendered against you relative to your professional work, or is any such action pending?
4. Have you ever been put on probation, suspended, terminated, or resigned from a graduate or internship training program, practicum site, or employer?
5. Have you ever reneged on an APPIC internship match agreement (i.e., refused to attend or left an internship program that you obtained through the APPIC Match or Clearinghouse) without prior approval from APPIC and the internship site?
6. Have you ever been convicted of an offense against the law other than a minor traffic violation?
7. Have you ever been convicted of a felony?

Students should be aware that the Program has identified several events under the purview of the Program to require an answer of Yes to one or more of the above questions. Other events also apply, but have not been identified explicitly by the Program to always necessitate an answer of Yes to a particular question. In addition, as AAPI disclosure questions are added or modified, the Program may modify the events that require an affirmative answer. The current identified events that require an answer of “Yes” include:

1. For Question 1 above: being placed on remediation by the Program.
2. For Question 4 above:
 - a. Termination or dismissal from an assistantship, practicum placement, or internship;
 - b. Resignation or transfer from an assistantship, practicum placement, or internship to avoid termination or dismissal;
 - c. Any action taken by a pre-doctoral internship that resulted in the need to apply for another internship;
 - d. Any remediation plan that resulted in a delay in completion of program requirements for practicum.

Answering Yes to any question requires the applicant to elaborate on the specified issue. Students with any history that may be relevant to one or more of the above questions should consult carefully with the Director of Training to identify whether they need to answer Yes to one or more questions, and if so, how to explain said history.

[Applying to non-APA accredited sites.](#) Certain agencies will not hire psychologists who have not completed an internship accredited by the American Psychological Association (APA). Furthermore, students may have difficulty obtaining a psychology license in some states if their internship was not APA-accredited; in some instances, licensure in certain states may not be possible. Because there may be long-term financial and professional consequences to internship site placement, students should consult with their [Major Professor](#) and the [Director of Training](#) if they are interested in an internship site that is not APA-accredited. If an internship is not APA-accredited, as a minimum it must be a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

In addition, APA requires that APA-accredited programs ensure students who attend internship sites that are not APA-accredited receive training of quality equal to that offered at APA-accredited sites. Students wishing to apply to sites that do not have APA-accreditation must submit sufficient documentation to demonstrate that quality of training would be equal to that obtained at an APA-accredited site. Students should examine APA-policies, standards, and regulations for accredited internships and must provide documentation to Faculty that the program conforms to such policies, standards, and regulations. As a part of this, students will provide outcome data on the internship site. Information on outcome data that APA requires internship sites to provide can be found on the [American Psychological Association website](#). Such information may include statements of program competencies, how interns are evaluated with regard to the competencies, licensure, and alumni survey data. At a minimum, this information must include information on (a) the nature and appropriateness of the training activities, (b) the frequency and quality (including credentials of supervisors) of supervision, (c) how the internship evaluates student performance, (d) how interns demonstrate competency at the appropriate level, and d) how the site documents the evaluation of its students in its students' files. Students may need to contact the internship site to get this information. Students will be required to present this information to Program Faculty for review at least three weeks prior to the application deadline for that program. Faculty have the right to request additional information as needed to render a decision regarding the quality equivalence of an internship site. The Faculty will make a decision regarding whether or not the student is supported in applying to the program. Students should be aware that if they attend an internship that is not APA-accredited, APPIC policies prevent the student from doing a second internship.

[Course Enrollment on Internship.](#) While on internship, students will enroll in COUN 8930: Internship in Counseling Psychology. This is a non-credit course that currently does not require tuition payment, but does require payment of student fees. It is the student's responsibility to register for this course each semester (Fall, Spring, and Summer) while on internship. The Office of Financial Aid is willing to certify that a student is a full-time student while on internship. Therefore, students who have successfully defended their dissertation prior to going on internship may enroll in only this non-credit course (0 semester hours) and, as indicated above, pay only fees and no tuition. Even though this is a non-credit course, it is graded S/U. Typically grades will be

based on reports from the internship site; however, the final responsibility for assigning the grade rests with the faculty member who is the instructor of record for the course. The Program cannot guarantee that COUN 8930 (or its equivalent) will remain a zero-hour course without tuition.

9. Practicum, Externship, & Other Clinically-Related Policies

Sequence of Clinical Training

Prerequisites. Before enrolling in Beginning Practicum (COUN 7910), students entering in Fall 2017 or later must obtain a grade of Satisfactory in COUN 8240: Colloquium in Counseling Psychology II. In addition, all students must earn a minimum grade of B in the following courses:

1. COUN 7250: Advanced Assessment and Diagnosis
2. COUN 7320: Counseling Theories
3. COUN 7330: Counseling Diverse Populations
4. COUN 7350: Introduction to Counseling Practice
5. COUN 8530: Contemporary Issues in Counseling Psychology

In addition to the above prerequisites, if a Program Faculty member or the Practicum Coordinator (or designated representative) of the Beginning Practicum site has concerns about a student's readiness to start the COUN 7910 sequence, the concerned professional will write a memo to the Program Faculty outlining the identified competence concerns. The Program Faculty will then make a determination on how to proceed. The most common outcomes can include:

1. The student is allowed to enroll in COUN 7910 with no restrictions (if evidence of competence concerns was not found)
2. The student is allowed to enroll in COUN 7910 with additional supports and/or evaluation opportunities
3. The student is allowed to voluntarily delay COUN 7910 I and II for one year without remediation
4. The student is placed on remediation to address competence concerns either concurrently with COUN 7910 enrollment or as a prerequisite for COUN 7910 enrollment. In the case of remediation, policies pertaining to Due Process, Remediation, and Dismissal will apply.

Beginning Practicum. Except in cases of clinically-related Graduate Assistantships, students will not engage in clinical work prior to Fall semester of their second year when they start their Beginning Practicum. Assuming the above prerequisites are met, students enroll in 3 credits of COUN 7910 (Practicum) in the Fall semester of their second year to start their Beginning Practicum training. Students will also enroll in 3 credits of COUN 7910 in the Spring semester of their second year to complete their Beginning Practicum training. These two semesters of Beginning Practicum occur at a designated site or sites. Students are required to submit applications to all designated site(s) that year. Students and sites submit ranked preferences, but assignments to sites will be made by program faculty. If students wish to continue their beginning practicum training experience in the Summer semester after their second year, students will be required to take an Incomplete in the Spring semester COUN 7910 course. Their final grade will be determined following completion of the Summer practicum training.

[Advanced Practicum](#). After receiving a grade of Satisfactory in two semesters of COUN 7910, students will start Advanced Practicum. Students enroll in 3 credits of COUN 8910 (Advanced Practicum) in both the Fall and Spring semesters of their Advanced Practicum year, which is Year Three of the Program when students are progressing on the expected timeline. Advanced Practicum training occurs at Program-sanctioned practicum sites to which students have applied and been accepted. In almost all cases, students will complete their Advanced Practicum training at a single site, attending that site for both semesters of COUN 8910. Some sites require a 12-month commitment.

[Externship](#). After receiving a grade of Satisfactory in two semesters of COUN 8910 (Advanced Practicum), students can continue elective practicum training. In each future semester in which students are engaged in clinical work (including assessment-only clinical work) for reasons other than a [Graduate Assistantship](#), students are required to enroll in 1 credit of COUN 8910 (Practicum: Externship in Counseling Psychology). Externship training occurs at Program-sanctioned practicum sites to which students have applied and been accepted. In almost all cases, students are expected to make a 9- or 12-month commitment to a given site. Policies in this Student Handbook that refer to “practicum” sites, procedures, and training also apply to Externship.

[Other Clinical Experiences](#). In addition to Practicum, Advanced Practicum, Externship, and Pre-Doctoral Internship, some students may gain additional clinical experience through a clinically-related [Graduate Assistantship](#) and/or through appropriately-supervised short-term clinically-related outreach activities. These activities do not require enrollment in course credit, but must be approved by the [Director of Practicum Training](#) in order to be considered sanctioned by the Program and thus be counted in hours reported on the pre-doctoral internship application. Students in clinically-related Graduate Assistantships receive regularly-scheduled supervision by a licensed mental health professional and must include a Licensed Psychologist in the supervisory process (as approved by the Director of Practicum Training).

[Pre-Doctoral Internship](#). The clinical training sequence culminates in the Pre-Doctoral Internship, a 2000-hour training experience. Details on this training requirement can be found in the [Evaluation of Students: Pre-Doctoral Internship](#) section of the Handbook.

Placement Procedures

Under no circumstances are students allowed to independently (that is, without first discussing with and receiving approval from the [Director of Practicum Training](#)) contact current or potential practicum (including Externship) sites. In late Fall semester or early Spring semester of each year, the Director of Practicum Training (DoPT) will contact students to initiate the practicum application process for the upcoming training year. The DoPT will provide a reminder of the overall application process and expectations for students throughout the process. In addition, practicum placement options are discussed in an [ACOPS](#) meeting. Student co-chairs facilitate the discussion and a faculty representative is typically present to answer questions. Students who have previously trained at practicum sites are encouraged to share their experiences.

ACOPS also currently maintains a written document with information about practicum sites historically utilized by the Program.

Students who will be entering their Advanced Practicum year or who would like an Externship placement should utilize the above information, as well as discussion with their [Major Professor](#), to determine the specific sites to which to apply. Students typically apply to 3-5 sites each application cycle. Students are expected to engage professionally and with integrity throughout the entire practicum placement process and in subsequent training. Students are reminded that their behaviors with practicum sites are not only a reflection of their own character, but also a representation of the Program and the field of counseling psychology. To the extent that students come across as misleading, demanding, unreliable, or unprofessional in other ways, this greatly reduces the opportunities for future students.

[Applying to Sites.](#) The [DoPT](#) will send information through a Program-approved channel about how to apply to each available practicum site as that information becomes available. These instructions will include a contact person, application requirements, an application due date, and any other information provided by the site (such as training expectations, hours requirements, prerequisites, etc). *Only after receiving this information about a given practicum site are students allowed to make contact with that site,* following the instructions provided by the DoPT. Students should generally avoid emailing the site's contact person to ask basic questions about the site. Instead, students should check with current students, their [Major Professor](#), and/or the DoPT to determine whether to apply to a given site. More detailed questions about the site's training and requirements can be asked at the interview, if one is offered to the student.

[Interviewing at Sites.](#) After submitting applications, students may be contacted by one or more sites for an interview. The interview is a critical part of the placement process, and no placement will be made without an interview. In almost all cases, this interview will occur on site at the practicum setting. While also ensuring that current practicum, assistantship, and course requirements are met, students should place these interviews in high priority in their schedules. An invitation to interview is not a guarantee of a practicum placement. In many cases, sites interview more students than they will ultimately be able to accommodate. Students should therefore be prepared to demonstrate their competence and fit with the site during the interview. The interview is also an opportunity for students to ask questions to determine if the site is the right fit for their training needs.

[Accepting a Placement.](#) If and when students receive an offer for a practicum placement, they will need to decide in a timely manner whether or not to accept that offer. Typically, requesting one week to make a decision would not be unreasonable. If students are still waiting to hear about offers at other practicum placements, they should seek consultation from the [DoPT](#) about the possibility of requesting more than one week to consider an offer. In all cases, students should maintain clear and honest communication with the site making the offer. Once students have an agreed-upon date by which to respond to the offer, students are expected to contact the site by that date.

Before accepting a placement, students should ensure they are able to comply with all policies and requirements set forth by the site. This might include requirements related to minimum number of hours per week, attending on specific days of the week, a start date and end date commitment, prerequisite training dates, background checks, medical verification, and liability insurance. Some requirements may include a cost to the student, including but not limited to completion of medical procedures, purchase of liability insurance, and requests for background checks.

When a student decides to accept an offer, they should notify that site of their decision, as well as the DoPT and their [Major Professor](#). In addition, students should immediately notify other sites as soon as they have made a decision to decline an offer or if they no longer wish to be considered for placement. In every case in which students are offered a placement and decline the offer, they should express their appreciation to the agency for the offer and for the time they invested in the interview process.

After a student accepts a practicum placement offer, failure to follow through on the commitment is a violation of Program policy. Students who fail to participate in a practicum placement to which they had agreed may be subject to [Due Process, Remediation, and Dismissal Policies](#).

[Starting New Practicum Sites](#). Students occasionally have an interest in obtaining clinical experience at a site that has not previously been used by the Program for practicum and other approved clinical experiences. In this event, the same policy prohibiting students to contact a site before receiving [DoPT](#) approval applies. Students should first discuss their preference to establish a new site with their [Major Professor](#). If the Major Professor agrees that the student's training goals and needs would best be met by exploring options outside of previously-established sites, the student may then discuss their ideas with the DoPT. The DoPT will provide insights into feasibility of the student's potential site(s) and determine a course of action. In the event that a potential new site is interested in establishing this new collaboration, the DoPT will discuss Program requirements with a site representative. The Program may impose additional constraints on a new site to ensure adequacy of the training in the early stages of the collaboration. In general, the Program Faculty discourage students from seeking to establish a new site before completion of the required practicum training sequence, as it is difficult to ensure that students will receive enough hours at a new site to meet course requirements.

Agency Policies and Ethical Behavior

Generally speaking, all policies that apply to agency personnel at students' practicum and externship sites also apply to practicum students. In all cases, students are bound by the rules and regulations of the agency that the agency deems applicable to practicum students. Some agency policies differ from Auburn University procedures. For example, students may be required to work during University holidays or breaks. Sites may also require specific training or medical documentation. As noted in the [Accepting a Placement](#) section above, students should ensure they can comply with all policies

and requirements set by the site before accepting an offer. For every practicum placement, students should request a copy of their site's policies and read them immediately. If during the course of the practicum experience, students become aware of what they believe to be a direct conflict between agency policy and a University, Program, or Departmental rule or regulation, students should immediately inform all supervisors (both on-site and university-based) and work to resolve the conflict.

Students are also required to abide by the [APA Ethical Principles of Psychologists and Code of Conduct](#) in all aspects of their practicum and other clinical experiences. Students are asked to bring to the attention of their practicum instructor and [Director of Practicum Training](#) any instance of unethical, harassing, discriminatory, or unprofessional conduct at their site, or among their peers. The Program requests that students report to their [Major Professor](#), [Director of Practicum Training](#), [Director of Training](#), or the Department Head any unethical, harassing, discriminatory, or unprofessional conduct on the part of a university supervisor. See also the Program policies on [Ethics & Respect](#) and [Respect for Diversity](#).

Supervision of Clinical Experiences

[Supervision by a Licensed Psychologist](#). The Program, following APA-accreditation standards, requires that clinical training experiences be monitored at some level by a licensed psychologist. All other things being equal, the Program prefers that students' on-site primary supervisor be a licensed psychologist. It is also acceptable for students to receive primary supervision from a pre-doctoral intern or pre-license psychologist if that primary supervisor receives supervision-of-supervision by a licensed psychologist. In this case, the primary supervisor and the licensed psychologist supervisor-of-supervision must co-complete the student's performance evaluation.

Some training sites do not have licensed psychologists on staff who are available to supervise and instead employ other allied mental health professionals. In these cases, students will receive on-site primary supervision from a non-psychologist licensed mental health professional and will also receive additional supervision from a licensed psychologist who is the student's practicum instructor or who is the [Director of Practicum Training](#). In this case, the Site-based supervisor will be required to complete the student's [Practicum/Externship Evaluation](#) and the Program-based licensed psychologist supervisor will be required to complete a separate Practicum/Externship Evaluation.

[On-Site Supervision](#). Students in all clinical placements are assigned an on-site primary supervisor, who is ultimately responsible for clinical and administrative aspects of training at the placement site. Students will meet with their primary supervisor for regularly scheduled individual supervision (typically weekly 1-hour meetings). The primary supervisor, in conjunction with a site director or training coordinator as relevant, will inform students of site expectations and policies. Students should always have the primary supervisor and/or other on-site designated and qualified individual who is

available while students are seeing clients in order to be of assistance in cases of on-site emergencies that require immediate action.

The primary supervisor will complete and submit to the Program—at required intervals and using the required [Practicum/Externship Evaluation](#) Form—a written evaluation of the student's competence and performance. The on-site supervisor may also consult with Program representatives (e.g, Practicum Instructor, [Director of Practicum Training](#), etc) about students' performance.

[Practicum Class Supervision](#). Students enrolled in the required practicum sequence (COUN 7910: Beginning Practicum and COUN 8910: Advanced Practicum) will receive weekly group supervision from their Practicum Instructor. The required COUN 7910 and 8910 courses consist of weekly 3-hour class meetings that include didactic training, student case presentations, other class discussions or presentations, and group supervision. The group supervision portion of class meetings is facilitated by the course instructor and involves all students enrolled in the course. Students are required to show videotape (or audiotape if video is not allowed by their sites) of their clinical work during Practicum class meetings. Most instructors will set a minimum number of times that tape must be shown per semester. Students are expected to review their tape in advance of the class meeting to identify a specific segment to share in class, along with specific consultation questions to guide group supervision of that clinical case.

The practicum instructor is also available for additional individual supervision as needed based on student development and client concerns. The instructor can provide emergency consultation in instances of client crisis, which is considered secondary to emergency supervision provided by the practicum site. The instructor may also consult with Site and/or Program representatives (e.g, on-site supervisor, Program [Director of Practicum Training](#), etc) about students' performance, and will assign students' grade in their Practicum course.

[Externship Supervision](#). Students enrolled in elective practicum training (COUN 8910: Externship in Counseling Psychology) will receive periodic supervision from the course instructor, who in almost all cases is also the [Director of Practicum Training](#). The nature of the supervision will be detailed in the course syllabus, and may include periodic group supervision with the entire class, periodic small-group supervision, and/or occasional individual supervision. The Instructor is also available for additional individual supervision as needed based on student development and client concerns. The instructor can provide emergency consultation in instances of client crisis, which is considered secondary to emergency supervision provided by the practicum site. The instructor may also consult with Site and/or Program representatives (e.g, on-site supervisor, Program [Director of Training](#), etc) about students' performance, and will assign students' grade in their Externship course.

[Pre-Doctoral Internship Supervision](#). Supervision during pre-doctoral internship is governed by internship sites. The Program [Director of Training](#) will have contact with

Internship Training Directors at designated periods, but the Program is not involved in supervision of clinical work on internship.

Observation by Supervisors. The Program, following APA-accreditation standards, requires all evaluating supervisors to observe students' clinical work at least once per evaluation period. Students at multiple sites and/or students with more than one evaluating supervisor must be observed by each supervisor. This includes licensed psychologist supervisors-of-supervision when the on-site primary supervisor is a pre-doctoral intern or pre-licensed professional. This also includes the Program-based licensed psychologist supervisor (Practicum Instructor or [Director of Practicum Training](#)) when the on-site supervisor is a non-psychologist licensed mental health professional.

Observation can occur through live observation, live video stream, videotape, or audiotape. Audiotape is the least-preferred observation method, and all efforts should be made for at least one evaluating supervisor to observe the student through a method that includes both audio and visual observation. Although only one observation is required per evaluation period (typically one academic semester), the Program expects that students' supervisor(s) will engage in more regular observation whenever possible.

Students can receive a grade of Incomplete and may be required to repeat their Practicum or Externship course if their evaluating supervisor(s) did not at least once during the evaluation period observe the student's clinical work and/or if the work was not observed at least once by a licensed psychologist.

Ethical Practice in Recording Sessions. As noted elsewhere in this [Supervision of Clinical Experiences](#) policy, students are required to be observed as part of their clinical training. In almost all cases (with rare exceptions when site policy forbids taping), students will videotape and/or audiotape their clinical sessions. Students enrolled in the required clinical training sequence are required to record all sessions, although site policy must be followed and clients must consent. Under no circumstances should students make a recording without a client's knowledge and consent. Students should utilize procedures designated by the clinical site to secure and document client consent. Students are required to inform clients of their status as a graduate student under supervision. Clients should be provided with the name of students' supervisor(s) and course instructor. Students must inform clients that they may discuss client information with those specific individuals, as well as a small group of fellow graduate students enrolled in the Practicum or Externship class. Students must also inform clients that those individuals may view or listen to recordings of their sessions.

Quality of Supervision. Students are entitled to regularly scheduled, quality supervision in their clinical training experiences. Students can expect honest feedback from their supervisor(s) in the context of a growth-oriented environment. Students can also expect supervision to help to increase their awareness, knowledge, and skill in multiple areas of clinical practice. Supervisors can be more helpful to students when students are well-prepared for supervision and when they have specific consultation requests to guide the supervision meetings. Students who have concerns about the quality and/or frequency

of supervision they are receiving should first attempt to resolve their concerns directly with their supervisor. If—after making good-faith efforts to resolve the issue directly with the supervisor—students believe they are still receiving ineffective or harmful supervision, they should address their concerns with the [Director of Practicum Training](#). In addition, policies pertaining to [Discrimination and Harassment](#) apply in instances in which students experience harassment or discrimination.

Documentation of Clinical Experiences

Students are required to keep detailed and accurate documentation of their clinical experiences in the format that will be required for their pre-doctoral internship applications, which are completed via the Association of Psychology Postdoctoral and Internship Centers (APPIC) match process. The current APPIC Application for Psychology Internship (AAPI) form can be found on [APPIC's website](#), which students should consult for details on the documentation requirements. In general, however, students are required to keep a record of the number of hours accrued in direct clinical contact (both [Intervention](#) and [Assessment](#)), supervision hours received, and support hours accrued using the available sub-categories of each of these hour types. If students are uncertain which sub-category to utilize for certain experiences, they should consult the [Director of Practicum Training](#). Counseling sessions scheduled for 50 minutes can be reported as one hour per session. Students training in settings in which shorter sessions are routinely scheduled should record sessions as fractions of an hour (e.g., 0.5 or 0.75) based on the amount of time allotted for sessions. Students should also keep a record of the number of clients seen in various demographic categories required on the AAPI (currently including age ranges, race/ethnicity, sexual orientation, disability status, and gender). In this record-keeping client confidentiality must be strictly observed, following ethical codes and agency policy. Students should also consult the [APA Record-Keeping Guidelines](#).

Every semester students are required to submit this record of clinical hours to the [Director of Practicum Training](#) using the procedures communicated by the Director. Students will also be required to submit similar documentation to their class instructor for grading purposes. Effective Fall 2020, students document their clinical hours using [Tevera](#). Students are expected to submit a weekly report of hours on Tevera.

Requirements Related to Clinical Experiences

[Practicum Class Requirements](#). Syllabi for all practicum and externship courses will outline minimum requirements for Satisfactory completion of the course. In addition to any specific requirements outlined in the course syllabus by the instructor (which provide additional valuable training), all practicum courses in the required training sequence require the following from students in order to receive a grade of Satisfactory:

1. Accrue at least 30 hours of direct service with clients.

2. Attend all weekly class meetings with active participation (no more than one unexcused absence is allowed from regularly scheduled class meetings and all absences must be made up according to the instructor's requirements).
3. Show tape of one's clinical work at least twice during class meetings.
4. Engage in activities demonstrating the development of clinical skills that are not directly observable on tape.
5. Receive an evaluation from the site supervisor(s) (and course instructor or [Director of Practicum Training](#), if relevant) that demonstrates satisfactory performance for the specific class in which the student is enrolled (see [Practicum Evaluation](#) section of this Handbook).
6. Complete the Treatment Plan and Outcome assignment(s), as required for the specific course in which the student was enrolled (see sections below).

Grades of Unsatisfactory in all practicum and externship courses can be triggered by failure to meet course requirements as stated in the course syllabus, failure to keep supervisors appropriately informed concerning clients (especially in high-risk situations), failure to work satisfactorily within the context of the practicum setting, failure to follow supervisor instructions, violations of the APA Ethical Principles of Psychologists and Code of Conduct, and other behaviors deemed to demonstrate less than minimum levels of required competence required by the specific course. Students who receive a grade of Unsatisfactory in a practicum or externship course will be placed on [remediation](#) to assist in competence development, unless the student's behavior is so egregious that it merits an immediate recommendation for dismissal from the program (see [Due Process, Remediation, and Dismissal Policies](#)).

[Treatment Planning Competence](#). In their first semester of Practicum (COUN 7910: Beginning Practicum I), students will complete a treatment plan for one client that meets the specific needs of the client using evidence-based interventions. Specifically, the student must satisfactorily develop service delivery goals for a selected client and an evidence-based intervention plan specific to the service delivery goals for the client.

[Outcome Evaluation Competence](#). During the required Practicum sequence, students will complete outcome evaluation assignments that build progressive competence in the ability to monitor client outcomes and utilize outcome data to inform treatment. Instructors are responsible for determining the specific format of the assignment.

1. COUN 7910: Beginning Practicum II: In their second semester of Beginning Practicum, students are required to demonstrate their ability to obtain and appropriately interpret outcome data (containing a minimum of two data points for one client obtained in two different sessions) related to their clinical work. In this semester, students can utilize an outcome measure routinely used by the training site. Students must also be able to articulate whether or not the client has made reliable improvement on the measure, as well as what the outcome data mean about their therapy (including what, if anything, the student would do differently based on the outcome data).

2. COUN 8910: Advanced Practicum I: In their first semester of Advanced Practicum, students are required to demonstrate their ability to obtain and appropriately interpret outcome data to inform their treatment with a client over time. Students are required to select and utilize at least one outcome measure (beyond any tools routinely used by the site). Students will report on three data points at designated intervals in the semester:
 - a. Pre-Treatment: Students report baseline data for the outcome measure (with appropriate rationale for why the measure was selected) and describe how the baseline score(s) will inform their work with the client.
 - b. Pre- to Mid-Treatment: Partway into treatment with the selected client, students conduct at least one additional assessment point for the outcome measure(s). Students will report client's results and identify whether or not the client has made reliable improvement on the assessment(s). Students will articulate what the outcome data mean about their treatment with the client thus far and how the data will inform upcoming treatment with the client.
 - c. Post-Treatment (or late treatment if not terminated by assignment deadline): Students will report all of their outcome data (a minimum of three assessment points on one outcome measure) collected over the course of their treatment with the selected client. Students will identify whether the client made reliable improvement on the outcome measures. Students will reflect on what the outcome data mean about the effectiveness of their treatment with this client.

The two required practicum course assignments above are designed to develop student's progressive competence in psychotherapy outcome evaluation. Student's readiness for internship in this competence area is later evaluated in the [Psychotherapy Project](#), which requires that students use outcome monitoring to show reliable improvement in their treatment with the selected Project client.

Minimum Hours. During their doctoral training in the Auburn University program, students are required to obtain a minimum of 300 hours of direct client contact prior to their pre-doctoral internship. At least 200 of these hours must be in the form of Individual Counseling. In addition, the total practicum experience is required to be a minimum of two academic years regardless of prior master's work and regardless of client contact hours accumulated. Students are also required to meet all practicum site requirements regarding minimum hours per week of training and client contact even after these minimum Program requirements are met. Students should be aware that these minimum hours requirements are low relative to the number of hours typically accumulated by students prior to internship. In addition, many internship sites require applicants to have more than 300 hours to even be considered for the position. To increase competitiveness for internship and to receive a more robust training experience in clinical work, students should expect to accrue hours well beyond the minimum. Direct contact hours pre-internship have generally ranged from 500 to 900 hours for students in the Program. It is rare that students apply to internship with less than 400 direct client hours.

[Prior Master's Hours](#). Students who receive a clinically-related master's degree prior to enrollment in the Program will have accrued direct client contact, supervision, and support hours at the master's level. These hours can be included on the pre-doctoral internship application as Terminal Masters hours for consideration by internship sites. However, this Program will not verify these Terminal Masters hours. In addition, hours accrued prior to enrollment in the AU doctoral Program do not count toward the 300 direct client contact hours requirement.

[Client Diversity](#). An important consideration in practicum training is that students be able to work with client of diverse backgrounds and cultural groups. Within a given practicum placement, students should be in communication with their site supervisor and practicum instructor if the students' clients are overwhelmingly representative of a specific demographic. Sites are asked to work with students to increase case load diversity if and when this is possible. Students are also expected to consider client diversity across their practicum placements, such that they receive exposure to a range of client demographics and presenting concerns across their required and elective practicum experiences.

[Group Counseling](#). Students are required to gain experience leading or co-leading a psychotherapy, counseling, or psychoeducational group. This can occur in [Beginning Practicum, Advanced Practicum, and/or Externship](#). Students will document when and how they met this requirement on their [Annual Self-Evaluation](#).

[Clinical Documentation](#). Students are bound by ethics and site policy to maintain a complete, accurate, and timely clinical record at each practicum or clinically-related assistantship site. Failure to create and maintain an adequate record for each client may result in serious disciplinary action by the site and by the Program. The Program's [Due Process, Remediation, and Dismissal Policies](#) will apply.

[Difficult Cases and Emergencies](#). Students are required to promptly bring difficult client cases to the attention of their site supervisor(s) and their practicum instructor/[Director of Practicum Training](#). All supervisors should be informed in cases of expressed or implied threat to the life or property of either the client or others, child or elder abuse, admissions of having committed or intent to commit a crime, and serious breach of the client-therapist boundary (including but not limited to a client expressing romantic interest in the student, a client threatening the student, or multiple relationships). Supervisors must also be notified of allegations made by clients related to mistreatment, abandonment, sexual harassment, or other ethical violations by the student. In cases of clinical emergency, students are required to follow site policy, immediately inform their site supervisor, and seek any relevant supervision and consultation. University supervisors should also be notified as soon as possible.

[Liability Insurance](#). The College of Education or Auburn University has typically purchased liability insurance for students to cover their practicum training. Although subject to change, this liability insurance is automatically billed to student accounts during their third, fourth, and internship years. For additional protection, students are

strongly encouraged to purchase their own student liability insurance through The Trust, American Professional Agency, or similar provider. Some practicum placements require students to purchase this student liability insurance.

10. Minimum Levels of Achievement Policy

This policy brings together in one place a summary of the minimum levels of achievement ([MLAs](#)) for Program students. Students should consult the specific policies referenced for more detailed information on each requirement, including procedures that are followed if a student does not initially meet the MLA. Criteria marked with an asterisk (*) apply only to students who entered the program in Fall 2017 or later.

1. Maintain a 3.0 GPA (see [Grade Point Average \[GPA\] Minimum](#))
2. Achieve a grade of B or higher (or Satisfactory) in courses completed for the Counseling Psychology PhD degree, with noted exceptions (see [Minimum Grades Necessary in Courses](#)).
3. Receive an evaluation in two semesters of COUN 7910 (Beginning Practicum) from the on-site supervisor who has observed the student's clinical work with a) no items rated as "Unacceptable," b) no more than two items rated as "Substantially Below Beginning Practicum Student Skill Level," c) at least half of rated items at "Consistent with Beginning Practicum Student Skill Level" or better, and d) not rated as having violated ethical principles of psychologists (see [Practicum Evaluation](#)).
4. Receive an evaluation in the first semester of COUN 8910 (Advanced Practicum) from the on-site supervisor who has observed the student's clinical work with a) no items rated as "Unacceptable" or "Substantially Below Beginning Practicum Student Skill Level," b) no more than two items rated as "Below Beginning Practicum Student Skill Level," c) at least half of rated items at "Consistent with Some Prior Clinical Experience" or better, and d) not rated as having violated ethical principles of psychologists (see [Practicum Evaluation](#)). For students entering the Program in Fall 2016 and earlier, the same MLA applies for the second semester of COUN 8910.
- *5. Receive an evaluation in the second semester of COUN 8910 (Advanced Practicum) from the on-site supervisor who has observed the student's clinical work with a) all items rated "Consistent with Some Prior Clinical Experience" or better, and b) not rated as having violated ethical principles of psychologists (see [Practicum Evaluation](#))
- *6. Receive an evaluation in COUN 8230 (Colloquium in Counseling Psychology I) from the research supervisor with a) all rated items indicating "Consistent with Beginning Doctoral Student Skill Level" or better, and b) not rated as having violated ethical principles of psychologists (See [Research Colloquium Evaluation](#)).
- *7. Receive an evaluation in COUN 8240 (Colloquium in Counseling Psychology II) from the research supervisor with a) all rated items indicating "Ready for Practicum", and b)

not rated as having violated ethical principles of psychologists (See [Research Colloquium Evaluation](#)).

*8. Receive an evaluation in COUN 8250 (Colloquium in Counseling Psychology III) from the research supervisor with a) at least 50% of rated items indicating “Consistent with Some Prior Research Experience or better, b) no items rated as “Below Beginning Doctoral Student Skill Level”, and b) not rated as having violated ethical principles of psychologists (See [Research Colloquium Evaluation](#)).

*9. Receive an evaluation in COUN 8260 (Colloquium in Counseling Psychology IV) from the research supervisor with a) all rated items indicating “Consistent with Some Prior Research Experience” or better, and b) not rated as having violated ethical principles of psychologists (See [Research Colloquium Evaluation](#)).

*10. Author or co-author a proposal for a scholarly presentation or poster for a local (including the Program’s institution), regional, national, or international conference.

*11. Author or co-author a scholarly manuscript that is designated as ready for submission to a peer-reviewed journal or similar peer-reviewed outlet by the student’s research supervisor.

12. Achieve a score of Low Pass or higher on each of the three sections (Counseling Theory & Practice, Research, and Ethics & Professional Issues) of the Written Comprehensive Examination (see [Written Comprehensive Examination](#)). Students who entered the Program before Fall 2017 could address a Fail score on a single section of the [Written Comprehensive Examination](#) through a score of Satisfactory on a [General Oral Examination](#) focused on the area of identified competence concern.

13. Achieve a score of Pass or higher on the Psychotherapy Project (see [Psychotherapy Project](#)).

*14. Receive a score of Pass on the Professional Skills Rating Form, which requires all items to be rated as Competent (see [Professional Skills Evaluation](#)).

15. Receive a score of Satisfactory on the General Oral Examination (see [General Oral Examination \[Dissertation Proposal\]](#)).

*16. During the [General Oral Examination](#), earn scores on the Dissertation Proposal Meeting Evaluation Form of “2” (Low Pass) or higher on Formulate Research 1, Formulate Research 2, Research Knowledge, and Oral Presentation Skills, and “3” (Pass) or higher on Ethics (see [General Oral Examination \[Dissertation Proposal\]](#)).

17. Receive a score of Accurate for Methodology and a Recommendation of “Approved, with Noted Corrections” or better on the Dissertation Evaluation Form completed by the University Reader (see [Final Oral Examination \[Dissertation Defense\]](#)).

- *18. Receive a score of Good or better for General Scholarship (or Fair with a Recommendation “Approved, with Noted Corrections”) and a score of Fair or better for Significance of the Problem on the Dissertation Evaluation Form completed by the University Reader (see [Final Oral Examination \[Dissertation Defense\]](#)).
19. Receive a score of Satisfactory on the Final Oral Examination and submit an approved Electronic Dissertation to the Graduate School repository (see [Final Oral Examination \[Dissertation Defense\]](#)).
20. Successfully complete a pre-doctoral internship that is at a minimum a member of APPIC and judged to be of equal quality training compared to APA-accredited internship programs (see [Pre-Doctoral Internships](#)).
21. Complete the PhD degree within four years of achieving doctoral candidacy, which occurs when students pass their [General Oral Examination](#) (see [Timelines for Degree Completion](#)).
22. Successfully complete all courses published as being required by the Program when the student entered the Program (see [Required Courses](#)).
23. Adhere to the Ethical Standards in the Code of Conduct of the American Psychological Association. Receive IRB approval (or waiver) for any research conducted with human subjects while enrolled as a student in the program (see [Ethics & Respect](#)).
24. Meet the competencies published by the Program (see [Competency Expectations Adopted by the Program](#)).
25. Make satisfactory progress toward the degree both in terms of academic progress and in terms of personal development/professional behavior (see [Evaluation of Students Policies](#), as well as [Due Process, Remediation, and Dismissal Policies](#)).
26. Follow all policies as published by the Program and respond in an appropriate and timely manner to any reasonable requests from the faculty (e.g., completing reports about one’s activities, directions about contacting practicum sites, attending required meetings, etc.).

11. Miscellaneous Policies

Graduate Assistantships

Graduate Assistantships are paid work positions at the University (or at an off-site location contracted with the University) that relate in some way to the student's field of study. Graduate Assistantships are offered in full-time equivalents (FTEs) ranging from .25 to .50 FTE (10 to 20 hours per week) and include a monthly income stipend set by the hiring unit. Most Assistantships also offer a Graduate Tuition Fellowship that removes some or all of the student's tuition costs (student fees are still assessed). Students should consult the Graduate School's [Guidelines for Graduate Assistantships](#) webpage for the most up-to-date information on qualifications for tuition fellowships, including any limitations on the percentage of credits beyond those credits required by the [Program of Study](#) that can qualify for a tuition fellowship.

Program Faculty collaborate with other departmental faculty and units on campus to assist students in identifying graduate assistantships. There is also a departmental person who serves as the point of contact for assistantships coordinated through the Department of Special Education, Rehabilitation, and Counseling (SERC). If students are uncertain about who that individual is, they should ask the [Director of Training](#). There is currently a single application completed for all SERC-funded assistantships that students must complete annually if they wish to be considered for a SERC-funded assistantship. Barring significant financial changes in SERC, the department currently guarantees all 1st year students a .25 full-time equivalent (FTE)-minimum assistantship for the 9-month academic year. Students can hold up to a .50 FTE assistantship and some positions are 12-month.

Assistantships after Year 1 are not guaranteed, and students are expected to take responsibility in securing an assistantship for later years in the program (if they so desire one). In the process of assisting students, the Program and the SERC Department prioritize placement of incoming students (1st year), followed by 2nd year, then 3rd year, and then 4th year students. The Department will rarely place a student in their 5th year in an assistantship, though students may apply for assistantships that are not affiliated with the department. SERC does not place students who are beyond their fifth year in SERC-funded assistantships. This does not prohibit students from identifying assistantships funded by units other than SERC. Students earlier in the Program may also elect to pursue assistantship opportunities outside of SERC, which often come with multi-year funding when performance is satisfactory.

Once a student has an assistantship placement, it is expected that the student will strive to perform well and will fulfill the duties of the assistantship as outlined in the job description for that assistantship. Because units outside of SERC often wish to keep their graduate assistants for multiple years, the program does not require individuals to vacate positions they have held, so it may be possible that a more advanced student keeps a non-SERC assistantship that they have already held even though they are not a Program priority in funding. When students decide to vacate a non-SERC

assistantship and want to apply for a SERC-funded assistantship, the priority in placing the student will generally reflect the priority listed above (first year students have the highest priority and students who have been in the program longest have the lowest priority). Exceptions to the priority policies include when an assistantship has specific qualifications only found among advanced students (e.g., assistantships where students provide clinical services, assistantships where students must have completed specific courses to qualify) and when a student who has not previously been funded through SERC later wants a SERC-funded assistantship (those students would receive higher priority within their cohort).

When students are considering assistantship options, they should be aware that SERC assistantships are not carried forward from year-to-year. Students currently holding a SERC assistantship should assume that they will need to identify and apply for other assistantship options for the following year. Program Faculty recognize that students often have specific professional interests that make a particular assistantship more desirable than others. Students are encouraged to pursue those assistantship opportunities, but the Program also expects that students who need the financial benefits provided by an assistantship will be open to applying to all assistantship opportunities for which they are qualified, as limited numbers of positions may mean the desired assistantship is not an option in any particular year. Program Faculty will assist students in identifying assistantship opportunities (including those outside of SERC), but the responsibility to secure funding ultimately resides with the student.

Any student dismissed from an assistantship for failure to perform or whose assistantship is not renewed due to poor work performance will be evaluated by Program Faculty to determine whether subsequent efforts to assist the student in assistantship placement are appropriate. In general, any student who performed in an unsatisfactory manner in a previous assistantship will not be provided with opportunities to apply for SERC-funded assistantships in the future.

University Policies and Rules

It is the responsibility of all Program students to be familiar with and to abide by the policies and rules of Auburn University. These policies and rules may be found in various publications and announcements by Auburn University and the Graduate School. Students must also be familiar with the [Student Policy eHandbook](#), which is the Official Auburn University Student Handbook.

Discrimination and Harassment

It is the policy of the Program that students not be treated differently or unfairly as a function of ability status, age, ethnicity, gender identity, national origin, race, religion, sex, sexual or affectional orientation, or veteran status. The Program Faculty also emphasize their commitment to protect students from sexual harassment. Students who believe an individual, especially an individual holding power (whether at the University or at an off-campus practicum, externship, assistantship, or internship) has

discriminated against them based on demographics listed above or has engaged in sexual harassment are encouraged to report this fact to any of the following: [Major Professor](#), [Director of Training](#) or other trusted faculty member, SERC Department Head, and/or university supervisor. Students may also contact the [Office for Auburn University Affirmative Action/Equal Employment Opportunity](#) and/or the [University Ombudsperson](#).

When a problem is reported, the Program Faculty attempt to give students maximum control over the extent to which they wish to pursue their potential complaint and the type of action they want taken. The chief exception to this rule is if the report also includes information about harassment or other mistreatment of clients or minors. In this case, Program Faculty may be forced to act when provided with evidence. Furthermore, under certain conditions, responsible faculty members may be legally obligated to report issues of potential discrimination or harassment. In particular, students should be aware of Auburn University's Sexual and Gender-Based Misconduct policy (available in the [Student Policy eHandbook](#)) that requires most university employees to report instances of Title IX violations involving a University student or employee or that occurred on property owned or controlled by the University. It is important to remember that in cases involving harassment or discrimination, several small incidents may, in combination, make a much stronger case against a perpetrator. Therefore, students are encouraged to report such instances even when they are unsure if they wish to pursue a complaint (or know for certain they do not want to pursue a complaint). The typical pattern of perpetrators is to offend against more than one person over a period of time. Students may not personally know of others who have been harassed or discriminated against and may therefore feel isolated. If all incidents are reported, Program Faculty are in a much better position to take definitive action, perhaps even in cases when students wondered if there was sufficient cause to move forward with a complaint.

When incidents are reported to them, Program Faculty will, whenever possible, honor requests that information be kept confidential or private. The Faculty are also committed to honoring students' preferences regarding their level of involvement. For example, Program Faculty support students meeting individually with the Affirmative Action/Equal Employment Opportunity (AA/EEO) or Title IV Office or with one or more faculty members present.

In addition to this Program Policy, the University has policies concerning discrimination and sexual harassment. The Program's policy is in addition to, and not intended to replace, University policies. Students should also see the Program's policy on [Respect for Diversity](#) for expectations of student behavior.

Participation in the Program's Student Organization

All Program students are required to be a member of the Program's counseling psychology student organization. The organization ([ACOPS](#)) meets once per month during the academic year. Meetings typically last one hour and are scheduled to avoid conflicts with classes. Meetings serve as a venue for students to learn about the

Program and field of counseling psychology, engage in professional development, express concerns, and provide input into the structure and process of the Program. Meetings also serve as a mechanism for the distribution of information about the Program and about on-going professional issues. Students who are pre-internship are required to attend at least 51% of ACOPS meetings each year, but faculty express the importance of students attending every meeting that they can make work for their schedules. Students who fail to attend at least 51% of ACOPS meetings will be in violation of Program policy for that year. Failure to align with Program policy in the following academic year may result in [remediation](#).

Outside Employment/Volunteer Guidelines

The Program Faculty recognize and support the notion that some students may want or need to hold a part-time work position (paid or unpaid) relating to the field of counseling psychology while pursuing doctoral study. The faculty also recognize, however, that students working in jobs related to psychology will inevitably present themselves as Auburn University Counseling Psychology PhD students. To ensure appropriate representation of the Program, as well as to ensure appropriate supervision of students in psychology-related experiences, the following guidelines exist: If a student desires to hold any position related to psychology (e.g., working at a mental health center, leading groups for a college organization, teaching, etc.), such employment/experience must be approved by the student's [Major Professor](#) and the [Director of Training](#) well in advance. If the position includes activities that would be documented on the AAPI (pre-doctoral internship application), students must request approval of these activities through [Tevera](#) (note: prior to Fall 2020, approval was requested through completion of a Program-Approved Clinical Experience (PACE) Form). Unless approval is obtained, students may not include any activity from such endeavors in their AAPI hours, and they may be placed on [remediation or dismissed](#) from the Program for failure to follow Program policies. If any situation should arise that cannot be resolved through the procedures outlined in this policy, final authority in such situations will rest with the Program Faculty.

Grievance Procedures for Faculty

Program faculty and students should be aware of University policies related to due process and grievance procedures for University faculty. Relevant policies include those published by the Office of Affirmative Action/Equal Employment Opportunity ([AA/EEO](#)). Their website includes policies regarding prohibited harassment of employees, Accommodations for Employees under the American with Disabilities Act (ADA), and a Discrimination Complaint Form that may be used by faculty members who wish to file a complaint with the Office of AA/EEO. Additional related material may be found in the University's [Faculty Handbook](#).

Article 6 of the [University Senate Constitution](#) outlines a procedure that can be used by any faculty member who has a grievance. Faculty members who have any job-related concern may also use the services of the University [Ombudsperson](#).

Any member of the Program Faculty who has a concern about the way the Program is administered, or who has specific concerns about any action anticipated or taken by the Program, is encouraged to talk first with the Program [Director of Training](#). If this informal approach proves unsuccessful, faculty members may express concerns to the Department Head, or, if applicable, pursue one or more of the options noted above. All faculty members, including the Director of Training, are encouraged to be especially responsive to concerns that bear directly on student welfare.

12. Resources Available to Students

Student Support Services

Program Faculty recognize that students may need support services when enrolled in the Program. A number of resources have been detailed in several of the Policies in this Handbook. Other resources available on campus include, but are not limited to:

- [Auburn University Medical Clinic](#)
- [International Students & Scholars Services](#)
- [Miller Writing Center](#)
- [Office of Accessibility](#)
- [Office of Health Promotion and Wellness](#)
- [Office of Inclusion & Diversity](#)
- [Recreation and Wellness Center](#)
- [Safe Harbor](#) (resource related to power-based personal violence)
- [Student Counseling and Psychological Services](#)
- [Student Pharmacy](#)
- [Student Financial Services](#)
- [University Career Center](#)

Personal Psychotherapy Resources

Program Faculty affirm their support for students who seek psychotherapy. In particular, Program Faculty call attention to the support available at [Student Counseling and Psychological Services \(SCPS\)](#). Although this is also a practicum site, all University students are eligible to receive services from SCPS. Students with questions or concerns about how receiving services at SCPS might impact their SCPS practicum can discuss this with the Program [Director of Training](#) and/or with the Director of SCPS.

For students wishing to receive psychotherapy at a location other than SCPS, Program Faculty maintain a list of counselors and psychologists in Auburn, Opelika, and surrounding areas. This list is updated periodically and has also been provided to [ACOPS](#) leaders to share with students. The Director of Training and other Program Faculty can discuss resource options in the community if students want or need assistance selecting a provider from the list.

In addition, because many students have the Auburn University graduate student health insurance (United Healthcare) plan, they should be aware of online resources designed to assist in provider selection. Specifically, students who are enrolled in the graduate student health insurance plan can create an account at uhcsr.com by following the prompts on the website. Students will need their 7-digit SR ID located on their insurance card. Once the account is created, students are able to view a list of in-network providers, along with balances, claims, telehealth providers, etc. The student plan currently includes a \$250 deductible and the amount of co-payment depends on the

specific provider selected. Referrals are required to see some mental health providers. Students can receive this referral by setting up an appointment with the AU Medical Clinic or by seeing another selected primary care provider.

University Ombuds Office

The Auburn University [Ombudsperson](#) is a neutral resource for staff, faculty, and students who need consultation about a conflict or workplace/educational issue. Because communication with the Ombudsperson does not constitute official notice to the University, students may wish to receive consultation from this Office to assist with informal resolution of concerns or for decisions regarding whether to make contact with other University offices that would constitute official notice of the concern or complaint at hand.

Learning Resources Center

The [Learning Resources Center](#) (LRC; located in 3408 Haley Center) provides informational and instructional resources and technologies to faculty, students, and staff in the College of Education. Students can access computers with statistical programs (including SPSS) in the LRC. The LRC also includes a College-specific library that includes more specialized resources (such as therapy DVDs, teaching resources, and therapy resources) than may be found in the University Library. Some items (such as assessment kits and study materials for the psychology licensing exam) are on reserve for use by Counseling Psychology students only. In addition, students can check out audio and video recorders for use in practicum and program-approved clinical experiences.

Technology Resources

There are several technology-related resources available to students on campus, in addition to resources available in the university computer labs. [AU Install](#) allows University employees and students access to various software for free. See also the [IT Survival Guide](#).

[Adobe Creative Cloud](#). [Adobe Creative Cloud](#) offers a host of creative tools for digital imaging, design, web, and video, as well as online services and storage. Some examples of included Adobe programs are Acrobat DC and Photoshop. Acrobat DC is the program needed to combine PDFs for some Program requirements and IRB protocol submissions. This program is free to all students.

[Box](#). [Box](#) is a cloud-based service that allows students to securely store and share files online. Box consolidates student's files in a single location that is accessible from any device. This service requires 2-factor authentication with [Duo Security](#) to access.

[Global Protect](#). [Global Protect](#) is used to create a secure connection to the Auburn network. VPN stands for Virtual Private Network. The VPN

software allows a computer to function as if it was on-campus, even when accessing from an off-campus location and when using AU wireless. This is useful for resources that are limited to only on-campus use, such as clocking in and out of assistantships (if required). It is also convenient for resources that require off-campus authentication, such as resources through the Library (e.g., journals and databases). Essentially, this allows students to work from home as if they were on campus.

[Microsoft Office 365](#). The [Office 365](#) suite includes Microsoft Office, Office Web Apps, and Office Mobile Apps. The apps can also be accessed through one's Tigermail email account by clicking on the "App Launcher" in the top left corner of Outlook.

[Horizon Virtual Desktop](#). [Horizon Virtual Desktop](#) allows students to remotely access campus servers. This allows students to access software such as SPSS and to access campus drives, such as Research (R) drives used by some faculty members. When accessing the website, it is recommended to select the "Install VMware Horizon Client", which will download the program to one's computer and offers better performance and features than the "VMware Horizon HTML Access" option. Students will need to login with their AU email user name and password, and this service requires 2-factor authentication with [Duo Security](#) to access. Once logged in, select the "EDU_Labs" option.

[Zoom](#). All students can create a [Zoom](#) account to host virtual meetings (audio and visual) for University-related activities. Students can also attend Zoom meetings hosted by others without creating an account simply by clicking on the link provided by the meeting host.