

A photograph of a brick building with Gothic-style windows and a flowering tree in the foreground. The building is made of red brick and has several windows with intricate stone tracery. A large tree with white flowers is in the foreground, partially obscuring the building. The sky is blue with some clouds.

Counseling Psychology  
Ph.D. Program

Graduate Student Handbook  
Academic Year 2018-19  
Department of Psychology  
College of Arts and Sciences  
University of Tennessee

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## 1. Graduate School and Accreditation Information

The Ph.D. Program in Counseling Psychology at the University of Tennessee (UT) is accredited by the American Psychological Association (APA) Commission on Accreditation. For more information regarding our accreditation status or other accreditation-related issues please contact:

APA Commission on Accreditation  
750 First Street NE  
Washington, DC 20002-4242

Phone: 202-336-5979  
TDD/TTY: 203-336-6123  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

In order to serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at the University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students.

Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department and program be disseminated. The Department Graduate *Handbook* does not deviate from established Graduate School Policies <http://catalog.utk.edu/content.php?catoid=21&navoid=2510> noted in the Graduate Catalog, but rather provides the specific ways in which those policies are carried out.

The purpose of this *Handbook* is to introduce you to the policies, procedures, academic requirements, and standards of professional conduct that are essential requirements for remaining in good standing and completing a Ph.D. in the Counseling Psychology Program.

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. This *Handbook* is not comprehensive. You are responsible for complying with additional policies outlined in the UT *Graduate Catalog*, *Hilltopics*, publications describing the Appeals Procedure, and the Graduate Assistant Handbook available on the Graduate School website (<http://gradschool.utk.edu>)

# Part I.

## Program Values, Goals, and Curriculum

### 2. Program Director's Welcome



Gina Owens, Ph.D.  
Program Director

On behalf of my Counseling Psychology colleagues, I wish to welcome our new cohort of students, and welcome back our returning students, as we embark on the 2018-2019 academic year. Traditionally, many counseling psychology programs focus on developing students as Scientist-Practitioners, with equal emphasis on each part of the training model. As our training program at UT has evolved, we have developed a third component to the traditional Scientist-Practitioner model, that of social justice advocacy (detailed in Section 4 of the *Handbook*). It is our goal to provide you with an experience that emphasizes and develops your scholarly and professional skills so that you will truly become Counseling Psychologists who are **Scientist-Practitioner-Advocates**.

**As a graduate student enrolled in a program accredited by the American Psychological Association (APA), you are also required to abide by the current *APA Ethical Principles of Psychologists and Code of Conduct* (see Appendix A). This code governs students' professional conduct from the first day they enter the program. The UT Counseling Psychology Program has also adopted a Statement of Training Values based on the model statement developed by the Council of Counseling Psychology Training Programs (CCPTP). This statement appears in full in the next chapter of this *Handbook*. Each faculty member and each student has promised to adopt these values as norms that govern all of our interactions with each other. A student's failure to follow either the current *APA Ethical Principles of Psychologists and Code of Conduct* or the *Program Statement of Training Values* can result in dismissal from the program. It is your responsibility to become familiar with all of the policies and requirements described in these documents.**

Returning students will find that, while this version of the *Handbook* is fairly similar to previous versions, some changes have occurred as we continually refine and revise our curriculum, policies, and procedures. Note, that the curriculum that was in place during the year you were admitted remains the course requirements that pertain to you. However, all students must follow the policies and procedures described in the current version of the *Handbook*.

### 3. Statement of Training Values

Each student and faculty member of the Program is expected to abide by the *APA 2002/2010 Ethical Principles of Psychologists and Code of Conduct* (see Appendix A) and the following statement of training values:

<sup>1</sup>Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different from them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program, trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

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

#### **4. Program Mission Statement**

Since its initial accreditation in 1980, the program consistently followed a scientist-practitioner training model until 2007 when it added a third component, the role of social justice advocacy. In 2009, our program was re-accredited under our new training model--*scientist-practitioner-advocate* (Fassinger & O'Brien, 2000; Mallinckrodt, Miles, & Levy, 2014). Our vision for this change was to add a new training component without in any way diminishing our ongoing commitment to the scientist-practitioner model. We continue to place a very high value on the integration of science and practice. Graduates of the program are competent in each of the two complementary domains of science and practice, but more importantly, they are able to use highly developed research skills to enhance the effectiveness of their practice and to use their advanced intervention skills to inform the research questions they pursue.

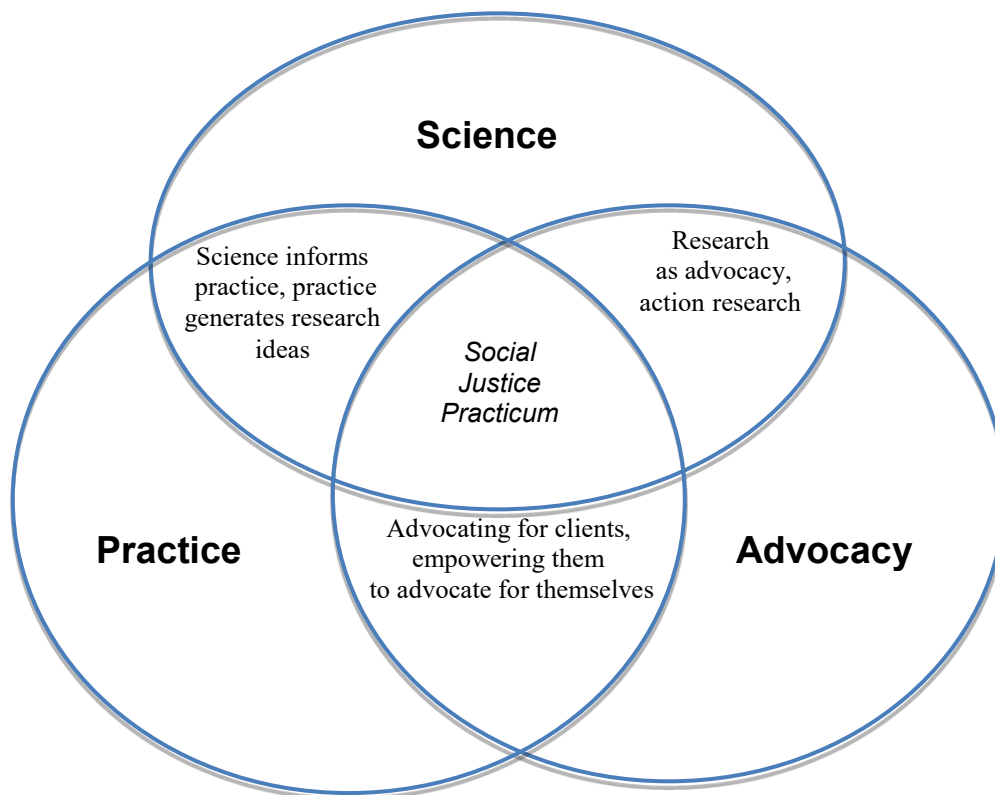
Counseling psychologists' study of gender roles, ethnicity, race, sexual orientation, and other dimensions of culture has promoted a longstanding interest in social justice and the effects of social oppression (Toporek & McNally, 2006). The program added training in social justice advocacy because we believe students need and increasingly desire the skills to intervene (and empower their clients to intervene) directly to address social problems. Having adopted a scientist-practitioner-advocate training model, we value an emphasis on engagement with the wider society, and an appreciation for the social context of our work as



counseling psychologists. This value takes many forms in our training program, including a strong sense of needing to “give back” to the citizens of our state and community. Students learn to take local and global perspectives in understanding how society-wide problems impact the lives of individuals. Students are recruited into the program, in part, because they have an interest in social justice. Concern for social justice is infused throughout many of the courses we teach.

Just as the roles of scientist and practitioner are mutually enhancing, we believe the role of advocate represents a third, mutually reinforcing component in our program that strengthens training in both science and practice. For example, instead of serving only individual clients or small groups, as practitioners our graduates also develop consulting and advocacy skills to intervene at the level of organizations, or systems, or to influence social policy. The empirical tools of needs assessment, program development, and program evaluation serve as additional powerful tools for interventions that help large numbers of clients. Advocacy goals can become the foundation for a systematic program of research. Rigorous epidemiological studies can be a persuasive means of documenting social problems and suggesting possible solutions. In this way science becomes an act of advocacy in the best traditions of social action research.

Our Program places a very high value on diversity and multicultural competency -- broadly defined. We consider *cultural diversity* to include, but not be limited to: ethnicity and race, sexual orientation, religion and spiritual beliefs, gender, gender identity, age and generational influences, disability, social and socioeconomic status, urban-rural origins, formal education, family traditions and values, indigenous cultural heritage, and national origin (Hays, 1996). Training is infused throughout the curriculum and includes specific cultural knowledge, introspection and self-discovery, and generalized multicultural skills.



Finally, we value our unique identity as counseling psychologists as described by the central themes of the discipline identified by Gelso, Williams, and Fretz (2014) and elaborated by the Council of Counseling Psychology Training Programs (Epperson, Fouad, Stoltenberg, & Murdock, 2005). These are: (a) a focus on working within a developmental framework across the whole range of psychological functioning; (b) a

focus on assets and strengths; (c) an emphasis on brief counseling/therapy approaches; (d) an emphasis on person-environment interactions, rather than an exclusive focus on either person or environment; (e) an emphasis on prevention; (f) an emphasis on the educational and vocational lives of individuals; (g) attention to issues of and respect for individual and cultural diversity; and (h) evaluation and improvement through critical thinking and a commitment to the scientific approach. All of these elements of program philosophy are compatible with the mission statement of The University of Tennessee, which is to “move forward the frontiers of human knowledge and enrich and elevate society.” Our program differs from the APA-accredited UT clinical psychology program in the social justice advocacy component of its training model (see B.2, Goal 3), the emphasis and extent of multicultural training (see B.2, Goal 5), and its strong emphasis on socializing students into the field of Counseling Psychology (see B.2, Goal 4).

#### References

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- Fassinger, R. E., & O'Brien, K. M. (2000). Career counseling with college women: A scientist practitioner-advocate model of intervention. In D. A. Luzzo (Ed.), *Career counseling of college students: An empirical guide to strategies that work* (pp. 253-266). Washington DC: American Psychological Association.
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- Toporek, R. L., & McNally, C. J. (2006). Social justice training in counseling psychology: Needs and innovations. In R. L. Toporek, L. H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology: Leadership, vision, and action* (pp. 37-43). Thousand Oaks, CA: Sage.

## 5. Program Goals, Training Objectives, and Competencies

The Counseling Psychology Program's training goals reflect the newly revised APA Standards of Accreditation which mandate that students receive training in Discipline Specific Knowledge (i.e., History and Systems; Basic Content Areas in Scientific Psychology; Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas; and Research Methods, Statistical Analysis, and Psychometrics) and Profession Wide Competencies (i.e., research, ethical and legal standards; individual and cultural diversity; professional values and attitudes; communication and interpersonal skills; assessment; intervention; supervision; and consultation). The Counseling Psychology Program is structured to achieve five training goals. Goals, related objectives, and competencies are described in the section that follows.

**Goal 1: Scientific training.** Graduates possess critical thinking skills and a well-developed capacity to advance knowledge as accomplished behavioral scientists. Graduates acquire knowledge and competence in the breadth of scientific psychology, its history of thought and development and its research methods. To achieve this goal we expect our students to achieve the following:

- Objective 1a. Students are familiar with the current knowledge in the behavioral science core of psychology as well as with its history of thought. They stay abreast of new developments in the field and critically evaluate new knowledge.
- Objective 1b. Students are capable of using a broad range of inquiry methods, including qualitative and quantitative approaches to research.
- Objective 1c. Students are involved in research through a graduated sequence of hands-on experiences that result in generating their own scholarly products, culminating in the doctoral dissertation that is a publishable contribution to the scientific literature.

Competencies expected for Goal 1 objectives:

1. Students demonstrate an ability to apply knowledge from psychological foundations areas including biological, social, cognitive-affective, developmental, and individual bases of behavior, as well as history and systems of psychology.
2. Students are able to recognize threats to validity in a broad range of research designs and critically evaluate qualitative and quantitative research.
3. Students can design high quality research proposals, including: (a) experimental and quasi-experimental designs, (b) field correlational studies, and (c) qualitative designs. For quantitative designs, the proposal includes a detailed plan for data analysis that makes use of appropriate multivariate methods.
4. Students conduct a Master's thesis that is submitted for publication or presented at a national conference. Students complete a doctoral dissertation. Dissertation results are submitted for publication in a peer-reviewed scholarly journal.

Goal 2: Practitioner training. Graduates are able to intervene effectively to enhance the mental health and positive well-being of a wide range of clients who seek their counseling services. They are skilled in a broad array of methods, and are able to work effectively with individuals and small groups. To achieve this goal we expect our students to achieve the following:

- Objective 2a. Students are able to develop treatment plans guided by an integrated personal theory of change. This personal theory is informed by the latest empirical knowledge about treatment effectiveness and the psychotherapy relationship. They are able to integrate knowledge about career development and interventions into their treatment plans as appropriate.
- Objective 2b. Students are knowledgeable about a variety of approaches for working with individual clients from perspectives other than their personal theory of change.
- Objective 2c. Students are able to appropriately gather assessment data, communicate the results of their assessment, and use this data to arrive at a diagnosis and refine their treatment plan.
- Objective 2d. Students are able to deliver effective group therapy and provide effective clinical supervision. Students learn to view teaching as a potential mental health intervention and develop skills as instructors for college students.

Competencies expected for Goal 2 objectives:

1. Students can articulate an integrated personal theory of change. The theory includes elements describing: (a) sources of motivation for human growth and development, (b) forces or influences that cause maladaptive patterns to develop, (c) resilience and adaptive coping, (d) how psychotherapy facilitates change consistent with the students' beliefs in a-c. This theory must articulate the role of the psychotherapy relationship, cultural and social influences, as well as any biological bases for presenting problems.
2. Students can develop a treatment plan for brief therapy and long-term work consistent with their personal theory of change.
3. Students are able to introspect, become aware of their own emotional reactions to clients, and foster psychotherapy relationships that facilitate change.

4. Students can develop case conceptualizations and treatment plans for a specific client consistent with each of the following theoretical perspectives: (a) cognitive behavioral, (b) feminist, (c) interpersonal / psychodynamic, (e) gestalt, or process-experiential, or “emotion-focused,” (f) family systems.
5. Students can conduct an effective intake interview to arrive at a tentative DSM diagnosis, use a variety of assessment tools, and organize the results into an integrated assessment report. They are able to explain their rationale for arriving at the diagnosis, including a consideration of plausible alternatives and the role of cultural influences in the client’s presenting picture.
6. Students understand group dynamics and models of change in interpersonal growth groups. They can provide effective group therapy.
7. Students can provide effective clinical supervision and learn to offer the optimal mixture of challenge and support to their supervisees.
8. Students prepare and deliver at least one guest lecture in an undergraduate course.

Goal 3: Advocacy training. Graduates possess tools to address social problems as advocates and agents of social change. They are able to empower their clients in skills of personal advocacy. To achieve this goal we expect our students to achieve the following:

Objective 3a: Students learn to take a global perspective to understand how the context of social problems impacts the lives of individuals.

Objective 3b: Students are skilled in the methods of social action research and can use empirical skills as tools for advocacy and to promote social change.

Objective 3c: Students can develop effective interventions targeted at organization or systems level, or to influence public policy decisions. They are able to evaluate the effectiveness of these interventions.

Objective 3d: Students learn to work with individual clients to help them make informed choices about the costs and benefits of engaging in advocacy for themselves. For clients who make this choice, students have the skills to empower these clients to act as their own advocates.

Competencies expected for Goal 3 objectives:

1. Students are knowledgeable about current social problems, and they are able to apply a global social systems perspective to understand individual clients’ presenting concerns.
2. Students complete a social justice research project, for example, an epidemiological survey, needs assessment, or qualitative study of a population in need. The results are presented in an appropriate forum to raise awareness of the issue and facilitate change.
3. Students complete a social justice service project in conjunction with the research they have conducted. A substantial portion of this effort must be targeted at facilitating change at the organization or systems level, or advocating to policy-makers. The effectiveness of the intervention is systematically evaluated and materials are generated so that others may continue the efforts.
4. Students learn to explore with clients, where appropriate, the choice of working as an advocate on their own behalf. Students empower and support clients who make this choice.

Goal 4: Professional socialization and integration of training components. Graduates are able to integrate their science, practice, and advocacy skills so that each competency enhances the other two. In each of these three realms graduates understand common ethical challenges, and they act in accordance with the highest standards of professional conduct. Graduates are socialized into the profession of Counseling Psychology, develop a strong professional identification with the field, and acquire the skills for life-long learning and professional development. To achieve this goal we expect our students to achieve the following:

Objective 4a: Students are able to use highly developed research skills to enhance the effectiveness of their practice and to use advanced intervention skills to inform the research questions they pursue. Students have an appreciation of research as one of the highest forms of service to

others, together with a well-developed capacity to conduct research that is directly beneficial to individuals, groups, or organizations.

Objective 4b: Students understand advocacy for social change as a form of practice intervention. Graduates are able to use empirical tools in the service of advocacy. They are able to formulate research questions that investigate social influences on individuals, groups and organizations.

Objective 4c: Students are familiar with the APA Ethical Principles of Psychologists and Code of Conduct, with principles for the ethical treatment of research participants and with standards for professional practice endorsed by the field of Counseling Psychology. They are able to consistently apply these principles.

Objective 4d: Students are socialized into the profession of Counseling Psychology. They are aware of emerging themes and controversies of concern to the field. They are knowledgeable about professional organizations, annual meetings, and credentialing issues crucial for their intended career path.

Objective 4e: Students acquire a commitment to professional development after graduation and are knowledgeable about resources for their continued development.

Competencies expected for Goal 4 objectives:

1. Students can use their knowledge of research design to evaluate the effectiveness of treatment plans they have developed, following their personal theory of counseling change.
2. The social justice research project is also intended to achieve the objectives of Goal 4 regarding research as a form of service and advocacy.
3. Students can apply the APA Code of Ethical Principles in their work with clients and the University of Tennessee IRB requirements in their treatment of research participants.
4. Students are familiar with HIPAA requirements and the following APA documents: (a) Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists; (b) Guidelines for Psychological Practice with Girls and Women, (c) Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients; (d) Guidelines for Psychological Practice with Older Adults; (e) Guidelines for Psychological Practice with Transgender and Gender Non-Conforming People; and (f) Record Keeping Guidelines.
5. Students demonstrate knowledge of emerging themes and controversies in counseling psychology and the profession of psychology generally, and a history of our field. They develop a plan for their continuing professional development. Professional membership and attending conferences is a part of this plan.
6. Students are knowledgeable about how to locate literature to maintain their professional development after they graduate and can use advanced bibliographic search and retrieval techniques to locate literature on a focused area of interest.

Goal 5: Multicultural training. Graduates have the awareness, knowledge, and skills necessary to function as effective multicultural counselors. We consider culture to include, but not be limited to: ethnicity and race, sexual orientation, religion and spiritual beliefs, gender, age and generational influences, disability, social and socioeconomic status, urban-rural origins, formal education, family traditions and values, indigenous cultural heritage, and national origin.

Objective 5a: Students develop generalized skills to communicate effectively and provide counseling services for any client whose world view and life experiences differ from their own.

Objective 5b: Students engage in a deeply searching process of self-examination about their own cultural experiences and assumptions.

Objective 5c: Students gain detailed knowledge of a wide variety of cultures.

Competencies expected for Goal 5 objectives:

1. Students are able to critique their approach to working with clients from both a multicultural and a feminist perspective.
2. Students have acquired considerable experience working with clients who are culturally different.
3. Students are able to describe in general terms the multicultural competencies they have acquired and describe the application of these skills in a specific case example.
4. Students are aware of their own cultural heritage, worldview, values, biases, multiple identities, and experience of privilege or oppression. They have begun to understand how these aspects of themselves influence their work, and they are committed to a lifelong continuing effort to expand this understanding.

## 6. Program Overview

The UT Graduate School requires one full time year of study on campus to meet residency requirements. In addition, the Counseling Psychology Program requires at least three full time years of coursework.

First year, Fall semester. The emphasis for the first year is on taking prerequisites for practicum. The three pre-requisite courses offered in the Fall semester are PSYC 433 Theories of Counseling Psychology or Counselor Education 551 (if not previously taken at the undergraduate or graduate level), PSYC 599 Clinical Psychopathology, and PSYC 598 Ethics. In addition, PSYC 517 Foundations of Counseling Psychology is required in the first year and is traditionally offered in Fall semester. One credit of PSYC 515 Colloquium is also required in Fall, which gives most students 11 credits they must take in their first semester. Because teaching assistantships are a major source of support, in Fall semester students are strongly encouraged to take PSYC 528 College Teaching, giving them a 12-credit load. All students are required to take PSYC 517 Foundations and PSYC 528 College Teaching, regardless of previous graduate courses, but those with prior graduate training may be eligible to waive PSYC 433/COUN 551, PSYC 598, PSYC 599 (see pp. 19-20 of this *Handbook* for details). Three other critically important tasks for this semester are to: **(a) join APA as a student member, (b) join APA Division 17, and (c) arrange for professional liability insurance.**

First year, Spring semester. Three courses must be taken in this semester, PSYC 577 Multicultural Psychology, PSYC 667 Assessment in Counseling Psychology I, and PSYC 568 Pre-practicum. We require all students to take 577 and 568 at UT, regardless of prior coursework (see pp. 19-20). Other major milestones for this semester are to: **(a) form your Master's Committee and file an approved Curriculum Planner by April 1 and (b) finalize your idea for a Master's thesis.**

Summer between year 1-2 and other summers. It can be difficult to find required graduate courses to take at UT over the summer. Check with advanced students about courses they have taken to make the best use of summer semester. Even if you do not have an assistantship for the summer, if you received a fee waiver in the previous year, your tuition will be covered in Summer Semester. Some students take PSYC 500 Master's Thesis hours in the summer between first and second year. In subsequent summers, many students take PSYC 600 Doctoral Research and Dissertation if they have begun to work on their dissertation.

Second year. The heavy emphasis this year is on practice training with PSYC 566 Practicum in the Fall and PSYC 674 Advanced Practicum in the Spring. Two other courses students should plan to take are PSYC 601 Vocational Psychology and PSYC 668 Assessment in Counseling Psychology II. We strongly recommend that you take PSYC 519 Advanced Theories in the first semester of your second year, and the two course sequence of PSYC 501 or COUN 554 Introduction to Group Interventions in the Fall, followed in Spring semester by PSYC 675 Advanced Group Methods (a.k.a., "the intergroup dialogues course"). Students will also take psychological foundations and research courses. The major tasks for this year are to **(a) collect your Master's Thesis data in Fall semester and (b) finish your Master's Thesis in Spring, if possible.**

Third year. Practice training continues with a full academic year of PSYC 676 Field Placement, as well as psychological foundations and research courses. A critical task for this year is to maintain the momentum of the previous year in the research area by **completing your dissertation proposal and receiving IRB approval by the end of Fall Semester. Ideally, you will also begin data collection before the end of Spring semester.**

Fourth and Fifth Years. It is possible for students who come to the program with a Master's degree to finish all of their course work in four years, and then complete internship and earn their Ph.D. in five years. In theory, it is even possible for students who do not have a previous Master's degree to finish in five years – but we do not recommend it. As a student approaches the start of the fourth year, if it appears unlikely that the dissertation can be completed before starting internship, we strongly recommend that the student remain in residence for a fifth year and complete the dissertation before leaving for internship in the sixth year.

## **7. Admission Requirements and Application Procedures**

7.1 Student Selection Process. The Counseling Psychology Program typically receives over 125 applications each year, from which 5 students are selected. After an initial screening of complete applications, approximately 25 students are invited to visit the campus in February or March to participate in 'UT Visiting Day,' which is our version of an on-campus interview. During this day-long event, applicants interview individually with 1-2 members of the core faculty whom they are most interested in as advisors. Applicants also tour the Department and the campus, participate in Q&A sessions with current students, and have small group meetings with the remaining members of the program faculty. Soon after Visiting Day, offers of admission are extended to 5 applicants, and a group of approximately 10-15 "alternates" is also selected. As required by the American Psychological Association, an applicant who receives an offer has until April 15 to make a decision about whether or not to accept.

7.2 Application Procedures and Admission Requirements. Applicants to the Counseling Psychology Program are required to have a bachelor's degree from a college or university accredited by the appropriate regional accrediting agency or international equivalent. The Graduate Council requires a minimum grade point average of 2.7 out of a possible 4.0, or alternatively a 3.0 during the senior year of undergraduate study. A Master's degree is not required for admission, but students who have earned a previous Master's degree are encouraged to apply. Completed admissions materials include: (a) an application to the UT Graduate School, (b) one transcript from every college/university attended, (c) an official copy of GRE examination results, (d) three letters of recommendation, (e) a completed Department of Psychology application (including answers to required essay questions), and (f) for international student applicants, an official copy of TOEFL examination results.

## **8. Financial Support**

8.1 Support in the first year. Counseling Psychology Program doctoral students normally receive a 0.50 assistantship with fee waiver, provided that they maintain full time enrollment and good standing. A 0.50 assistantship requires 20 hours per week of service. Assistantships at 0.50 receive health insurance and waiver of all fees except program, technology, facilities, and transportation fees. Please note that the amount of these fees is subject to change. Students with 9-month appointments are eligible for summer semester fee waivers. Up to date information about the dollar amount of assistantships and fees that students must pay can be found at: <http://onestop.utk.edu/estimates/>

Once you receive your assignment, it is very important to contact the course instructor (or instructors) you will be working with to determine your responsibilities and the times during each week you will be expected to attend class and keep office hours. All Graduate Assistantships are governed by policies set by the Graduate School <http://gradschool.utk.edu/graduate-student-life/>.

## 8.2 Support after the first year.

**Beginning in the second year and in each year afterward, students are no longer absolutely assured of receiving Department financial support.**

Perhaps no other aspect of Program policy causes as much anxiety and potential misunderstanding as this shift from the guarantee of support in first year. Here are some key points to remember: (a) over the past 12 years, all students who sought support up through their fifth year received an assistantship with a fee waiver; (b) the Department still provides the majority of students in years 2-5 with full support (the difference is that this funding is on a competitive basis and is not assured); (c) students not supported by the Department have received support from sources outside the Department which are also awarded on a competitive basis.

The Department has a number of advanced teaching positions that involve serving as a course instructor in your own right, not as the assistant to an instructor. Some of these appointments may begin as soon as your second year. If you take PSYC 528 College Teaching in your first year and demonstrate skill and enthusiasm for teaching, you might be selected to serve as the instructor for a section of PSYC 110 in your second year (which requires students to enroll in a college teaching practicum course offered during a mini-term in May). Instructors of PSYC 110, depending on evaluations of their effectiveness as teachers at this level, might then be selected to serve as instructors of 200- or 300-level courses in the third or fourth year of their studies. These positions are awarded on a competitive basis depending on assessment of an applicant's teaching effectiveness. The "gateway" for all competitive teaching assignments is performing well in PSYC 528, which is why we recommend that students take this course in their first year.

Beginning early in Spring semester of your first year, work with your advisor on creating a priority list of assistantships that match your skills and interests. Find out the application and selection procedure, talk to staff at these sites to find out what sort of student they are seeking. Talk to students in our Program who have held this position in the past. Then, be sure to have polished, carefully prepared application materials in on time. Consider the process to be the most important job interview you have had so far in your career – because that's what it is. Do not take the process for granted by turning in a sloppy application, or showing up for an interview casually dressed.

The importance of doing well in PSYC 528 should be obvious. If you are a first year student interested in support through the teaching track, seek out Counseling Psychology students who currently serve as PSYC 110 instructors, or 200/300-level instructors and find out the secrets of their success.

8.3 Fellowships and other support in any year. The Graduate School also makes available Fellowships, which are awarded on the basis of specific criteria, for example to enhance diversity, to support women returning to college after a period of time away, or to support dissertation research. For a list of Fellowships see: <http://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships/>.

The Graduate School also maintains an extensive list of "other" support that cannot be characterized as either assistantships or fellowships. These are funded by the federal government or private foundations. Quite a few are "extra money" in that they can be combined with assistantships or fellowships to increase the total amount of your support. One very important source of support from outside UT is provided by APA through the Minority Fellowship Program (<http://www.apa.org/pi/mfp/contact.aspx>) and several other funding mechanisms ([www.apa.org/pi/mfp/psychology/index.aspx](http://www.apa.org/pi/mfp/psychology/index.aspx)).

**Here's the deal: To get this support, you have to apply for it!!!** You need to be proactive. Study the criteria and target the sources of funds that best match your skills and interests. Discuss your options with your advisor, and then go for it.



8.4 Research and travel support. The Department also provides funds for travel to present your research at professional conferences. Funds may be available from the Graduate School and College of Arts and Sciences to supplement these awards. In addition, the Department awards funds on a competitive basis to directly support research. In past years, at least one such award of \$1000 has been reserved for Counseling Psychology students. See Ms. Connie Ogle for more details about how to apply for research support or travel awards.

8.5 Support in sixth year and beyond. APA-accredited internships pay a salary which, although not extravagant, is typically more generous than a typical UT assistantship. Students who stay on campus during a sixth year of study instead of beginning their internship generally find that support is much more difficult to obtain. The Program's priority is to support all students through the first five years. Only if funds are available after meeting that priority are assistantships funded from Department sources awarded to sixth year students. Therefore, students who do not begin internship in their sixth year face a very serious risk of not receiving financial support.

## 9. Registration, Course Loads, and Grading

Registration is required of all graduate students each semester until the degree is conferred. Thus, students who complete their internship and all courses before they finish their dissertation must stay continuously enrolled in PSYC 600 credit until they complete the dissertation (including Summer registration). While on pre-doctoral internship, students are required to register for PSYC 699 - Internship in Health Service Psychology (this is a 0-credit course).

A full time course load is considered a minimum of 9 credit hours in Fall and Spring semesters. Students are required by the Graduate School to be in residence and enrolled for a full time load for at least two (2) consecutive terms. Students in the Counseling Psychology Program are required to be in full-time residence for at least the first three years of their training. Although 9 credits is the minimum, to complete all requirements in four years students should be enrolled in at least 12 credits per semester for at least their first three years of training. Registration for more than 15 hours during Fall or Spring semester, or for more than 12 credit hours in Summer term is not permitted without prior approval from the Graduate School.

**The Graduate School has a Time Limit for completion of the Doctoral Degree. All requirements must be completed within eight (8) years, from time of a student's first enrollment in a doctoral degree program.**

The Graduate School of the University of Tennessee uses the following grading system:

A	=	Superior Performance
B+	=	Better than Satisfactory Performance
B	=	Satisfactory Performance
C+	=	Less than Satisfactory Performance
C	=	Performance well below the standard expected of graduate students
D	=	Clearly Unsatisfactory Performance (cannot be used to satisfy degree requirements)
F	=	Extremely Unsatisfactory Performance (cannot be used to satisfy degree requirements)
I	=	Student has performed satisfactorily, but, <u>due to unforeseen circumstances</u> , has been unable to finish requirements
S/NC	=	Credit hours, but no quality points, limited to a total of 25% of the total credit hours
P/NP	=	No Quality Points (for dissertation or thesis courses)
W	=	Withdrawal

## 10. Advising

10.1 Advisor assignment and changing advisors. Students are assigned an initial advisor upon admission to the Program. This advisor will help you register for your first semester of course work and may be the person who serves as your mentor throughout graduate training. However, you should not feel guilty or reluctant to change your advisor if you believe a different faculty member is better matched to your developing research interests. Changing advisors involves three steps:

- (a) Determine whether your preferred new advisor is willing to work with you.
- (b) Discuss your desire to make a switch with your current advisor.
- (c) Write a brief note to the Program Director requesting a change of advisor. The note should verify that you have discussed the matter with your current advisor and the prospective new advisor.

Approval of a change of advisors is given by a majority vote of the Counseling faculty. Note that you are not limited to working with only your advisor on research projects. Although your advisor is usually the primary faculty member who mentors your thesis and dissertation projects, we encourage you to seek out other members of the faculty to join their research teams and collaborate on projects that are not Program requirements.

10.2 Master's Committee. This committee composed of your advisor and at least two other faculty members, all at the rank of assistant professor or above, should be formed as early as possible in your program, and must be formed by the time a student applies for admission to candidacy. The responsibility of this committee is to assist the student in planning a program of study and carrying out research, and to assure fulfillment of the degree requirements. The same procedure used to switch advisors may be used to change either non-advisor member of your Master's Committee, except that a vote of the faculty is not necessary. Only the agreement of your advisor, the Program Director, and the new committee member are required.

10.3 Submitting your initial curriculum planner. You must submit a completed Curriculum Planner for review and approval to your Master's Committee before April 1st of your first year in the Program. Any previous coursework you wish to use to meet UT requirements must be presented for review at this time. All the blanks on the Planner must be filled in with your best guess of how you will meet each requirement and when. **We strongly recommend following the suggested course sequence plan on pp. 28-29 given that some courses are only offered every other year.** If you do not follow the planner timeline and a course is then not offered in the timing you need it, you may have to delay application for internship.

10.4 Dissertation committee. The dissertation committee must be composed of at least four members, and:

- (a) At least three members must be approved by the Graduate School to chair a dissertation.
- (b) Two members must be Counseling Psychology faculty approved to chair dissertations.
- (c) One member must be from outside the Department of Psychology faculty

Another way to think about composing your committee is to imagine four positions, A-D as follows:

- A. Chair: One of the Counseling faculty members who is approved to chair dissertations.
- B. Inside Member: A Counseling Psychology faculty member approved to chair dissertations (same list as for "A", minus your Chair.)
- C. Third Member: This person could be any member of the UT faculty.
- D. Outside Member: This person must NOT be a member of the Department of Psychology faculty.

We recommend forming your doctoral committee as soon as possible after the successful completion of the Master's thesis, and no later than the end of the third year of study. Your committee has not been formed until the correct form is signed by your advisor, approved by the Program Director, and turned in to Connie Ogle.

Your Chair has the primary responsibility for assisting in the development of your research ideas. Committee members act as consultants in specific areas of their expertise. In some cases, students may decide to change their area of focus for the dissertation after having selected their doctoral committee. Students are permitted to change the chair or any other committee members. The same three step procedure for replacing other committee members should be followed: (a) consult with your advisor, (b) make sure the proposed new member is willing to serve, (c) discuss your rationale with the member you wish to drop from your committee, (d) in the case of your dissertation committee, a form is required to change members. See Connie Ogle for a copy of this form.

10.5 Comps committee. The primary task of your Comps Committee is to guide you in completing the comps portfolio, evaluate the written product, and conduct your oral examination. In practice this means that you should form your Comps Committee at least one semester (not including Summer) before you plan to finish comps. Therefore, if you plan to defend your comps in September, you should have your Comps Committee in place by April. The Comps Committee typically consists of the three counseling psychology members of your dissertation committee. If your dissertation committee is not comprised of three counseling psychology faculty (core or associated), then the advisor (with feedback and suggestions from the student) will request participation on the Committee from another Counseling Psychology member.

10.6 Selecting and inviting faculty to join your committees. Obviously your advisor is the central member of all three committees. The key criterion for selecting an advisor is that this faculty member is willing to mentor you as you pursue your research interests. Some faculty members will insist that your research interests match their own interests fairly closely; others are willing to work with you through a wide range of interests that are not part of their own research agenda. It is important in your first year to begin regular discussions with your advisor to help shape and narrow your ideas about a thesis/dissertation project, and to be sure that the advisor you were initially assigned is a good match as your thesis/dissertation research ideas take shape. It can be a good idea to select the non-advisor member of your Master's Committee based on this faculty member's ability to serve as a consultant for your thesis/dissertation research project. At the very least this member of your committees should be positively disposed toward the research idea.

## **11. Credit for Previous Coursework and Client Contact**

11.1 Preliminary review before accepting an offer to UT. When a student who has completed previous graduate coursework is offered admission to the Counseling Program, but before she or he is required to accept the offer, the student's provisional advisor will provide a preliminary estimate of which previous courses may count as meeting requirements in this Program. Please note that this preliminary opinion is only an estimate. Whether courses actually count toward UT requirements can only be finally determined by the Program Director based on the approval of the student's advisor and in some cases approval of the primary course instructor (see below).

11.2 Course waiver procedure. Students wishing to have previous coursework count for UT requirements must provide their advisor with documentation (e.g., course syllabi or other relevant course materials). The advisor also may request copies of the table of contents of assigned texts and the course catalog description of previous courses taken. With the exception of History and Systems – which may be taken as an undergraduate course - only courses taken for graduate credit may be presented for review. Check with your advisor and assemble all the required documentation soon after Fall semester of your first year begins.

There are three “tiers” of courses required for the Ph.D. in terms of if and how a course can be waived. For all courses, the primary criteria for waiving is completion of prior graduate coursework that covers content deemed equivalent by appropriate faculty (see description of tiers) to a course required by the UTK Counseling Psychology Ph.D. Program. The first tier (General Foundation Courses) is composed of courses that can be waived with the student's advisor *and* Program Director's approval. The second tier (Core

Counseling Courses) are courses taught by Counseling Psychology faculty members, and in addition to the advisor and program director, the primary instructor for the course must also review the syllabus and other relevant materials. Finally, the third tier of courses (UTK Doctoral Designated Courses) may not be waived under any circumstance, because they are specific to earning a Ph.D. in Counseling Psychology at the University of Tennessee.

*Tier 1: General Foundations Courses (approved by advisor and program director)*

- Biological Psychology (PSYC 527)
- Capstone Elective
- Cognitive and Affective Bases of Behavior (PSYC 570)
- Developmental Psychology (PSYC 511)
- Clinical Psychopathology (PSYC 599)
- Ethics (PSYC 598)
- History and Systems of Psychology (PSYC 565) – either graduate or undergraduate
- Social Psychology (PSYC 550)
- Statistics I (PSYC 521)
- Statistics II (PSYC 522)
- Seminar in Applied Psychometrics (PSYC 607)
- Brain and Behavior Development (PSYC 524)

*Tier 2: Core Counseling Psychology Courses (approved by advisor, Counseling Psychology instructor, and program director)*

- Advanced Theories (PSYC 519)
- Assessment I (PSYC 667)
- Assessment II (PSYC 668)
- Counseling Theories (PSYC 433)—pre-rec either graduate or undergraduate
- Intro to Group (PSYC 510)
- Research Design (PSYC 580)
- Vocational Psychology (PSYC 601)

*Tier 3: UTK Doctoral Designated Courses*

The following courses must be completed at UTK:

- Advanced Group Practicum (PSYC 675)
- Advanced Practicum (PSYC 674)
- College Teaching (PSYC 528)
- Field Placement (PSYC 676)
- First Year Colloquium (PSYC 515)
- Foundations of Counseling Psychology (PSYC 517)
- Multicultural Psychology (PSYC 577)
- Practicum (PSYC 566)
- Pre-practicum (PSYC 568)
- Social Justice Practicum I (PSYC 674)
- Social Justice Practicum II (PSYC 674)
- Supervision Practicum (PSYC 674)
- Supervision Theory (PSYC 678)

Note: Students may appeal instructor decisions to the Program Director, appeal Program Director decisions to the Department Head, and appeal Department Head's decisions to the Associate Dean for Graduate Studies in Arts & Sciences.

11.3 Counting previous counseling experience. As shown in Section A of the Curriculum Planner, students are required to complete a total of six credits of practicum and then to take as many sections of PSYC 676 Field Placement as necessary to accumulate 500 Intervention and Assessment (i.e., client contact) hours as defined on the AAPI internship application. Students who have completed practica for course credit under supervision may also petition their Master's Committee to have these client contact hours count toward the 500-hour total. The Master's Committee will require detailed documentation of your previous clinical experience. No matter how many hours are eventually approved by your Master's Committee and the Program Director, you will still be required to complete 6 semester hours of Practicum (PSYC 566 and PSYC 674) and at least six hours of Field Placement (PSYC 676). However, previous clinical experience can be used to reduce the number of client hours you accumulate in Field Placement. On very rare occasions, a student's previously approved clinical experience plus experience in three practicum courses reaches 500 direct service hours. In this case, the student is required to consult with their advisor and Program Director to ensure their clinical skills are adequately developed and deemed "ready for internship," before choosing not to conduct the field placement experiences.

## **12. Curriculum Planner**

The following six pages are your curriculum planning form. The planner sets forth all of the courses that you are required to complete and describes other key Program requirements. You must complete this form and have it approved by your advisor and your Master's Committee by April 1 of your first year. You will find directions for recording graduate course work that you have completed at other institutions.

Keep in mind that you are always free to propose changes to this plan and have the revised plan approved. The important point is to have a plan that takes into account details such as which semester a particular course is offered, how you will complete a sequence of pre-requisite courses, and how your entire plan of study fits together into a comprehensive whole. To assist with your planning, a tentative course sequence appears after the curriculum planner based on year of entry into the program. Some courses are taught every other year rather than annually, so the two course sequence documents help account for some of these changes by year.

**COUNSELING PSYCHOLOGY DOCTORAL CURRICULUM PLANNER**  
(revised August, 2018)

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

Year admitted to the program \_\_\_\_\_

**General Instructions:** This document presents the required course of study leading to the Ph.D. in Counseling Psychology at the University of Tennessee. In addition to course work, the Planner has spaces for you to record completion of other major Program requirements such as the Master's Thesis and Dissertation. Its purpose is to serve as a tool to assist your career planning. The completed Planner must be approved by your Advisor and Master's Committee by **April 1st of your first year in the Program**. All blanks on this form must be completed by filling in information for courses you have already completed to meet a requirement, together with your plan for completing requirements in future semesters. Please follow the steps below to complete your Planner:

1. If you have taken courses at other institutions for graduate credit that you would like to apply toward completion of your program at UT, complete the "Prior Graduate Institutions" section on the next page. Then enter the previous coursework in the appropriate blanks in the remainder of this form, using the letters "A," "B," or "C" after the course number to indicate the previous institution. Note that only previous graduate course work can be counted toward your present course requirements.
2. Your advisor, Program Director, and, if applicable, primary course instructor, will determine if your previous graduate coursework meets a current requirement (see pp. 19-20 of the *Student Handbook* for details).
3. Fill in the information for courses you have completed at UT or are enrolled in currently. These courses must have been completed for graduate credit.
4. For each requirement remaining after steps 1-3, indicate your best guess about the course you will take to meet this requirement and the semester you plan to complete the course. As a guide, use the "Suggested Course Sequence" that appears after this form. Note that you will be required to petition your Master's Committee for any course substitutions you wish to make after this form is initially approved. However, taking the same proposed course in a different semester will not require Master's Committee approval.

My signature below indicates that I approve each page of the plan of study that follows:

\_\_\_\_\_  
Student's Signature                      Date

\_\_\_\_\_  
Master's Committee Member              Date

\_\_\_\_\_  
Advisor's Signature                      Date

\_\_\_\_\_  
Master's Committee Member              Date

**Prior Graduate Institutions**

Prior Institutions Attended	Dates (from / to)	Degree Earned*	Major
A. _____	_____	_____	_____
B. _____	_____	_____	_____
C. _____	_____	_____	_____

\*If you have listed a Masters level degree, was your program accredited? \_\_\_ yes \_\_\_ no. If yes, what was the accreditation? \_\_\_\_\_

**Instructions:**

1. You are strongly encouraged to consider these as minimum requirements. Depending on your specific career goals, it will be important to complete considerably more training in selected content areas than these minimums. Consult with your advisor, with members of your Master’s Committee, and with professionals currently working in your chosen specialty to determine how best to prepare for your career.
2. In each section or subsection on the next pages, when only one course is listed, you must take this specific course to meet the requirement. For these requirements indicate the semester you have taken (or plan to take) this course. Use the blank line to propose a substitute from previously completed graduate coursework. In exceptional cases that involve a scheduling conflict or other exigency, you may request approval of a substitute course currently offered at UT. Prior approval of your advisor and MASTER’S COMMITTEE is required in these cases.
3. If several courses are listed as options in a subsection, you may choose any of these courses to meet this requirement. Enter the course title of your choice and semester you plan to take the course on the blank line provided.

**Overview of Minimum Program Requirements**

	Semester Hours (SH)
A. Counseling Psychology Core	57
B. Research Core	12
C. General Psychology Foundations	18
D. Capstone Elective	3
E. Master’s Thesis	6
F. Dissertation	24
G. Internship	0
	Total 120

**A. COUNSELING PSYCHOLOGY CORE (MINIMUM 57 SH)**

	<b>Course Completed</b>	<b>Semester</b>
1. Professional Orientation (6 SH)		
*a. PSYC 598 Ethical Issues in Professional Psychology (1 SH)	_____	_____
b. PSYC 517 Foundations of Counseling Psychology (3 SH)	_____	_____
c. PSYC 515 Psychology Colloquium (1 SH)	_____	_____
d. PSYC 528 College Teaching in Psychology (1 SH)	_____	_____
2. Multicultural Competencies and Human Diversity (6 SH)		
*a. PSYC 577 Multicultural Psychology: Theory and Research	_____	_____
b. PSYC 675 Advanced Group Methods (Intergroup Dialogue)	_____	_____
3. Social Justice Advocacy and Interventions (6 SH)		
**a. PSYC 674 Practicum in Social Justice Advocacy I	_____	_____
**b. PSYC 674 Practicum in Social Justice Advocacy II	_____	_____
4. Vocational Psychology (3 SH)		
a. PSYC 601 Vocational Psychology	_____	_____
5. Psychological Assessment (9 SH)		
*a. PSYC 599 Clinical Psychopathology	_____	_____
b. PSYC 667 Assessment in Counseling Psychology I	_____	_____
c. PSYC 668 Assessment in Counseling Psychology II	_____	_____
6. Practicum Supporting Coursework (9 SH—12 SH if 433 is needed)		
*a. PSYC 568 Pre-Practicum in Counseling	_____	_____
b. PSYC 510 Introduction to Group Interventions (or COUN 554)	_____	_____
c. PSYC 519 Advanced Theories and Interventions	_____	_____

(\*d. PSYC 433 *Theories of Counseling Psychology* or COUN 551 *Theories of Counseling* if not previously taken at the undergraduate or graduate level)

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*\*The following courses (or the equivalents) are prerequisites for practicum.*

- 433 Theories of Counseling Psychology (or equivalent undergraduate/graduate course)*
- 568 Pre-Practicum*
- 577 Multicultural Psychology: Theory and Research*
- 598 Ethical and Legal Issues*
- 599 Clinical Psychopathology*



7. Counseling Psychology Interventions (18 SH, minimum requirement)\*\*

- a. PSYC 566 Practicum in Counseling \_\_\_\_\_
- b. PSYC 674 Advanced Practicum in Counseling \_\_\_\_\_
- c. PSYC 678 Theory & Practice of Counseling Supervision \_\_\_\_\_
- d. PSYC 674 Practicum in Counseling Supervision (providing supervision; PSYC 678 and 674 must be taken concurrently) \_\_\_\_\_
- e. PSYC 676 Field Placement (6 SH required plus enrollment required each semester for students in placements where clinical services are delivered) \_\_\_\_\_

\*\*When students apply for internship, they are required to document clinical training hours on an application form developed by APPIC (Association of Psychology Postdoctoral Internship Centers). As defined by APPIC, you may only count hours “for which you received formal academic training and credit, or for program-sanctioned training or program-sanctioned work experiences.” At UT this means either through (a) PSYC 566 Practicum, (b) PSYC 674 Advanced Practicum, or (c) 676 Field Placement. If you want to count hours of service delivery in an assistantship or other work experience for the purposes of internship application, you must enroll in PSYC 676 and your work must be supervised.

On the AAPI application, training is divided into categories of: (A) Intervention and Assessment Experience, and (B) Supervision Received. In the UT Counseling Psychology Program you are required to follow the APPIC definition of what constitutes an “hour” in each category. As a general rule, you may only count hours in which you meet face-to-face with a client, group, supervisor, supervisee, or consulting organization.

In addition to the minimum of 9 SH of Practicum (566 and 674) and 6 SH of Field Placement (676), **you are required to accumulate a minimum of 500 hours of Intervention and Assessment Experience, of which at least 300 hours must be in the category of Individual or Group Counseling. In addition, 100 hours of Supervision Received must be accumulated.**

Students are required to keep track of their hours on the Practicum Hours Documentation form. This form corresponds to the AAPI Application. Each semester that practica hours are accrued a copy of this form (signed by your supervisor and instructor) must be placed in your permanent file. Use this form to document your progress toward meeting the training requirements described above.

**B. RESEARCH CORE (12 SH)**

1. Quantitative Methods (6 SH)

(a) Group Comparisons (ANOVA)

- EDPY 577 Statistics in Applied Fields I
- or STAT 473 Experimental Design and Analysis
- or PSYC 521 Analysis of Variance for Social Sciences

\_\_\_\_\_

(b) Continuous Variables (Regression Models)

- EDPY 677 Statistics in Applied Fields II
- or STAT 472- Regression Analysis
- or PSYC 522 Multiple Regression for Social Sciences

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2. Research Design (3 SH)

- PSYC 580 Research Design

\_\_\_\_\_

3. PSYC 607 Seminar in Applied Psychometrics (3 SH)

\_\_\_\_\_

### C. GENERAL PSYCHOLOGY FOUNDATIONS (18 SH)

1. History and Systems of Psychology (3 SH)

PSYC 565 History and Systems of Psychology\* \_\_\_\_\_

2. Biological Bases of Behavior (3 SH)

PSYC 527 Behavioral Neuroscience \_\_\_\_\_

3. Cognitive-Affective Bases of Behavior (3 SH)

PSYC 570 Cognitive and Affective Bases of Behavior \_\_\_\_\_

4. Social Bases of Behavior (3 SH)

PSYC 550 Social Psychology \_\_\_\_\_

5. Developmental Bases of Behavior (3 SH)

PSYC 511 Developmental Psychology  
or CFS 510 Theory in Human Development \_\_\_\_\_

6. Advanced Integrative Knowledge (3 SH)

PSYC 524 Brain and Behavior Development \_\_\_\_\_

\* History & Systems may be waived if taken previously at the undergraduate level

### D. CAPSTONE ELECTIVE (3 SH)

A minimum of one graduate level course must be taken which provides advanced level training in a domain relevant to your career goals. For example, you might take a quantitative methods course in SEM, HLM, or instrument development if you plan for a research career; or you might create a PSYC 508 readings course in an advanced psychotherapy technique if you plan for a practice career. Students are encouraged to take electives outside the Department of Psychology, but you are not required to do so. Advanced approval by your MASTER'S COMMITTEE is required before a course can be counted toward this requirement.

### E. MASTER'S THESIS (6 SH)

PSYC 500 Master's Thesis. Students are expected to complete their Master's Thesis by the Fall of their third year in the program. A minimum of six semester hours are required.

### F. DISSERTATION (24 SH)

PSYC 600 Doctoral Research and Dissertation. After the initial semester of enrollment in PSYC 600, students must continue to enroll for at least 3 SH of PSYC 600 in each semester, including summer.. At least 24 credits must be completed. If students have not successfully defended their dissertation prior to internship, they must continue to enroll in PSYC 600 while on internship until the dissertation is approved and accepted by the Thesis/Dissertation Consultant at the Graduate School.

### G. PRE-DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

PSYC 699 Pre-doctoral Internship. Students are required to register each semester (and summer) while on internship. This is a zero (0) credit course.

**Checklist of additional requirements**

- Residency (two consecutive semesters of 9 SH or more, routinely completed in first year)
- Research Competency (Master's Thesis)
- Teaching Experience (deliver guest lectures on two occasions, or primary instructor GTA)
- Dissertation Proposal Approved
- Comprehensive Exam Portfolio and Oral Examination
- Advanced to Candidacy (must be completed within five years of initial enrollment)
- Dissertation Completed (all Ph.D. requirements must be completed within eight years of initial enrollment)
- Successful completion of APA-accredited full-time, year-long Internship

**Tentative Course Sequence Leading to Ph.D. in Five Years Entering 2018**  
(Revised May 2018)

This is a suggested course of study that assumes entry with no prior graduate work. (Students who enter with prior graduate coursework should consult with their advisor to determine which of the requirements below may be waived.) Students should discuss with their advisors to determine if the suggested sequence is appropriate for individual training needs. *Suggested timeline for completing required program milestones not related to courses are shown in italics.* Please note that some courses are only offered every other year.

Distribution of credits:

Counseling Psychology Core	57 SH (minimum)
Research Core	12 SH + 6 SH Thesis + 24 SH Dissertation
Psyc Foundations:	18 SH
Elective	3 SH
<b>Total</b>	<b>120 SH (minimum)</b>

First Year Fall 2018 (15 SH total)

COUN 551 Theories of Counseling (or PSYC 433)  
PSYC 515 Colloquium in Psychology (1SH)  
PSYC 517 Foundations of Coun. Psyc.  
PSYC 528 College Student Teaching (1SH)  
PSYC 598 Ethics (1 SH)  
PSYC 599 Clinical Psychopathology  
Statistics I

First Year Spring 2019 (15 SH total)

PSYC 565 History and Systems  
PSYC 568 Pre-practicum  
PSYC 577 Multicultural  
PSYC 667 Assessment II  
Statistics II

Summer: Elective (3 SH)

Second Year Fall 2019 (9 SH total)

PSYC 519 Advanced Theories  
PSYC 566 Practicum  
PSYC 580 Research Design

Second Year Spring 2020 (9 SH total)

PSYC 601 Vocational  
PSYC 668 Assessment I  
PSYC 674 Advanced Prac.  
PSYC 524 Brain and Behavior Development

Summer: PSYC 500 Master's Thesis (3 SH)

Third Year Fall 2020 (12-15 SH total)

PSYC 500 Master's Thesis (3 SH)  
CFS 510 Developmental (or PSYC 511)  
PSYC 676 Field Placement  
PSYC 510 Intro to Group  
PSYC 607 Applied Psychometrics  
*Submit Master's Thesis for publication*

Third Year Spring 2021 (12-15 SH total)

PSYC 550 Social  
PSYC 600 Dissertation (3-6 SH)  
PSYC 676 Field Placement  
PSYC 675 Advanced Group  
*Form Dissertation Committee*

Summer: PSYC 600 Dissertation (3 SH)

Fourth Year Fall 2021 (9-12 SH total)

PSYC 570 Cognitive-Affective  
PSYC 600 Dissertation (3 SH)  
PSYC 674 Social Justice Prac. I  
PSYC 676 Field Placement (optional)

Fourth Year Spring 2022 (6-9 SH total)

PSYC 600 Dissertation (3-6 SH)  
PSYC 676 Field Placement (optional)  
PSYC 674 Social Justice Prac. II  
*Propose Dissertation*

Summer: PSYC 600 Dissertation (3 SH)

Fifth Year Fall 2022 (6-15 SH total)

PSYC 527 Behavioral Neuroscience  
PSYC 600 Dissertation (3-6 SH)  
PSYC 676 Field Placement (optional)  
*Defend Comps Portfolio*  
*Apply for Internship*

Fifth Year Spring 2023 (9-15 SH total)

PSYC 600 Dissertation (3-6 SH)  
PSYC 674 Supervision Prac  
PSYC 678 Supervision  
PSYC 676 Field Placement (optional)  
*Internship Match*  
*Defend Dissertation*

Sixth Year (2023-2024): PSYC 699 Pre-doctoral Internship (year-long)

## Part II.

# Program Requirements and Major Milestones

### 14. Research Requirements: Master's Thesis and Dissertation

The program requires completion of two research projects to demonstrate developing competence in scientific inquiry of counseling psychology. The first project, the Master's Thesis, is conducted early in students' program (i.e., first two years), and the second project, the dissertation, is the capstone research requirement. While not required, students are encouraged to explore additional research opportunities and experiences within and outside the program. Students entering the program without previously earning a Master's degree or who completed a non-thesis Master's will earn a concurrent Master's degree (M.A.) in Psychology in route to their doctorate in Counseling Psychology by completing a Master's thesis (see section 15.5 for details), as well as fulfilling the other requirements for the degree.

14.1 Master's Thesis deadline. Students must demonstrate competency in research methods through completion of a Master's Thesis. The completed thesis must be submitted to your Master's Committee by November 1 of your third full year of enrollment. This deadline is consistent with the Graduate School deadline for Master's theses (generally the middle of November), as your committee will need a minimum of 10 working days to review and approve your project. However, we strongly recommend that you complete the project by the end of your second year.

Recommended thesis timeline:

Year 1, Fall:	Discuss ideas with your advisor, find out about previous students' projects
Year 1, Spring:	Finalize idea, write an informal proposal, get other Master's Committee members' approval for idea. Submit IRB proposal
Year 2, Fall:	After IRB approval, collect data, complete analyses.
Year 2, Spring:	Finish writing manuscript, submit to your Master's Committee.
Year 2, Summer:	Swim, relax, enjoy the thought that you finished it last semester (or alternatively, finish writing the manuscript).

Note. You must obtain prior approval from the UT Institutional Review Board before engaging in any data collection activities using human subjects. This includes any activities to solicit participants or advertise your project before the actual data collection. This permission is required no matter where you plan to collect data.

14.2 Types of acceptable Master's thesis projects. Three criteria must be satisfied for a project to be approved by your Master's Committee: (a) It must be a data-based project (quantitative or qualitative), (b) you must participate directly in the data analysis, and (b) your contribution to the project must be substantial enough to merit authorship. Thus, it is permissible to base your thesis on data your advisor has collected, as long as you participate in the analysis of these data.

Collaborative projects are acceptable as theses, but each student member of the group who plans for the project to meet thesis requirements must contribute roughly equally and must be the highest contributing student members of the project. Master's committees are generally not reluctant to approve two-person projects, but three-person projects can be a much "tougher sell." However, projects with three or four student members can be approved if only two of the multiple members serve as the "lead investigators" and the project is used only for these students' Master's thesis. For example, a project might meet thesis requirements for only two of the four team members who do most of the work, but two other members may participate at a level that earns them a third or fourth authorship. Students should expect that when a faculty member has planned the project and collected the data, the faculty member will be the first author. In any collaborative project, prior approval of the

Master's Committee and Program Director should be obtained to avoid unpleasant surprises when the project is concluded. The faculty specifically affirms that both qualitative and quantitative research methods are acceptable for thesis projects. However, no matter what method you propose, it must be well-suited for the research question and the existing body of knowledge in this area.

14.3 Master's Thesis final approval, dissemination requirement. The product of serious scientific effort is wasted unless it is made available to the scholarly community. Therefore, the final project must be prepared as a journal-length manuscript in APA Editorial style (approximately 20-30 double spaced pages). This written product must be approved by your MASTER'S COMMITTEE and by the Program Director, and it must be submitted for publication to a peer-reviewed journal by the December 1 deadline of your third year. It is not necessary that your project be accepted for publication. Alternatively, your project might be a grant proposal that is submitted for funding.

14.4 Approval of prior theses. Students who completed a Master's thesis at another accredited institution may submit this work to meet the thesis requirement provided it meets all the criteria in section 14.2 and 14.3. For any criterion not met, the student may petition their Master's Committee to receive partial credit. For example, a completed thesis that meets all the criteria in section 14.2, but has not been submitted for publication, can meet thesis requirements if the student completes the steps in section 14.3.

14.5 Concurrent Master's Degree. Students entering the program without previously completing a Master's thesis will earn a Master's Degree in Psychology in route to their Ph.D. in Counseling Psychology. Please note this is not a terminal Master's degree and will not meet state licensure requirements for independent practice in counseling or psychology.

Contact Connie Ogle to submit a request for a concurrent MA program with information needed by the Graduate School. Upon approval of the request, students may complete and submit the Master's Admission to Candidacy form. For the Master's degree, the same form (**Admission to Candidacy Application – Master's or Specialist Degree**) serves both to officially form the Master's Committee and admit the student to Candidacy. Admission to candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree.

A Master's Committee is comprised of the advisor and at least two other faculty members, all at the rank of assistant professor or above. The Admission to Candidacy form must be signed by the student's committee and all courses to be used for the degree must be listed, including transfer coursework. Students should list only 26 hours of coursework and 6 hours of PSYC 500 (Thesis) on the Admission to Candidacy form. This form must be submitted the semester before students intend to defend. The completed form should be returned to Connie Ogle for obtaining Department Head signature, filing, and forwarding to the Graduate School.

The student must be registered for course PSYC 500 each semester during work on the thesis, including a minimum of 3 hours the semester in which the thesis is accepted by Graduate Student Services. Six hours of 500 are required for the thesis option. After receiving the master's degree, a student is no longer permitted to register for Thesis 500.

The thesis represents the culmination of an original research project completed by the student and defended orally to the thesis committee. It must be prepared according to the most recent *Guide to the Preparation of Theses and Dissertations*, available at <http://web.utk.edu/~thesis>. Paper or electronic submission will be approved by the student's committee prior to final preparation of the thesis. Two paper copies or an electronic copy of the thesis must be accompanied by two approval sheets, and signed by the members of the Master's Committee. The approval sheets reflect the final format for submission.

The candidate will present their thesis at their thesis defense meeting. All committee members must be present at the thesis defense. **The final draft of the thesis must be distributed to all committee members at least two weeks prior to the date of the final examination.** Except with prior approval from the Dean of Graduate

Studies, the examination must be given in university-approved facilities. Your Master's Thesis defense must be scheduled through Connie Ogle's office (312C) at least two weeks prior to the examination. This examination must be held at least two weeks before the final date for acceptance and approval of the thesis by the Office of Graduate Student Services on behalf of the Graduate Council. The advisor must submit the results of the defense by the thesis deadline. In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

**14.6 Dissertation proposal.** A student working with the committee chairperson and other committee members develops a proposed dissertation topic. A written proposal or prospectus is then prepared by the student for submission to the full doctoral committee. The proposal must be reviewed and approved by the advisor prior to going to the committee. Please note this process will involve several rounds of revision with your advisor, so plan ahead based on semester deadlines. Once the advisor has agreed that the document is ready for distribution to the committee, the committee must receive the prospectus 10 working days prior to the scheduled proposal meeting with the student. A committee meeting is held where the student presents their proposed project including introduction/literature review, methods, and data analysis plan. The committee then will have time to ask questions and may request changes be made to the document or the research plan. When the revisions have been made, all committee members must sign a Dissertation Proposal Approval form attached to the final copy. Once your committee has approved your proposal, then this form should be submitted to Connie Ogle (312C) for your file. **Students must submit a full draft of their proposal to their committee by April 5<sup>th</sup> and have their dissertation proposal meeting before May 5<sup>th</sup> of the CALENDAR YEAR they plan to apply for internship. Students are not permitted to proceed with applications for internships unless their dissertation proposal has been approved.**

The approved proposal forms a contract between the student and the committee. The student promises to execute the procedures described in the proposal. However, we recognize that some students may encounter circumstances as the research project progresses, which will necessitate changes in the research plan. If these are substantive changes (e.g., sample size, procedure), the student must file an amended proposal along with the original document and a revised approval sheet must be completed.

**14.7 Minimum requirements for the dissertation proposal.** The proposal must be prepared in APA Editorial style and also follow the requirements of the *U.T. Thesis and Dissertation Manual*. Your advisor will not approve your proposal for distribution to the full committee until it contains enough detail for committee members to make a judgment about its scientific merit. When you think of your proposal as a kind of contract between you and your committee, it quickly becomes apparent that it is to your advantage to furnish as many details as possible. Doing so helps avoid misunderstandings later (especially the kind that require more work from you). Here are the recommended elements to provide this level of detail:

1. **Introduction.** Concise and focused review of literature, ending with a thesis statement and research questions. "The purpose of this study is. . ." This section must convince readers that this study is worth doing. Take as your model the introductions of articles published in JCP.

2. **Method.** This section should be the most detailed chapter of your proposal.

For quantitative proposals:

Participants: Describe the population you plan to sample, inclusion criteria, exclusion criteria, minimum number of participants required – based on an a priori power analysis. Instruments: Describe each measure and provide psychometric information for each, relevant for your intended sample. Present the instruments in an Appendix for your committee to review (but note that this appendix should be removed in the final dissertation to protect copyright). Describe the procedure for data collection. If you are planning an experiment, describe in detail how the conditions will differ and how participants will be assigned. Procedures for obtaining informed consent must also be described. Any apparatus or research materials should be thoroughly described. Plan for data analysis: Think of this section as a scaffold that will be lifted

from Chapter 3 and form the structure for Chapter 4 (Results) in the final dissertation. Describe step-by-step each quantitative procedure you plan to use. Preliminary data screening procedures should be described. A quantitative test for each hypothesis presented at the end of Chapter 1 should be described in this section. Any follow-up or exploratory analyses should also be described.

For qualitative proposals:

The qualitative framework you plan to use should be described (e.g., grounded theory, CQR, phenomenological, mixed-methods). A citation or citations to the source that describes this particular qualitative approach should be provided, together with a justification for why this particular approach is well-suited to the research question you have proposed at the end of Chapter 1. The strongest arguments are based on epistemological considerations [See Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms, and philosophy of science. *JCP*, 52, 126-136.] The method section should describe proposed procedures for establishing the quality and trustworthiness of your findings. [See Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *JCP*, 52, 250-260.] The method should contain a section analogous to a “participants” section in quantitative research, following the requirements of the qualitative method you have chosen. What are the inclusion and exclusion requirements for selection? How do you plan to solicit informants/participants/interviewees? How will you ensure a ‘thick’ description of the data? How will you know that you have collected enough data?

Because your completed dissertation research should be of sufficient quality to be published in a peer-reviewed scholarly journal, we strongly advise you to consider the guidelines used by expert JCP reviewers to evaluate the quality of manuscripts as you plan your study. These guidelines have been made available as a public document at this web link: <http://www.apa.org/pubs/journals/cou/reviewer-guidelines.aspx>

14.8 Human subjects research approval. Advisors differ as to whether you should obtain approval from your Dissertation Committee for your proposal first, and then the UT IRB; or whether you should send your proposal first to the IRB. If you obtain approval from the IRB first, and your committee requests a modification in your plan, you will need to return to the IRB with a request for a modification (Form 2). However, if major modifications are required by a member of your committee, you will probably need to begin the IRB approval process again from the start. Many of our students report that the modification process is much more prompt than the initial application. Regardless of where you start, you must not begin any aspect of data collection until you receive approval from both your dissertation committee and the IRB. This includes any activities to solicit participants or advertise your project before the actual data collection. This permission is required no matter where you plan to collect data.

14.9 Completing your dissertation. During the semester your proposal is approved you must enroll in at least three hours of PSYC 600, and you must remain continuously enrolled for at least three credits of PSYC 600 every subsequent semester (including Summer) until you graduate. A cautionary note: Once you leave for internship, you will no longer receive fee waivers for academic coursework. Thus, if your dissertation is not completed prior to leaving for internship, you will pay for 3 hours of dissertation credits, plus student fees, each semester (including Summer) until the project is defended and the final version is submitted to the Graduate School.

14.10 Advisor and committee member availability for dissertation work in summer. **Most UT faculty have 9-month contracts, which means they are not obligated to be available from May 15-August 15. Even if your advisor is willing to work with you during the summer, it is highly unlikely that all members of your committee will be available for a defense meeting.** All members of your dissertation committee must be present for your meeting. Participation by speaker phone does not count as being “present” at the meeting. The only exception is allowed for last minute cancellations due to illness or unforeseen events. If you plan to defend your dissertation in the summer, check in advance with all members of your committee to be certain that they are willing to participate in the summer and can attend in person at the time you have scheduled.



14.11 The dissertation defense meeting. The graduate school requires that your approved dissertation must be distributed to the members of your committee at least two full weeks before your defense meeting. You may not hold the meeting if a member of your committee informs you that she or he cannot attend, except in the case of illness or unexpected emergencies. Finding a common free time can sometimes be difficult. The defense must be announced publicly. Any member of the faculty may attend.

14.12 Format of your completed dissertation. Your final dissertation document must conform to both APA Editorial Style and graduate school requirements <http://web.utk.edu/~thesis/thesisresources.shtml> If there is a conflict between these guidelines, UT requirements take precedence over APA style in this case because the final version of your dissertation will be checked carefully by a member of the UT Library Staff. A digital copy of your dissertation must be submitted to the Graduate School and must be approved as a requirement for completing the dissertation.

Special note about including copies of standardized measures as appendices: **Don't!** You may find copies of previous dissertations that followed this practice, but it is now considered a violation of copyright protections to reproduce any previously published material in your dissertation without prior permission. You should include in appendices copies of your informed consent document, demographic sections of your survey, and any measure that you have created for this study, but do not include measures that have been previously published.

## **15. Practice Requirements: Practicum and Field Placement**

15.1 Overview of practice requirements. A practicum course is an extensive, supervised, practical experience in the provision of psychological services. The practicum experience is designed to develop therapeutic skills, viewed in the broadest sense. Thus, practicum includes acquisition of specific assessment and intervention skills, conceptual skills, personal growth as it relates to awareness and appropriate handling of emotional reactions to clients, awareness and appreciation of human diversity, and development of mature professionalism. At UT the following sequence of courses is required: Pre-practicum (PSYC 568), Practicum (PSYC 566), and Advanced Practicum (PSYC 674), Field Placement (PSYC 676) two semesters minimum, followed by a third semester of Advanced Practicum (PSYC 674) in which you will provide supervision.

Pre-practicum (568) is offered in the first year. Students who have taken a similar course elsewhere are not permitted to waive this course because it provides the key basis to evaluate readiness to see actual clients. Pre-practicum involves course readings about counseling process and intensive training in microcounseling skills that provide the foundation for all approaches to therapy. The training begins with in-class role play demonstrations with classmates, and quickly progresses to working with volunteer clients who seek counseling for an actual presenting problem. The volunteer clients are screened by an advanced student who serves as the course teaching assistant. Supervision is provided each week by an advanced doctoral student enrolled in the PSYC 678 and the PSYC 674 Supervision courses.

Practica are a two-course sequence in students' second year. For both semesters of practica, both individual and group supervision is provided by licensed psychologists. Sessions may be recorded for the purposes of supervision. Advanced Practicum differs from Prac I in that students develop more advanced skills to address more complex clinical presentations. It is also possible for students in advanced practicum to co-facilitate therapy groups and participate in outreach and consultation activities.

Field Placement (PSYC 676) is generally taken in third (and perhaps also) fourth year. A minimum of two semesters are required. A variety of placement settings are available. Students whose graduate assistantship involves delivery of psychological services (even if this is only part of their duties) are required to enroll in Field Placement. If you plan to begin a field placement in Fall semester, early in the previous Spring semester you should begin discussing your interests and options with your advisor. In late February or early March, information will be sent to the listserv about the Field Placement Match Process so that you can discuss your

preferences with your advisor and decide where you would like to interview. The program requires that you interview with at least 3 field placement sites to ensure you are successfully placed. You must repeat enrollment in PSYC 676 until you have gained enough client contact hours (see the next section). You are required to attend bi-weekly field placement class meetings. Enrollment in Field Placement is required during Summer semester if you are delivering psychological services.

15.2 Client contact hours requirement. When students apply for internship, they are required to document clinical training hours on the AAPI application form developed by APPIC (Association of Psychology Postdoctoral Internship Centers). As defined by APPIC, you may only count hours “for which you received formal academic training and credit, or for Program-sanctioned training or Program-sanctioned work experiences.” At UT this means either through (a) PSYC 566 Practicum, (b) PSYC 674 Advanced Practicum, or (c) 676 Field Placement. If you want to count hours of service delivery in an assistantship or other work experience for the purposes of internship application, you must enroll in 676 Field Placement and your work must be supervised. On the AAPI application, training is divided into categories. In the UT Counseling Psychology Program you are required to follow the APPIC definition of what constitutes an “hour” in each category (see: <https://www.appic.org/>). As a general rule, you may only count hours in which you meet face-to-face with a client, group, supervisor, supervisee, or consulting organization.

In addition to the minimum of six semester hours of Practicum/Advanced Practicum (566 / 674) and six semester hours of Field Placement (676), you are required to accumulate a minimum of 500 hours of Intervention and Assessment Experience, of which at least 300 hours must be in the category of Individual and Group Counseling. In addition, 100 hours of Supervision Received must be accumulated. Thus, students may need to take Field Placement (676) after the first two semesters until the minimum required hours have been accumulated in each category.

15.3 Required documentation and forms. Students are required to keep track of their hours on the Practicum Hours Form. This form corresponds to categories required on the AAPI Application. Each semester that practica hours are accrued, a copy of this form (signed by your supervisor and/or instructor) must be placed in your permanent file. Note that if this documentation is not turned in by the deadline provided by the Field Placement Coordinator each semester, you may receive an incomplete grade in practicum. Use this form to document your progress toward meeting the training requirements described above. The forms, verified by your supervisor, must be turned in to the Practicum/Field Placement Coordinator, at the date he/she specifies at the end of each semester. We **strongly recommend** that you make copies of these forms for your own files. Note also that most field placement sites require application forms and have instituted an application procedure. If you are selected, it is your responsibility to comply with all procedures for documentation required by the site.

15.4 Field placement supervision. You must receive at least one hour of individual supervision, or the equivalent mixture of individual and small group supervision per week for each six hours of direct service you provide at a field placement. Your supervisor must be a licensed psychologist, or receive direct supervision of your supervision from a licensed psychologist supervisor. A current training contract is required for each student at each field placement site.

15.5 Liability (malpractice) insurance. Students are required by the program to maintain professional liability insurance during their practicum experiences. This insurance is to be paid by the student and is available through the UT’s Office of Risk Management (see the Psychology Clinic Secretary, Christy Lynch, [cmaples3@utk.edu](mailto:cmaples3@utk.edu), 865-974-2161) or organizations such as APA (<http://www.apa.org/membership/insurance.aspx>). The student should apply for the insurance at the beginning of PSYC 568 Pre-practicum. Verification of coverage must be submitted by the student to each instructor of pre-practicum, practicum, and field placement. Information on the coverage available from Risk Management and brochures are available from the support staff of our Department Clinic. If you are interested in a placement in the Department’s Psychological Clinic, please note that the Clinic requires that you purchase the insurance available through the University.

15.6 Evaluation of student performance. Near the end of Pre-practicum in April, faculty meet to discuss students' readiness for practicum. If a student is not approved to begin practicum the following semester, a remedial plan is developed to bring the student's skills up to an acceptable level. However, the plan will often require a delayed start for practicum. In Practicum (566), Advanced Practicum (674), and Field Placement (676), evaluation of students' work is ongoing. These procedures are in place to assist your growth and development, and also to safeguard the welfare of the clients you serve. Client welfare must be the paramount consideration. A component of evaluation will be your compliance with policies and procedures at your practicum or field placement site; thus, it is your responsibility to become familiar with these requirements. If your supervisor or course instructor has concerns about your performance, it is their responsibility to raise these concerns with you as soon as possible after the concern arises. A mid-semester remedial plan may be necessary. In some cases, this plan may involve reduced clinical responsibilities. Note that behavior inconsistent with the program's statement of Training Values may be the basis for an evaluation of unacceptable performance in practicum or field placement. A violation of training values or the APA Ethical Principles of Psychologists and Code of Conduct (see Appendix A) which the faculty decides has jeopardized the welfare of your client could result in suspension from the practicum class and termination from the program.

## 16. Advocacy Requirements: Social Justice Practicum

16.1 Overview. Social justice content will be an important component of many courses that you take from the Counseling Psychology faculty. One key aspect of the practicum is choosing a project in conjunction with a cooperating agency. Your advisor will help you to narrow your choice to a particular project and a particular agency or organization. After choosing an agency or organization, the process of negotiating a training contract begins.

16.2 SJP training “memorandum of understanding.” In the Summer prior to the academic year when you begin your SJP, a crucially important task will be to develop a training agreement with an agency or organization that is willing to host you as a social justice practicum student. Your advisor and the SJP instructor will assist with this process. The memorandum of understanding is an agreement between the program and a representative of the agency. It should describe the following aspects of your experience:

- (a) The particular person at the agency who has the primary responsibility for coordinating your experience.
- (b) What your duties and responsibilities will be, and when each will begin, together with the number of hours per week you will be on site.
- (c) The specific services you will be expected to provide (if any) and the “work products” you are expected to produce (e.g., presentations, reports, training materials).
- (d) Who will be responsible for supervising and evaluating these services and work products. Note that if you are providing psychological services, a properly credentialed supervisor must be designated and this person must be a party to the training agreement.
- (e) Because an essential part of the SJP is a research component, agreements concerning data collection may need to be a part of the contract. [Note that you will need prior IRB approval for any research activities. Thus, you must apply for IRB approval early in the summer before your SJP begins and this – in turn – requires detailed negotiations with the SJP site if it is to be involved in data collection.]

16.3 Social Justice Practicum. The “SJP” is an academic year-long experience involving two consecutive three-credit courses. You will learn techniques for epidemiological research, needs assessment, program development and evaluation, social organizing, fund raising, and community activism. Social justice work can be lonely and frustrating. We will also learn to support one another and engage in self-care skills to protect against burnout. The experience is tailored to meet your individual needs and interests. A key to getting the most from your SJP is to plan far in advance for the type of work you would like to do and develop connections early with the agency or organization that will serve as the setting for your work. **Please note: The final project turned in for your SJP course sequence must be turned in to the program administrative assistant at the end of SJP II so it can be documented in program files.**

## 17. Teaching Requirement

Students are required to provide a guest lecture on at least two different occasions in an undergraduate course. The requirement can be met by delivering the same content to two different classes or by delivering two different guest lectures. The requirement is met automatically for any student who holds an assistantship in which they serve as the primary instructor of a course.

## 18. Comprehensive Examinations, Advancing to Candidacy

18.1 Purpose of Comprehensive Examinations. Comprehensive examinations are designed to achieve several important goals. First, at the most basic level they serve a quality control function to ensure that students who apply for internship have acquired the knowledge and skills necessary to perform well in all the roles expected of an intern. Second, at a more general level, comprehensives are designed to ensure that graduates of the Program – after completing their internship and dissertation -- possess all the necessary knowledge and skills to function as an effective counseling psychologist, congruent with the training goals of the program. From this second goal, it follows that passing comprehensive examinations is the single best indicator that you will graduate from this Program knowing what a well-trained Counseling Psychologist should know, and have the skills that allow you to perform the tasks that a well-trained Counseling Psychologist should be able to demonstrate. Comprehensive examinations are designed to serve an instructional function. This third goal involves the integration and synthesis of knowledge and skills that you have acquired from separate courses and various components of your training. Comps are designed to push you to “put it all together” into an integrated whole, as the very term “comprehensive” implies. Finally, the fourth purpose follows closely from the third and emphasizes self-reflection even more directly. The faculty recognizes that professional development is a life-long process. Therefore, an additional goal of comprehensive examinations is to prompt you to engage in a searching self-assessment of your career goals in connection with the training you have completed thus far. You will be asked to consider your accomplishments as well as specific areas that will need to become a focus in the final phases of your training to ensure that you are well-prepared for the career you envision.

18.2 Overview and Components: A Portfolio-Based Format. The four goals described above emphasize demonstration of skills rather than rote recall of knowledge. Because there will be very few professional situations in which you will not have access to notes, books, and the possibility of conferring with colleagues, we have designed a comprehensive process that we hope *encourages* these activities. The format involves two components. The centerpiece will be a portfolio that is developed throughout your training in consultation with your advisor, course instructors, and peers. The portfolio exhibits “artifacts” as tangible evidence of the skills you have acquired. The artifacts are written work samples demonstrating some of the activities that are routine aspects of a Counseling Psychologist’s professional roles, for example, designing a research study, conceptualizing a client and developing a treatment plan, or writing an integrated assessment report. Most of the portfolio will consist of your answers to a series of essay questions that you can begin to work on at any time. We encourage students to start thinking about these questions from their very first semester in the program. In fact, some instructors may build course assignments around these portfolio tasks.

The artifacts are grouped into the following domains: (a) Self-Assessment and Professional Development Plan, (b) Research Competencies, (c) Multicultural Competencies, (d) Assessment Competencies, (e) Application of Foundations Knowledge, (f) Theories and Practice Competencies, (g) Ethical, Legal, and Professional Issues, and (h) Social Justice Advocacy Competencies. Note that because we want students to integrate considerations of a client’s vocational satisfaction and career development into all aspects of practice, and to encourage students not to think of career development as a separate domain, these competencies are included in the “Theories and Practice” domain.

18.3 Procedure. The second component of comps is a 90-minute oral examination, conducted by your Comps Committee. Before the oral exam, your committee will have an opportunity to review your portfolio. During the

oral exam, your committee may ask you to elaborate on any of the materials in the portfolio. However, questions need not be focused specifically on a particular aspect of the portfolio. Oral Comprehensive exams will be conducted twice each year, in September and April. **All artifacts and other required components of the portfolio must be completed and approved by the student's advisor by September 1 for Fall comps and by April 1 for Spring comps.** After approval by the advisor, two copies of the Portfolio must be prepared, each in a three ring binder. One is for you to keep and the second will be placed in the Program's permanent files. Ask your committee members if they would like to have a paper copy as well. If so, to save paper you can lend both of the required copies to members of your committee. (If all three want a paper version, you will need to make one additional copy.)

It is your responsibility to schedule the oral examination. The oral exam may not occur sooner than two weeks after the portfolio is distributed (to give committee members time to review the portfolio), but must be scheduled before October 1 in Fall and before May 1 in Spring. A 90-minute block of time should be scheduled.

The advisor serves as chair during the oral examination. One purpose of this component of comps is to further evaluate any domains a committee member believes are "below minimal expectations" based on the Portfolio artifacts. Beyond this remedial function, the oral examination provides an opportunity for scholarly dialogue between the student and members of the committee on questions important to our field. At the conclusion of the question and answer period, the student is dismissed from the meeting room. The Committee members then complete a new set of evaluations for each domain, now taking into account the student's portfolio and oral demonstration of skills and knowledge.

If two or more committee members rate one of the domains "below minimal expectations" the student is deemed to have not passed this area. The committee then confers after the Oral Exam to agree on the remedial steps necessary. A member of the committee is designated to supervise this remedial plan. Generally, this will be the advisor, but a member of the committee may also serve in this role. A time line is developed. When two of the three committee members agree that the student has satisfactorily completed all the remedial requirements, the student is deemed to have passed comprehensive examinations.

At the conclusion of the oral examination, if three or more areas are rated as not passing, the entire comprehensive examination must be repeated. Specific instructions for revisions in Portfolio artifacts may also be directed by the Comps Committee.

If two of the three committee members agree that three or more of the domains have been passed at the level of "with distinction," a notation will be made in the student's file that the comprehensive examinations were "passed with distinction."

18.4 Program copy of your portfolio. The Program must keep a final copy of your portfolio. It is your responsibility to provide the Program Director with a copy. You should consider the portfolio a public document. Therefore, take scrupulous care not to reveal confidential information of your work with clients. Carefully protect clients' and fellow students' confidentiality through the use of pseudonyms and screening of demographic information. Also, please feel free to remove your own autobiographical statement and any other artifact making a personal disclosure that you were comfortable making to your comps committee, but would not want other students or visitors to the Program to see.

## Comprehensive Portfolio Requirements Revised May, 2017

Instructions: This handout describes the documents or “artifacts” that you are asked to submit to your committee in the form of a portfolio for your comprehensive exams. The purpose of each artifact is to provide evidence that you have mastered a specific skill or acquired a body of knowledge necessary to function effectively during internship and as a new professional after graduation. Because the emphasis is on demonstrating knowledge and skills, if you have completed a course assignment or other work product that you believe provides substantially the same evidence of your mastery as a particular artifact, you may ask your advisor’s permission to submit this written work for your portfolio in lieu of an artifact.

Your artifacts should be organized into a three-ring binder, with clearly tabbed divisions corresponding to each of the domains. Please clearly label each artifact as suggested by the subheadings below. Each artifact should begin on a new page. You must use APA editorial style for each written assignment. However, please use single spacing for any documents you are creating for the first time for this portfolio. Insert a blank line between single spaced paragraphs. (Of course, you are not required to change the format of work products created previously that you submit to meet requirements of a particular artifact.)

For artifacts created for this portfolio, use 12-point font, with 1 inch margins on all sides except 1.5 inches on the left to facilitate the 3-hole punch. Some artifacts have guidelines for total length of the paper. If no guideline is specifically mentioned, you should write only as much as you believe is necessary to adequately meet the requirement. Note that the portfolio will not be returned to you. It becomes the property of the program because it will be needed for our APA accreditation site visit. Label the cover of the binder as follows, with each line centered, and double spacing between each line except as noted:

Portfolio Submitted in Partial Fulfillment of the Requirements  
for Doctoral Comprehensive Examinations  
Counseling Psychology Program  
University of Tennessee

<< space down one inch>>  
your name  
month and year

Some of the points below do not involve written material, but instead provide suggestions about questions to anticipate for your oral examinations. *Items not requiring a written response will be in italic type.* You are encouraged to prepare brief written outlines that will be useful to use as study aids to answer these questions. You are not required to provide copies of these outlines in the portfolio, but you are welcome to do so if you wish.

**\*\*Also please note that there are two Counseling Program forms that you and your comps committee must complete after your oral examination.** Please make sure you complete the Student Evaluation Form and that the Committee Evaluation Form is distributed to your committee prior to your oral examination. You can obtain these forms from Mary Ellen and return your form to your advisor.

## A. Self-Assessment and Professional Development Plan

A.1. Your updated curriculum vita, formatted as you would for a your internship application.

A.2. Practicum Training Documentation form, summarizing the hours of clinical training you have completed in various categories required by the AAPI internship application.

A.3. Autobiographical Essay. [Note: This artifact is the answer to Essay #1 that will be required on your internship application “AAPI.” Your answer must be limited to 500 words or less.] Please provide an autobiographical statement. There is no “correct” format for this question. Answer this question as if someone had asked you, “tell me something about yourself.” It is an opportunity for you to provide the internship site with some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to present it.

A.4. Career goals statement. Please provide a paragraph describing the position you expect to be seeking immediately after graduation. Provide two additional paragraphs describing the position you hope to hold 3-5 and 7-10 years after graduation. What responsibilities and activities will each of these positions involve? Include a description of the additional credentials that you will need for these positions, for example, licensure as a psychologist, academic tenure, status as a health services provider.

A.5. Surveying the field. (a) What type of internship setting would be the best preparation for the career path you have described? (b) Summarize what current or recent interns have told you are some of the keys to being matched for this type of internship. (c) Interview at least two professionals currently in the field holding positions similar to the ones you have described in your statement of career goals. What do they describe as the keys to successful preparation for this career? What do they describe as keys for successful interviewing and job application strategies? (Suggested length: 1-2 pages).

A.6. Self-Assessment statement of your strengths and areas most in need of development. Using the remaining domains of this portfolio as a framework, write two paragraphs for each domain describing what you view as (a) your strengths in a given domain, and (b) the knowledge or skills you believe you still need to acquire in this domain to function in the career you have described in your Career Goals Statement. Note that your answer to “b” for some domains may be that you need no further preparation in this area for the career path you plan to pursue. Finally, describe your goals for internship training, and how you hope your internship will help advance your prospects for success in the career you have chosen.

## B. Research Competencies

B.1. Research interest area. Write a brief paragraph describing in general terms your interest area for dissertation research.

B.2. Research proposal. Choose one of these three general types of research design: (a) qualitative, (b) correlational, or (c) experimental or quasi-experimental. Your choice should be the one of these three that best fits your plan for dissertation research. **You may use the most up-to-date draft of your dissertation proposal to meet this requirement.** Write a proposal for research that matches the style and content of the introduction and method sections of published articles in APA journals, such as the *Journal of Counseling Psychology*. The introduction should be limited to 4-5 single spaced pages. It should adequately review the literature and make the case for the importance of your study. The introduction should conclude with a paragraph describing hypotheses, research questions, or general goals in the style that is appropriate for this approach to research. (See recent issues of JCP for examples.) The introduction should be followed by a Method section appropriate for the research design you have selected. Unlike JCP Methods sections, your Method section should be written in the future tense to reflect that this is a plan for research that has not yet been completed. In other respects, you should match the tone and content of JCP Method sections. This artifact should also contain an up-to-date reference list. Suggested length for this artifact is 7-10 single spaced pages.

B.3. Pursuing the same general research area with other approaches. For the previous artifact you were asked to write an integrated introduction and method section for one of three general research designs. For this artifact you are asked to write an alternative Method section, using the one of the two designs that you did not choose previously. This research design does not have to closely parallel the research questions for B.2, but it should be an investigation pursuing the same general area of research described in B.1. For example, if in B.1 you described an interest in multicultural counseling competencies (MCCs), and for B.2 you described a study investigating how counselor's self-estimates of MCCs were correlated with supervisors evaluations and with client satisfaction, for this artifact you would need to describe either a qualitative study of MCCs, or an experimental study of MCCs, but neither would necessarily need to involve supervisors' ratings or client satisfaction. For this artifact you will not provide a full introduction, but your Method section should be preceded with a "the purpose of this study is" statement that commonly appears as the last paragraph of the introductions. Match the tone and content of JCP Method sections, except that you will use the future tense. Generally this should be 3-5 single spaced pages, depending on the number of measures and extent of detail required to adequately describe the procedures.

General requirements for artifacts B.2. and B.3. The qualitative Method section should describe the particular paradigm your study will follow (e.g., Grounded Theory, Phenomenological, Mixed Methods, CQR), together with the procedures that are appropriate to this paradigm for ensuring trustworthiness and credibility of the data. The experimental and the correlational or quasi-experimental Method sections should present the results of a power analysis indicating how many research participants will be needed to ensure statistical power of .80 for the effect sizes you expect. Experimental designs should describe manipulation checks, if appropriate. Information on validity and reliability should be provided for all measures.



B.4. Knowledge of quantitative methods. Select one of the two quantitative designs you have described in B.2 or B.3. For this artifact, you are to write the framework for a Results section. **You may use the Results section of your pre-dissertation project, Master's thesis, or your Dissertation (if completed) to meet this requirement.** Describe step-by-step each of the quantitative statistical procedures you would use. Describe methods you would use for preliminary analyses of participants' demographic characteristics, reliability of measures you have used, and perhaps also validity. Describe any exploratory or data-reduction procedures you plan to use. Next describe statistical tests for each of the hypotheses or research questions you have proposed. How will you determine whether assumptions of these quantitative methods have been satisfied by the data? What follow-up analyses would you conduct, if any? How will you address issues of Type I and Type II error?

B.5. Critique of quantitative and qualitative research designs. (a) Using a "threats to validity" framework that features internal validity, external validity, and statistical conclusion validity, critique the quantitative study you have described. What are the major threats to validity and how did you propose to control for them? (b) Using a trustworthiness or credibility framework (Morrow, 2005, JCP 250-260) describe how a qualitative design can ensure trustworthiness and credibility of its conclusions.

B.6. Knowledge of important themes in contemporary counseling psychology research.

(a) Select one manuscript published within the past three years from either *Journal of Counseling Psychology* or *The Counseling Psychologist* that is not directly related to your dissertation research and that you think represents an important contribution with the potential to shape the direction of the field of counseling psychology (this manuscript may represent an empirical or conceptual/theoretical contribution). First, summarize/describe the research or theoretical arguments of the manuscript, and then explain how this manuscript represents an important frontier for research in counseling psychology.

(b) Select an additional manuscript published within the past three years from another journal of your choice that is focused on issues central to counseling psychology (e.g., *Cultural Diversity and Ethnic Minority Psychology*, *Journal of Diversity in Higher Education*, *Journal of Vocational Behavior*, *Psychology of Sexual Orientation and Gender Diversity*, *Psychology of Women Quarterly*) and that you think represents an important contribution with the potential to shape the direction of the field of counseling psychology (this manuscript may represent an empirical or conceptual/theoretical contribution). First, summarize/describe the research or theoretical arguments of the manuscript, and then explain how this manuscript represents an important frontier for research in counseling psychology.

### C. Multicultural Competencies

C.1. Self-awareness. Prepare an essay that demonstrates your personal self-awareness of and sensitivity to multicultural issues, broadly defined (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status, religion/spirituality). This may include personal explorations of (a) your own socio-cultural heritage, worldview, values, biases and prejudices as they relate to multicultural interactions and counseling, or (b) an exploration of your multiple identities and how the relative privilege/oppression associated with each has influenced your individual experiences, values, biases, and assumptions. Be sure to include your understanding of the ways in which power, privilege, and oppression have operated either consciously or unconsciously throughout your life. **You can use your sociocultural autobiography/identity development paper from your multicultural class as a starting point for this artifact. However, you are expected to update your paper by incorporating what you have learned and how you have developed in your awareness of your identities from your first year in the program until now.**

C.2. Critiquing established theories of change. Prepare an essay that identifies a well-established, dominant theory of change in psychotherapy (e.g., psychodynamic, family systems, cognitive behavioral) and describe the multicultural/feminist critiques of this established theory. You should describe the degree to which multicultural/feminist theories can be incorporated into this established theory of change.

C.3. Experience with diverse populations. Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural / diversity issues influence your clinical practice and case conceptualization. [Note: This artifact is Essay #3 taken directly from the AAPI. Your answer must be 500 words or less.]

C.4. Practice guidelines. [Note: This section does not require a written artifact. You only need to be prepared to discuss these areas at your Oral Exam.] Familiarize yourself with the various diversity related APA competency guidelines for practice (e.g., multicultural, girls and women, lesbian/gay/bisexual). Discuss how you would broach these issues with clients and how you would integrate relevant multicultural issues, knowledge, and APA guidelines into your case conceptualizations, treatment plans, and counseling work with clients.

C.5. Multicultural counseling and case conceptualization. Requirements for becoming a culturally competent counseling psychologist include increasing awareness of one's own cultural values and biases, increasing knowledge of clients' worldviews, and using culturally appropriate strategies and intervention skills. To demonstrate your multicultural awareness, knowledge, and skills as a counseling psychologist, you will be given a case vignette of a client that requires you to apply multicultural competences. Using the case vignette, please discuss your conceptualization of the client, what additional information you would like to know, and how you would work with the client based on their multicultural concerns. Students will be given the case vignette during the summer before you plan to complete your comps. Students should also be prepared to discuss their own multicultural case example during the oral exam.

## D. Assessment Competencies

D.1. Write an integrated assessment report using at least 2 psychological tests (in addition to interview material). This can be a report you completed at a practicum site or the final report from one of your assessment courses. The report should be constructed similarly to reports completed during the assessment course series. Thus, sections should include reason for referral, assessments administered, test scores, background information, behavioral observations, interpretation of assessment results, and recommendations for treatment based on these results. Please include a DSM-5 diagnosis. Some internship sites require an example of an integrated assessment report as part of the application process.

D.2. Either using a case study from a relevant course or from a client you have worked with, please discuss the process you used to determine the client's probable diagnosis (or diagnoses). If you are using a client you have worked with, rather than an already-prepared case study from a course, please write a one-page case study "summary" for the client. Please remove information that would allow identification of the client. In your brief essay (1-2 pages maximum, not including the case study itself), you should include relevant diagnoses you considered and what lead you to these potential diagnoses (e.g., specific symptoms, history, intake information, etc.) Did you rule out any possible diagnoses? If so, what caused you to eliminate these diagnoses from consideration?

## E. Application of Foundations Knowledge

E.1. a-c. Select three areas from the following list of psychological foundations, biological bases of behavior, social bases of behavior, cognitive/affective bases of behavior, individual bases of behavior, developmental bases of behavior, or history and systems of psychology. For each of these three areas select a theory, model, or body of literature from that area and apply it in your choice of one of the following two ways: (1) How does this body of knowledge help improve the effectiveness of a counseling intervention you might deliver? or (2) How might you apply this theory or model to help inform a research question designed to explore a question of interest to Counseling psychologists. You can mix and match for your three answers. For example, (a) from Social Bases of Behavior, you might choose a theory and body of research on attitude change to explain how an intervention designed to combat heterosexism in high schools could be improved; (b) from Developmental bases of behavior, you might select Piagetian concepts of assimilation and accommodation to describe a research study of how trauma survivors come to understand and make meaning of their experience; and (c) from Individual bases of behavior you might apply a body of knowledge about impulse control to help improve an intervention to prevent relapse in substance abuse treatment. (Suggested length: 1-2 single spaced pages for each of the three components.)

## F. Theories and Practice Competencies

F.1. Brief statement of theoretical orientation. Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. [Note: This artifact is the answer to Essay #2 that will be required on your internship application "AAPI". Your answer must be limited to 500 words or less.]

F.2. Personal theory of psychotherapy change. In this artifact you are asked to describe how your personal theory of psychotherapy change guides your thinking about clients and helps you develop a treatment plan. Your personal theory should borrow from all the sources available to you -- the writings of other therapists, texts on counseling and personality theory, observations of your colleagues, clients you have already seen. You should provide citations for the work of others that have inspired you in previous readings. Most of all, your theory of change will come from your own private reflections. Your personal theory will serve as a compass to direct your work with clients. Developing one's personal theory of counseling is a lifelong task. In your career, each new client, each new colleague, each new text or article you read may have something to offer that causes you to re-think your personal theory. This artifact should provide a snapshot of your current thinking. Use a total of 3-5 single spaced pages to provide your answers to each of the following four questions:

- a. What motivates human growth and development? (i.e., What is the "engine" that drives an individual's functioning in the world? What are the goals that all humans seek to achieve?) You may think there is no engine or guiding force, or that it is an exceedingly simple one such as "survival". If so, please describe your beliefs. Your answer should incorporate your definition of psychological health and optimally adaptive functioning.
- b. What forces or influences cause "psychopathology" or "problems in living" to develop? (Use your own preferred term here.) Your answer should describe how the process you describe in question "a" above gets off track and leads to the development of maladaptive patterns, emotional/psychological pain, etc. You should also include the role of cultural and social context influences in your answer to both "a" and this question "b". Your answer should also include your beliefs about the biological bases of some presenting problems.
- c. How do clients attempt to cope with the influences you have described in "b"? Your answer should describe both (1) healthy, adaptive coping which accounts for why clients are able to handle the negative influences described in "b" without professional help; and (2) maladaptive coping, which might provide some partial containment of the negative influences you have described in "b", but which leaves the client "compromised" in some way that prompts her/him to seek counseling.
- d. How does psychotherapy facilitate the change process in order to counteract the negative influences you have described in "b"? How does your model of psychotherapy account for the adaptive and maladaptive coping strategies you have described in "c"? Does your model in some way harness the natural forces of development you have described in "a"?

Note: An important criteria for evaluating this artifact will be how well integrated your answers are across these four elements, that is, does your answer to each succeeding element build upon the answers given to previous elements?

F.3. Case conceptualization and treatment plan. For a client you have worked with, develop a theoretically driven case conceptualization and treatment plan. The case conceptualization and treatment plan should be similar to what you learned in the advanced counseling theories course and should integrate your theory of change, client history, research literature related to the presenting problem(s), diversity issues, and the sociopolitical context of the problem(s). The treatment plan should flow from the case conceptualization and include two sections: 1) treatment plan, interventions used, and progress thus far and 2) future long-term 15 additional session treatment plan. The paper should clearly demonstrate who this client is, what her/his current struggles and presenting issues are, how your theoretical orientation and the research literature helps you understand this client, how many sessions you saw the client for, what you worked on during your therapy sessions, and what you would work on if you had 15 more sessions with this client.

F.4. Evaluating effectiveness. Based on your knowledge of research methods, describe in detail the procedures you would use to provide empirical evidence to an outside evaluator that the therapy you describe for both the treatment plans in artifact F.4 is effective with a single client under review. Your answer should describe pre- and posttreatment assessment, as well as process measures you might use during the course of treatment. What statistical methods would you use to evaluate these data?

F.5. Alternative treatment approaches. [Note: This section does not require a written artifact. You only need to be prepared to discuss these areas at your Oral Exam.] Describe how you would approach the client described in F.3 from the following perspectives: (a) cognitive behavioral, (b) feminist, (c) interpersonal / psychodynamic, (e) gestalt, or process-experiential, or “emotion-focused,” (f) family systems.

F.6. Group therapy. (a) How would you assess whether the client you have been describing would be appropriate for a “Yalom style” interpersonal therapy group? What would the benefits and risks of group therapy be for this client? (b) Discuss this client’s change process in terms of the therapeutic factors described by Yalom. (c) Would a structured psychoeducational group be beneficial, if so, what type of group? (Suggested length 1 to 1.5 single spaced pages.)

F.7. Career development. Describe how you plan to incorporate concepts from career development theory and the job satisfaction literature into work with clients. Your answer to this question should incorporate at least two distinct models of career development or lines of research. (Suggested length, 1-2 single spaced pages.)

F.8. Relationships in Therapy, Training, and Supervision. You should be prepared to answer each of these questions in your oral exam: (a) Research suggests that the working alliance may be the most important single ingredient in predicting successful outcome in therapy. In working with your clients how do you develop the most effective Bond, Goals, and Tasks aspects of your working alliance? (b) Provide an example of how you have deliberately structured a psychotherapy relationship with one of your clients in an attempt to provide a corrective emotional experience. (c) Lazarus suggests that therapists need to be “authentic chameleons” with their clients. What did he mean? Do you agree? Do you apply some part of this advice in your own work? (d) From your perspective as a supervisee, what is the ideal relationship you

might have with a supervisor? Describe important aspects of this ideal relationship and your interactions with the supervisor. What can you do with your next supervisor to help ensure that this type of relationship develops? (e) From your perspective as a practicum or field placement trainee, what is the ideal relationship and interactions you can have with classmates? What can you do with your fellow interns next year to proactively help ensure these ideal relationships develop? (f) Describe an example of a problematic emotional reaction you have had with a client (some might label as countertransference). How did you manage this reaction? (g) Provide an example of a dilemma or a “stuck spot” in your work with a client and how you used supervision in an attempt to resolve the issue. (h) What types of clients or situations in counseling have you discovered are most likely to evoke counterproductive emotional reactions for you? What have you attempted so far to try to manage these situations? (i) Describe a situation in which a client’s worldview, values, or strong beliefs were discrepant from your own. How did you approach this client to manage the differences?

### G. Ethical, Legal, and Professional Issues

G.1. Ethical dilemma, personal example. Describe an ethical dilemma you have actually faced in your work with clients, your research, or your teaching. The first part of this artifact should focus on describing the nature of the dilemma and the inherent conflict. Which portions of the *APA Ethical Principles of Psychologists and Code of Conduct* might apply to this dilemma? Discuss the dilemma in terms of virtue ethics principles such as justice, autonomy, beneficence, non-maleficence. The second part of this artifact should focus how you actually resolved this ethical dilemma. Suggested length: 2 single spaced pages.

G.2. Ethical and legal issues. [Note: This section does not require a written artifact. You only need to be prepared to answer these questions at your Oral Exam.] (a) In the state of Tennessee, under what circumstances are you required to initiate a break in confidentiality with an adult client? with a child client? Whom do you contact in each of these circumstances? (b) In the state of Tennessee, if the following persons initiate contact with you and ask about your work with an adult client at a university counseling center, how would you respond if the request came from the client’s: parent? spouse? psychiatrist? probation officer? a police detective investigating a crime your client is accused of committing? (c) What does the legislation known as “HIPPA” require of psychologists?

G.3. Research ethics. Considering the research proposal you presented for artifact B.2. (a) What are the elements of informed consent that must be presented to your potential participants. (b) In addition to informed consent, what other ethical issues must be considered in this proposal, and how do you propose to safeguard participants and potential participants?

G.4. Current professional issues. [Note: This section does not require a written artifact.] To prepare for this set of questions, we recommend that you become familiar with major contributions that have appeared over the past three years in *The Counseling Psychologist*, and over the past two years in the *APA Monitor on Psychology*. In your oral exam be prepared to

*discuss current topics and share your perspectives about issues of concern to Counseling Psychologists such as (but not limited to): prescription privileges for psychologists, psychologists' participation in interrogation of terrorism suspects; evidence based practice; mental health insurance parity*

G.5. Professional Organizations. (a) Write one-half to one full single spaced page describing the American Psychological Association and its Division 17 (Society of Counseling Psychology). Your answer should include the history of its development, its current structure, and how it is governed. Include something about the annual convention of the APA. How can one join as a student and as a Ph.D. graduate? (b) Summarize the history of APA Division 17 and the major influences on its development. Your answer should include a description of how one joins as a student and as a Ph.D. graduate. What publications are sponsored by APA Division 17? How is the Division governed? What are special sections and interest groups? Suggested length: 1 to 1.5 single spaced pages. (c) In two brief paragraphs, describe two other APA divisions that interest you. (d) In 1-2 brief paragraphs, describe a professional organization other than APA or its Divisions that you might be interested in joining to further your professional development.

## H. Social Justice Advocacy Competencies

H.1. Theory of social justice. Describe your personal definition of “social justice” and your orientation toward social justice advocacy work. Throughout your doctoral training, you should be developing your own definition/theory of “social justice” and your own orientation to social justice advocacy work (just as you have been developing a theoretical orientation that drives your individual and group counseling). Your definition and orientation may be based on the various perspectives on social justice you’ve read about and your own personal and professional experiences and values. Apply your definition/theory to a target population or social injustice with which you have worked or plan to work. Describe the systemic forces and social policies that have led to and perpetuated the oppression of this population, or this social issue. Next, discuss the history of interventions or social movements involving this population or social issue, and evaluate their effectiveness. Then describe what changes are needed to create a more socially just world for your target population (e.g., changes in interpersonal relations, public policy or laws, changes to social institutions), and changes that the population may be empowered to make for itself. You should include references to peer-reviewed journals and other reputable sources, as well as information gathered from your work with the target population. **You can use your theory of social justice paper from your social justice practicum class as a starting point for this artifact. However, you are expected to update this artifact by incorporating the feedback you received on this assignment.**

H.2. Social action letter. An important component of our program is our unique scientist-practitioner-advocate training model. In order to develop advocacy skills, it is important to develop skills in communicating social justice issues to broader society as a way to affect change. You will prepare a letter to the editor of a local newspaper or a post to a local, regional or national website contributing to the discussion of a particular social justice issue. You can also write a letter to a local, state, or federal legislator related to a particular social justice issue. You are expected to apply the concepts you learned in your multicultural psychology course and/or the social justice practicum course for this artifact. **You can use your social action engagement letter from your multicultural class or social justice practicum class as a starting point for this artifact. However, you are expected to update your letter by incorporating the feedback you received on this assignment. You may want to use the APA Federal Advocacy Guide as a resource in writing your letter (<https://www.apa.org/about/gr/advocacy/federal-guide.pdf>).**

18.5 Admission to candidacy. This is an important milestone in your academic progress, and an essential step before you can graduate. It signifies that you have completed the bulk of your coursework and passed comprehensive examinations. Note that you must be advanced to candidacy no later than the last day of class in the semester before you intend to graduate. In other words, you cannot advance to candidacy and graduate in the same semester. This requirement has caused grief for many a student who, unlike you, was not wise enough to carefully read their *Handbook*! The following steps must be completed to “advance to candidacy”:

1. Complete an approved Master’s thesis.
2. Seek departmental approval to form doctoral committee via the Program Director.
3. Submit a final version of your Curriculum Planner, approved by your advisor, to your doctoral committee, to the Program Director, and to Connie Ogle.
4. Pass comprehensive examinations.
5. File an “Admission to Candidacy Application.”

See also the “admission to candidacy section of the Grad School policies at:

<http://gradschool.utk.edu/forms-central/admission-to-candidacy-doctoral-degree/>

## 19. Internship

The successful completion of a one-year internship accredited by the American Psychological Association is a program requirement. A few APA-accredited internships are half-time for two years. Although APA accredits internships, an independent organization known as APPIC (Association of Psychology Postdoctoral and Internship Centers) sets policies governing the process of application, matching, and selection for internship. APPIC publishes an online directory listing internships in the U.S. and Canada (see: <http://www.appic.org/Directory/APPIC-Directories-PDF-Copies> ). The online directory is updated each summer. All APA accredited internships are automatically listed in this directory. However, some additional internships are listed that meet APPIC standards but are not APA-accredited. Because of the limited number of approved internships in the East Tennessee area, for most students the internship year involves moving from Knoxville.

19.1 Non APA-accredited internships. Students must petition the faculty for permission to apply to an internship that is not APA-accredited. Permission must be obtained prior to submitting an application. Students who submit such a petition must understand that they are placing their chances of eventually becoming licensed as psychologists at grave risk in many jurisdictions. The petition must provide a convincing rationale to the faculty for the request. The petition is for both a waiver of the Program requirement, and for permission to apply to a specific internship site or sites. Therefore, a petition must describe specific alternative sites. APPIC-listed sites need not be described in detail, but if a student seeks permission to apply for an internship experience that is neither APA-accredited nor APPIC-listed, a very detailed training contract must be arranged in advance. The faculty will review this contract to determine how many elements required for APA-accreditation are present in the agreement.

19.2 Internship application requirements. Many internship sites have application deadlines as early as November 1 of the year prior to the start of the internship. The entire process involves the following steps:

- (1) September-October: Selecting sites, ask for letters of recommendation.
- (2) Submitting your online application, generally by November 1.
- (2) December-January: Interviews with sites that select you as a finalist
- (3) February, first week: Rank order list of your internship preferences submitted to APPIC
- (4) February, second or third week: Notification of internship match.

To advance through each of these stages, the following requirements must be met before the indicated deadlines in the year the student intends to submit applications. In order to submit applications for internship you must meet each of the following deadlines:



- (a) Submit a full draft of your dissertation proposal to your committee by April 5<sup>th</sup> and have your dissertation proposal meeting before May 5<sup>th</sup> of the **calendar year** you plan to apply for internship. Students are not permitted to proceed with applications for internships unless their dissertation proposal has been approved.
- (b) Have your comprehensive exam portfolio submitted to your committee no later than September 1<sup>st</sup>, with the oral defense scheduled by the third week of September.
- (c) If there are any remedial steps required after oral comps, these must be complete by October 15.
- (d) Be on track to accumulate before May 1 of the current academic year, 500 intervention/assessment hours (including at least 300 individual and group counseling hours) and 100 hours of supervision.

In order to submit a ranking list in February you must:

- (f) Be currently enrolled in all courses needed to complete academic requirements except PSYC 600

**19.3 Internship application process.** In addition to meeting the program requirements described in the previous sections, the following steps are a useful guide to applying for internship:

1. Summer – September. Consult the APPIC directory of internship sites to begin developing your target list. <http://www.appic.org/Directory> Go online to each of the sites on your target list and study the opportunities in detail. Talk to your advisor, other faculty, current UT interns, and UT graduates to find out all you can about sites that interest you. Consider geographic factors and quality of life issues. (You might find the current issue of the “Places Rated Almanac” helpful, available for about \$20 from online booksellers.) Register for “Match news” and begin receiving information for intern applicants: <http://www.appic.org/Match/About-The-APPIC-Match>. Take a look at the “AAPI” (APPIC Application for Psychology Internship) to get an idea of the information you will be asked to provide: <http://www.apa.org/gradpsych/features/2009/match-tips.aspx>. As you print online information, create a file for each site you are seriously considering. It may help if you purchase a portable file box. Use labeled file folders so that all of your internship information is organized from the start. Think about your goals and the specific areas you would like to learn/develop skills in the future.
2. Mid-September. Based on the information you have collected, narrow your target list and begin preparing applications. Do not underestimate how much time this will take. This is a very time-consuming process. Draft your answers to the AAPI essay questions early in the process and solicit your advisor’s feedback. Revise, set aside, revise again. Request letters of recommendation **at least** three weeks before your earliest deadline. Your initial request should include: (a) a copy of your vita, (b) draft answers to your AAPI essay questions, (c) a digital list of addresses and contact names that can easily be pasted into the salutations of your recommenders’ letters. In the weeks after this initial request, it is appropriate to ask for additional letters. However, it is very bad form to request letters with less than three weeks’ lead time before the first deadline, or to select a site after the first batch with an earlier deadline.
3. Mid-October. Choose your final target list of sites. UT students typically submit 10-12 applications. We recommend a minimum of 8 and a maximum of 15. If you apply to too few sites, you may be limiting your options and risking not being matched to any internship. If you apply to too many programs, the quality of your applications may fade. Consider also the consequences of being invited for an interview to nearly every site to which you’ve applied. Could you go to all of the interviews? If not, which ones would you turn down?
4. Late October. Although you can apply to the National Matching Service any time after August 1, because the fee is non-refundable, it might be wise to wait until you are sure you will be going on internship the next year. You can find out how to register at: <http://www.natmatch.com/psychint/reglink.htm>. You must register to participate in the matching process. Note that your fee and approved application must be received on file by December 1, so don’t delay! Thus, the advantages of registering with NMS in August are that your match number will be clearly displayed on every application you submit. The disadvantages are that if you register but then decide not to follow through with applications (or miss a comps deadline) you will forfeit the \$100 fee. Deadlines require many students to upload materials and submit their online application as early as October 25.

5. November. After submitting your application you can take a breather, rest, regroup – but not for too long. Begin preparing for telephone (and some in-person) interviews. Many applicants find preparing for telephone interviews is very helpful. Decide whether you want to visit sites that do not require in-person interviews. Never, never, plan to visit an internship site without first contacting its Training Director. Although many sites do not prohibit students from visiting who have not received an invitation to interview, the consensus is overwhelming that uninvited visits tend to do far more harm than good for the applicants' chances of receiving an internship offer. On the other hand, visiting a site that hosts an applicant visiting day can provide you with very useful information. Begin making your travel arrangements.

6. December-January. Concentrate on doing well in your interviews, all the while continuing to refine your application list into a rank order list. Many students find that it is counterproductive to individually rank sites from the start. Instead, they assign sites to high, medium, and low clusters. Eventually the high cluster is split into an "ultra high" and a "very high" group; medium becomes "high medium" and "low medium." You might discover something about a site that places it in a "lower than low" group. These are sites which received an application, but you have decided not to rank. Essentially by placing a site in this group you are saying "I would rather wait one year and not be placed than attend an internship at this site." Conversely, you should be willing to complete your internship at EVERY site you rank, because – except for unforeseeable circumstances, you will be obligated to accept an internship from your lowest ranked site if it is the only site to "match." In preparing your rank order list one factor that should play no role whatsoever is your estimate of where a particular site has ranked you.

7. February. Prepare for Match Day, when you will be notified of your placement. You will be notified on the morning of Match Day whether or not you have been matched and where. If you do not match, do not despair! Each year a number of excellent internship placements do not fill through the regular process. The APPIC Clearing House helps bring together unmatched internship applicants and sites in the days immediately after Match Day.

## Part III. Program Policies and Procedures

### 20. Professional Behavior.

Students are expected to attend and be on time for all classes, client and supervision sessions, and meetings with faculty unless prevented from doing so by illness or emergency. All students are expected to abide by program values, rules of academic conduct, and APA ethical standards. In addition, students in the program are expected to respond in a timely manner to emails/communication (i.e., within 48 hours). Students should also be familiar with and abide by UTK's Student Code of Conduct (<https://hilltopics.utk.edu/student-code-of-conduct/>).

### 21. Counseling Psychology Program Checklist of Deadlines and Forms

Copies of the forms you need are available from Connie Ogle. All completed forms should be turned in to Connie. She will make necessary copies and see that the forms are recorded and filed. **EXCEPTION:** forms marked with an \* should be picked up from and returned to the program administrative assistant.

#### FIRST YEAR

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Master's Committee must be formed, consisting of your advisor and two other members of the Counseling Psychology faculty.

- \_\_\_ **April 1: Curriculum Planner Form** is due, must be approved by your Master's Committee.
- \_\_\_ **\*April 1: Student Progress Form** is due, this year and each subsequent year. (This information is needed for our yearly APA Accreditation Report.)

#### SECOND YEAR

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- \_\_\_ **\*End of Fall and Spring semester:** Electronic Supervisor Evaluation of Practicum, completed by your supervisor and sent to Counseling Program Training Director; also Practicum Training Documentation Form and your Evaluation of Practicum Site (end of semester and weekly forms).

#### THIRD YEAR (may be SECOND YEAR for students who complete Master's thesis research early)

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- \_\_\_ **November 1: Master's thesis approval.** Approval requires submission to a journal or acceptance for presentation at a national or regional conference.
- \_\_\_ **January 15: Appointment of Doctoral Committee.** Committee consists of at least four faculty members. Note that you should not enroll for Dissertation credit (PSYC 600) until your dissertation committee has been appointed and approved. Once you sign up for PSYC 600, you **MUST** enroll for PSYC 600 every semester thereafter until you complete your degree, unless you have a prior approved Leave of Absence.
- \_\_\_ **January 15: Appointment of Comps Committee.** Note, if you plan to take comps in third year, this step must be completed by May 1 before you take comps the following September. Your comps committee typically consists of the Counseling Psychology faculty on your Doctoral Committee (but may include substitute Counseling Psychology faculty if your Doctoral Committee does not include three Counseling Psychology faculty).
- \_\_\_ **\*End of each semester enrolled in Field Placement:** Evaluation of Field Placement performance from your supervisor, sent to Counseling Program Training Director; also Practicum Training Documentation Form and your Evaluation of Practicum Site (end of semester and weekly forms).

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**FOURTH or FIFTH YEAR (may be THIRD YEAR for students who complete Master's thesis early)**


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- \_\_\_ **April 5 (of the semester prior to applying for internship): Dissertation Proposal Submitted to your Dissertation Committee for Review.** Your defense meeting must be held by May 5.
- \_\_\_ **August 15: Submit complete Comps portfolio to committee for review.**
- \_\_\_ **First week of September: Deadline for oral defense of comps portfolio.**
- \_\_\_ **October 15: Approval of Comps Portfolio by Comps Committee (including all revisions from defense).**
- \_\_\_ **October 25: Approval to apply for Internship from Program Director.**
- \_\_\_ **Application to Graduate**

## 22. Application to Graduate

The commencement ceremony for doctoral students is known as “hooding.” It is a very special occasion shared by the student and advisor, following traditions that go back centuries to the foundations of the modern university system. Although students may graduate with a Fall, Spring or Summer graduation date, there is no summer hooding ceremony. Summer graduates may participate in Fall semester commencement. To find out more about UT’s ceremony see: <http://gradschool.utk.edu/graduation/graduate-hooding-ceremony/>

Of course, before you can participate in the commencement/hooding ceremony, you must successfully pass a 13-step process. The information below is taken from Graduate School policies at this web link: <http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Graduation>.

- Step 1. Verify your address, name on record and privacy status before applying.
- Step 2. Submit a doctoral committee appointment form (doctoral students only).
- Step 3. Submit an admission to candidacy form.
- Step 4. Submit a graduation application form.
- Step 5. Schedule a final examination/defense of thesis/dissertation and submit scheduling dissertation form.
- Step 6. Pay graduation fee.
- Step 7. Plan to participate in the commencement and hooding ceremonies.
- Step 8. Purchase a cap and gown; rent a hood.
- Step 9. Pay a non-thesis examination fee.
- Step 10. Attend a student loan exit interview.
- Step 11. Take your final examination/defense of thesis/dissertation.
- Step 12. Submit official copies of thesis/dissertation.
- Step 13. Clear all financial obligations.
- Step 14. Attend the doctoral hooding ceremony for main commencement ceremony.

...and don't forget to keep the Program updated with your contact information through the years. We want to stay in touch and keep you involved in the mentoring network for new students.

## 23. Petitioning the Faculty for a Waiver

A student may occasionally experience unique and extenuating circumstances that impact the individual's adherence to specific elements of the programmatic guidelines, without substantially altering the student's satisfactory progress toward Program completion. In those rare and extraordinary situations, students may petition the Program faculty for a review of their “special circumstance(s)” and request consideration for permission for individual modification.

These petitions are anticipated to be rare, used judiciously and legitimately in the event of untoward or extenuating circumstances (e.g., serious illness of student or family member). The process of Faculty Petition may be used for elements of execution (e.g., proposal defense scheduled after Internship requires acceptance); this procedure is NOT intended for changes in program requirements, failure to meet past deadlines, or substantive elements in Program Guidelines.

The petition must be brought forward to the Program Director a minimum of 4 weeks (of the academic calendar) prior to the date/action which is the subject of the petition.

## 24. Leave of Absence

A student may request a personal leave of absence from the Program in the event of extended illness, family emergency, or other extenuating circumstances. If a student wishes to obtain a personal leave of absence, the student must complete and submit a "Request for Leave of Absence" form, stating the reason(s) that a leave of absence is being requested, as well as the duration and dates of the proposed leave of absence. This form must be approved by the Program Director, the Department Head, and the student's Master's committee or doctoral committee chair, as well as the Dean of the Graduate School.

## 25. Evaluation of Student Progress

**From the moment of first enrollment, students are expected to comply with all provisions of the *APA Ethical Principles of Psychologists and Code of Conduct* (see Appendix A).**

The Counseling Psychology Program Faculty meets each year in April to discuss each student's progress in the Program. Progress in research and practice, meeting deadlines, professionalism, interpersonal skills, support for other students, ethical behavior, and compliance with our statement of training values are among the factors evaluated. It is also a time to celebrate accomplishments of the past year. Your advisor will summarize the feedback in a letter which points out strengths, and suggests areas that should be a particular focus of efforts in the coming year. At this meeting there is a strong emphasis on identifying strengths and praising students' best efforts. If there are concerns about any aspect of a student's performance, these are discussed at the meeting and summarized in the yearly evaluation letter. A key statement included in every letter is the faculty's consensus evaluation of whether you are making adequate progress. Thus, no student is "left in the dark" to wonder where she or he stands.

## 26. Remediation, Academic Probation, or Termination

26.1 Lack of adequate progress. Occasionally, the result of the yearly evaluation meeting is a determination that the student is not making adequate progress in a certain area. A letter of concern about not making adequate process can be generated at any time during the year, and is communicated as soon as practical by either the advisor or the Program Director. This letter describes the particular area of concern, and describes remedial steps that must be taken for the student to resume adequate progress.

26.2 Academic probation. An even more serious level of faculty concern may result in a decision by the faculty to place a student on academic probation. This determination can only be made by a majority vote of the Counseling Psychology core faculty. Academic probation means that the student is no longer considered "in good standing" and may not apply for nor accept an internship offer while the probation continues. After voting to place the student on academic probation, a three-person "Remediation Committee" (RC) is formed consisting of the student's advisor, and two members of the core or adjunct faculty appointed by the Program Director. The RC works with the student to develop a remedial plan designed to address the original concerns of the faculty. Once a plan is developed and agreed to by the RC and the student, the RC closely monitors the student's progress and keeps the student informed of its continuing appraisal. When a majority of the

RC believes that the reasons for academic probation have been adequately addressed, the chair of the RC places the matter on the agenda for discussion at the next faculty meeting. The student placed on probation has the option – but is not required – to address the faculty before a new determination is made. After giving the student this opportunity, and hearing from the RC, the faculty then votes to decide whether the student should be reinstated to “good standing” status or continue on academic probation. If the vote is to continue probation, a new remediation plan must be developed with participation of the student. The student will be notified in writing about the extent to which remediation has or has not been successful in addressing the original concerns and, if not successful, what additional steps need to be taken.

**26.3 Termination.** The most serious level of concern involves a program faculty decision to recommend to the department faculty that a student should be dismissed from the Program. Typically, as a problem continues without remediation there is a progression through each of the three stages from “not making adequate progress,” to probation, to dismissal. However, for serious violations of the standards of ethical conduct, a student can be dismissed without first being placed on probation. A student may be terminated from the program without a probationary period for reasons which are extremely serious (i.e., violation of ethical codes). In this case, the Counseling Psychology Program Faculty would hold a formal review of the student prior to the termination action. Termination from the Counseling Psychology Program could result from a determination by the faculty that any of the following circumstances have occurred (note that this is not an exclusive list):

1. Continuing failure to achieve adequate competence in any level of the practica sequence.
2. Continuing failure to progress through the program in a timely manner.
3. Not maintaining a B average for all coursework.
4. Twice failing the comprehensive examinations.
5. Academic dishonesty or misconduct.
6. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
7. A violation of the program’s statement of training values, or violation of the APA *Ethical Principles of Psychologists and Code of Conduct*.

Students dismissed from the Program must be informed of their inadequate progress and must be given written notice.

Students with psychological problems may be dismissed from the Program if they are unable to exercise appropriate control or are a threat to others.

Student difficulty with drugs or alcohol is not covered under the ADA (American Disabilities Act), and recurring problems are viable grounds for dismissal from the program.

The decision to terminate a student is made only after a 2/3 vote of all members of the core Counseling Psychology faculty and a consensus vote by the full Psychology Department faculty.

## 27. Early Termination/Withdrawal

If a student is terminated or withdraws from a program prior to the end of the semester, the student will be responsible for payment of tuition and other fees from the termination/withdrawal date until the end of the semester. The responsibility for paying tuition and fees will apply to all students, including those who have tuition waivers during the semester in which they are terminated/withdraw early. Please see the graduate catalog for additional information about early termination/withdrawal at: [http://catalog.utk.edu/content.php?catoid=23&navoid=2827#fees\\_fina\\_assi](http://catalog.utk.edu/content.php?catoid=23&navoid=2827#fees_fina_assi) and <https://onestop.utk.edu/withdraw/>. If you are considering early withdrawal, you should contact the Bursar’s office to inquire about the financial ramifications for early withdrawal.

## 28. Students' Concerns about Others and Conflict Resolution

While not frequent, students occasionally may have a professional concern about another student or faculty member or experience a conflict with another student or faculty member. Examples might include an interpersonal conflict; perceptions about lack of competency or multicultural sensitivity; or dissatisfaction with a course instructor, supervisor, or advisor. Students may wish to consult with their advisor (when possible) about how to address the concern or conflict. Please keep in mind that in most cases, addressing the issue directly and face-to-face with the person involved should be the first step in attempting to resolve a concern or conflict. The following guidelines may help resolve these concerns or conflicts in a less formal manner than filing a formal grievance.

### Step 1: Request for Meeting

The student makes a request for a meeting, in either verbal or written form, as an initial attempt to resolve the issue. The recipient of this request has the responsibility to respond in a timely manner (e.g., within 48 hours). If there is no timely response, the student initiating the request may contact their advisor or Director of Training who may then contact the recipient about the need for a timely response.

### Step 2: Face-to-Face Meeting

The student meets with whom they have a conflict/concern about. Be as direct, specific, and behaviorally focused as you can in describing the issue of concern/conflict.

### Step 3: Meeting with Third Party Present (Optional)

If the issue has not been resolved by an individual meeting, students may request a meeting with a third party present, such as their advisor, to serve as a mediator in conflict resolution. If the advisor is involved in the conflict, students may request that the Director of Training serve as the mediator in the meeting.

### Step 4: Meeting with Director of Training or Department Head

If none of the previous steps resolves the concern or conflict, the student may request a meeting with the Director of Training to discuss the concern/conflict. If the issue is with the Director of Training or with another faculty member, the student may request a meeting with the Department Head given their role in personnel matters.

If the issue remains unresolved, the student may consider filing a formal grievance (see section 29).

## 29. Due Process and Formal Grievance Procedure

A determination that a student is not making adequate progress, decision to place a student on academic probation, or decision to terminate a student from the Program may all be appealed following the procedures described in this section. These are not the only situations when an appeal is possible. Any decision made by the Program Director, a faculty member, or a faculty committee may be appealed. Students who believe they have been treated in a biased or unfair manner have the right to file a grievance.

The following procedures are outlined to provide guidance for students when there is a grievance or when conditions warrant an appeal/review of a decision made by a faculty member, Program Director, or committee. Students who wish to appeal a decision or seek action in the matter of a grievance are encouraged to first solicit clarification and review through informal methods (i.e., consultation with a faculty member, advisor, or Program Director).

When a less formal approach fails, the student has the right to appeal a grievance in the following manner:

1. Present the grievance to the faculty member.
2. If unwilling to accept the decision resulting from this discussion, the student may appeal the grievance to the Program Director.
3. If the student still does not agree with the decision of the Program Director, he or she may make a formal appeal to the Department Head.

4. The Department Head may try to resolve the issue or convene a Departmental "Appeal Panel" (comprised of Program/Department faculty members).
5. If the situation is still not resolved to the students' satisfaction, he or she may appeal to the Dean of the College.

See also: <http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf>

In addition, the following Graduate School policies apply:

- (a) Students with grievances related to race, gender, religion, national origin, age, or handicap should file a formal complaint with the Office of Equity and Diversity with a copy to the appropriate academic department head.
- (b) Students with grievances concerning grades should file a formal complaint with the Graduate Council through the office of the Associate Dean of Graduate Studies, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels.
- (c) Students with grievances concerning the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education should file a formal complaint with the Graduate Council through the office of the Associate Dean of Graduate Studies, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels. An appeal of policies or procedures must be filed no later than 90 days after the incident that occasions the appeal.
- (d) Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in *Hilltopics* (<http://hilltopics.utk.edu/>) under "Disciplinary Regulations and Procedures."
- (e) Allegations of mistreatment, including sexual harassment, in your role as a graduate assistant are described in the Graduate School webpage, <http://gradschool.utk.edu/graduate-student-life/understanding-your-rights-and-obligations/>

*If possible, you should speak first with your immediate supervisor, then with the graduate liaison, and, if the problem has not been resolved, with the department head. If you still feel the complaint has not been adequately addressed, you should contact the appeals committees in your home unit or college and the dean of your college/school. If you feel that a resolution should be sought beyond the department/college level, you should contact the Graduate School about a formal appeal. In all cases in which you feel unable to speak with your supervisor, department, or college about the specific problem because of the nature of the problem or fear of repercussions, you should seek assistance in resolving the matter from the assistant to the dean in the Graduate School. However, in such a case, you should carefully consider the wisdom of bypassing the department and college levels since any resolution of the problem will require notification of all parties involved.*



### 30. Graduate Student Web Resources

Best Practices in Teaching – <http://gradschool.utk.edu/training-and-mentorship/bpit/>

Center for International Education – <http://web.utk.edu/~globe/index.php>

Counseling Center – <http://counselingcenter.utk.edu/>

College of Arts and Sciences – <http://www.artsci.utk.edu/>

Funding, Fellowships, Assistantships for Graduate Students – <http://gradschool.utk.edu/gradfund.shtml>

Graduate School – <http://gradschool.utk.edu>

Graduate Catalog – <http://catalog.utk.edu/index.php>

Graduate Student Appeals Procedure – <http://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf>

Graduate Student Senate – <http://web.utk.edu/~gss>

Graduate and International Admissions – <http://graduateadmissions.utk.edu/>

Housing – <http://uthousing.utk.edu>

International House – <http://web.utk.edu/~ihouse>

Judicial Affairs – <http://web.utk.edu/~osja/>

Library Website for Graduate Students – <https://www.lib.utk.edu/info/grad/>

Office of Equity and Diversity – <http://oed.utk.edu>

OIT – <http://oit.utk.edu>

Office of Multicultural Student Life/Frieson Black Cultural Center – <http://multicultural.utk.edu/friesonbcc/>

Psychology Department - <http://psychology.utk.edu/>

Research Compliance/Research with Human Subjects – <http://irb.utk.edu/>

International Teaching Assistant (ITA) Testing Program – <http://gradschool.utk.edu/graduate-student-life/ita-testing-program/>

Thesis/Dissertation Website – <http://web.utk.edu/~thesis/>

Tennessee Today– <http://tntoday.utk.edu/>

## Appendix A:

### Ethical Principles of Psychologists and Code of Conduct

Adopted August 21, 2002

Effective June 1, 2003

With the 2010 Amendments

Adopted February 20, 2010

Effective June 1, 2010

Effective June 1, 2003, as amended 2010

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#### Appendix A. 2002 Ethical Principles of Psychologists and Code Of Conduct (with 2010 Amendments)

##### CONTENTS

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## INTRODUCTION AND APPLICABILITY

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

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

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

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

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

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

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than

is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

### **PREAMBLE**

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

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

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

### **GENERAL PRINCIPLES**

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

#### **PRINCIPLE A: BENEFICENCE AND NONMALEFICENCE**

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

#### **PRINCIPLE B: FIDELITY AND RESPONSIBILITY**

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

#### **PRINCIPLE C: INTEGRITY**

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional

misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

### **PRINCIPLE D: JUSTICE**

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

### **PRINCIPLE E: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY**

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making.

Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups.

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

## **ETHICAL STANDARDS**

### **1. RESOLVING ETHICAL ISSUES**

#### **1.01 Misuse of Psychologists' Work**

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

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

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

#### **1.03 Conflicts Between Ethics and Organizational Demands**

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

#### **1.04 Informal Resolution of Ethical Violations**

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears

appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

#### 1.05 Reporting Ethical Violations

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

#### 1.06 Cooperating With Ethics Committees

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

#### 1.07 Improper Complaints

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

#### 1.08 Unfair Discrimination Against Complainants and Respondents

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

## 2. COMPETENCE

### 2.01 Boundaries of Competence

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

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

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

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

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

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

## 2.02 Providing Services in Emergencies

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

## 2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

## 2.04 Bases for Scientific and Professional Judgments

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

## 2.05 Delegation of Work to Others

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

## 2.06 Personal Problems and Conflicts

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

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

# 3. HUMAN RELATIONS

## 3.01 Unfair Discrimination

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

## 3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently



severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

### 3.03 Other Harassment

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

### 3.04 Avoiding Harm

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

### 3.05 Multiple Relationships

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

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

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

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

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

### 3.06 Conflict of Interest

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

### 3.07 Third-Party Requests for Services

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

### 3.08 Exploitative Relationships

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

Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

### 3.09 Cooperation With Other Professionals

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

### 3.10 Informed Consent

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

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

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

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

### 3.11 Psychological Services Delivered To or Through Organizations

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

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

### 3.12 Interruption of Psychological Services

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

## 4. PRIVACY AND CONFIDENTIALITY

### 4.01 Maintaining Confidentiality

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

Standard 2.05, Delegation of Work to Others.)

#### 4.02 Discussing the Limits of Confidentiality

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

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

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

#### 4.03 Recording

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

#### 4.04 Minimizing Intrusions on Privacy

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

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

#### 4.05 Disclosures

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

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

#### 4.06 Consultations

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

#### 4.07 Use of Confidential Information for Didactic or Other Purposes

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

## 5. ADVERTISING AND OTHER PUBLIC STATEMENTS

### 5.01 Avoidance of False or Deceptive Statements

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

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

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

### 5.02 Statements by Others

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

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

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

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

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

### 5.04 Media Presentations

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

### 5.05 Testimonials

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

### 5.06 In-Person Solicitation

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

## 6. RECORD KEEPING AND FEES

### 6.01 Documentation of Professional and Scientific Work and Maintenance of Records

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

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

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

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

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

### 6.03 Withholding Records for Nonpayment

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

### 6.04 Fees and Financial Arrangements

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

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

(c) Psychologists do not misrepresent their fees.

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

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

### 6.05 Barter With Clients/Patients

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

### 6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also

Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

### 6.07 Referrals and Fees

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

## 7. EDUCATION AND TRAINING

### 7.01 Design of Education and Training Programs

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

### 7.02 Descriptions of Education and Training Programs

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

### 7.03 Accuracy in Teaching

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

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

### 7.04 Student Disclosure of Personal Information

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

### 7.05 Mandatory Individual or Group Therapy

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

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

### 7.06 Assessing Student and Supervisee Performance

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

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

#### 7.07 Sexual Relationships With Students and Supervisees

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

## 8. RESEARCH AND PUBLICATION

### 8.01 Institutional Approval

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

### 8.02 Informed Consent to Research

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

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

### 8.03 Informed Consent for Recording Voices and Images in Research

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

### 8.04 Client/Patient, Student, and Subordinate Research Participants

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

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

### 8.05 Dispensing With Informed Consent for Research

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

### 8.06 Offering Inducements for Research Participation

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

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

### 8.07 Deception in Research

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

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

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

### 8.08 Debriefing

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

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

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

### 8.09 Humane Care and Use of Animals in Research

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

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

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

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

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



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

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

#### 8.10 Reporting Research Results

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

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

#### 8.11 Plagiarism

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

#### 8.12 Publication Credit

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

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

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

#### 8.13 Duplicate Publication of Data

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

#### 8.14 Sharing Research Data for Verification

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

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

#### 8.15 Reviewers

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

## 9. ASSESSMENT

### 9.01 Bases for Assessments

- (a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)
- (b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)
- (c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

### 9.02 Use of Assessments

- (a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.
- (b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.
- (c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

### 9.03 Informed Consent in Assessments

- (a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.
- (b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.
- (c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

### 9.04 Release of Test Data

- (a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination.

Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

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

#### 9.05 Test Construction

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

#### 9.06 Interpreting Assessment Results

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

#### 9.07 Assessment by Unqualified Persons

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

#### 9.08 Obsolete Tests and Outdated Test Results

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

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

#### 9.09 Test Scoring and Interpretation Services

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

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

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

#### 9.10 Explaining Assessment Results

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

#### 9.11. Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not

include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

## 10. THERAPY

### 10.01 Informed Consent to Therapy

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

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

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

### 10.02 Therapy Involving Couples or Families

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

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

### 10.03 Group Therapy

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

### 10.04 Providing Therapy to Those Served by Others

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

### 10.05 Sexual Intimacies With Current Therapy Clients/Patients

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

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

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

### 10.07 Therapy With Former Sexual Partners

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

#### 10.08 Sexual Intimacies With Former Therapy Clients/Patients

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

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

#### 10.09 Interruption of Therapy

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

#### 10.10 Terminating Therapy

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

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

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

### 2010 Amendments

#### Language of the 2002 Ethics Code with Changes Marked

##### **Introduction and Applicability**

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority~~ in keeping with basic principles of human rights.

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

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority. Under no circumstances may this standard be used to justify or defend violating human rights.~~

##### **1.03 Conflicts Between Ethics and Organizational Demands**

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

Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

2016 Amendment

**Language of the 2002 Ethics Code with Changes Marked**

**3.04 Avoiding Harm**

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

(b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04(a).

**History and Effective Date Footnote**

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

The APA has previously published its Ethics Code as follows:

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

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

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

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

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

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

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

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

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

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

American Psychological Association. (2010). 2010 amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." *American Psychologist*, 65, 493.

American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2010). *American Psychologist*, 71, 900.

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