



Department of Graduate Psychology & Counseling

PROGRAM HANDBOOK

PhD Counseling Psychology

2022-2023

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Welcome to Andrews University Counseling Psychology Program!

Greetings! On behalf of the students and faculty of the Counseling Psychology Program, I am delighted to welcome you to our program community. It is our hope that your time spent here at Andrews University, in the Counseling Psychology program, will be an interesting, productive, and enjoyable experience. We encourage you to carefully read this manual and closely follow the timelines of the activities. Over the course of your studies, you will acquire the skills necessary to practice in the field of counseling psychology. The program handbook is an evolving document that is revised periodically. However, if curricular changes are made during students' years in the program, students typically do not need to complete new curriculum (exceptions may occur, for example, when curricular changes are instituted in response to changes in professional standards or accreditation requirements). Other changes in program policy or procedures (e.g., evaluation policies or procedures, grievance procedures) made during a student's tenure in the program will pertain to all students in the program.

The information provided in this handbook complements but does not supersede the policies and procedures described in the AU Academic Bulletin <http://bulletin.andrews.edu>. Further, all Program, Department, College and University policies and procedures are subject to change.

Again, let me welcome you to the Counseling Psychology Program and wish you continued success as you progress through the program. Congratulations!

The Counseling Psychology Core Committee

Carole Woolford-Hunt, PhD
Department Chair, Counseling Psychology Program Coordinator

Ron Coffen, PhD
Andrews Community Counseling Center Director

Accreditation

The Counseling Psychology program at Andrews University is accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002
Phone (202) 336-5979/E-mail: apaaccred@apa.org

APA Accreditation is important to our PhD in Counseling Psychology program, and to our students, because it ensures we have attained programmatic standards that meet or exceed those set forth by experts in the field of Professional Health Counseling Psychology. APA lists the status of all accredited programs on their [website](#).

This program first received APA accreditation in 2017 and is required to submit yearly program updates which include the research and professional activities of both students and faculty. Included also are regularly occurring self-study reports and site visits.

It is important for students entering an accredited program to realize that programs will put great effort towards maintaining this accreditation, but at no time is there a guarantee that said accreditation will remain in place until a student's graduation date. Though it varies by accrediting body, often if accreditation is withdrawn from a program, students who graduate in the semester after the decision was made will no longer be considered to have

graduated from an accredited program. Depending on the state, a graduate may find seeking a professional license to be more difficult without having graduated from an accredited program.

By entering the program, you are agreeing to the above terms.

About Andrews University

Tucked in between Lake Michigan and the Fruit Belt and just two hours from Chicago, Andrews University combines academic excellence with one of the most diverse student bodies in the country for an educational experience that recommends itself to any student looking for success *and* a close community. Andrews University offers 130 undergraduate programs and 70 graduate programs, and degrees up to the PhD. Our 277 regular faculty, 75% of whom have terminal degrees, provide stimulus for learning and achievement and encourage their students to contribute to the wellbeing of the world.

Andrews University was founded in 1874 and is the flagship Seventh-day Adventist university, offering hundreds of opportunities for community and international service. The international mindset is reflected in the composition of the student body: with more than 100 countries of origin represented.

Just two hours—means that students have their pick of both cultural venues and Michigan’s recreational opportunities. During your trips to Chicago you may take advantage of the Art Institute of Chicago, one of the best art collections in the country, as well as the Chicago Symphony Orchestra, the Chicago Shakespeare Theater, and many other theater and performance venues. You may also enjoy many musical performances at the Howard Performing Arts Center on campus. Closer to home, Andrews is located just 12 miles from the shores of Lake Michigan and surrounded by miles of hiking, biking and running trails, and several rivers to canoe down. In the winter, Michigan is well known for its winter sports, and Andrews is just a few hours from several ski resorts. It is also close to South Bend where you can find many activities at the University of Notre Dame and South Bend’s Morris Performing Arts Center.

The Counseling Psychology program, located in Bell Hall, shares the building with the University Counseling and Testing Center, the Leadership Department, Speech and Language Pathology, and Teaching Learning and Curriculum. This building is full of history as it used to house the university’s elementary and academy schools. Located within the Graduate Psychology and Counseling Department, this program plays a vital role in hosting professional development events, running programs that benefit the university, and helping to staff the Andrews Community Counseling Center as well as the Counseling and Testing Center for students and employees. Students will find that Bell Hall gives them easy access to the library, administration building, bookstore, and post office, with each of those located just across the parking lot.

Program Overview

The Ph.D. in Counseling Psychology has four emphasis areas (Adult, Child/Family, Cultural Diversity, and Health Psychology) from which students may select. This program prepares students for the multi-faceted role of the health services psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the aim of the program to prepare graduates for licensure as professional psychologists in the U.S. and with possible eligibility to practice internationally.

To attain these aims, the program is committed to integrating psychological theory, professional development, and research training, with a specific link to science and practice to meet the multicultural community’s needs and issues. By achieving these curriculum aims the program strives to graduate health service psychologists who are not only consumers, but sophisticated producers of research. We strive to develop psychologists who are clinically, socially, and ethically competent, and who promote psychology as both a profession and a science by becoming world changers across local, national and global communities.

APA Psychological Program Aims and Competencies

In order to develop a broad grounding in the science of psychology, the program requires students to complete coursework in not only discipline-specific knowledge, but also profession-wide competencies. The program's curriculum is designed to provide broad and general training to meet all of these different areas.

Discipline-Specific Knowledge is defined as the core knowledge of psychology that helps the student attain profession-wide competencies.

Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

Category 2: Basic Content Areas in Scientific Psychology.

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Category 3: Advanced Integrative Knowledge in Scientific Psychology.

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Profession-Wide Competencies which also must be met are as listed below:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors

- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

These APA Competencies provide the foundation for the program's curriculum and graduate individuals able to develop into professional health service psychologists who integrate research, science, practice, and assessment to provide psychological services to the global multicultural community.

Mission Statement

The mission of the Department of Graduate Psychology & Counseling is to:

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training inclusive of a Christian worldview and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and uniqueness of each person as one created by God

Statement of Philosophy

The Counseling Psychology program at Andrews University aims to train students in a scholar-practitioner model that is based on the bio-psycho-social philosophy. This promotes the balanced development of the physical, mental, social, and spiritual nature of persons. Preparation for the field involves guidance in a wide variety of basic therapeutic skills. The training given to students involves imparting a foundational knowledgebase of scientific psychology; the intervention techniques of traditional and current psychotherapeutic schools of thought; and wide-ranging experience in research development and application. Integrating theory, research, and practice helps give a firm foundation for students to develop the requisite skills and sensitivity to work with individuals from diverse backgrounds and cultures. Students are mentored to become dynamically evolving psychologists who dedicate themselves to being life-long learners. They are supported in developing the counseling psychology philosophy of focusing on both normal developmental issues, as well as problems associated with physical, emotional, and mental disorders.

Program Objectives

Upon completion of the doctoral degree in Counseling Psychology, students will be able to:

- Demonstrate knowledge and understanding of the ethical and legal principles of Psychologists.
- Demonstrate knowledge in core psychological areas (biological, historical, learning theory, social psychology, multi-cultural issues, psychopathology, and personality).
- Demonstrate a knowledge and understanding of vocational psychology/career development.
- Assess and diagnose mental and emotional disorders.
- Produce and consume research in counseling psychology and related disciplines.
- Teach, lecture and conduct workshops and seminars in psychology.
- Provide psychotherapy services to individuals, couples, families, groups, and organizations.
- Demonstrate a knowledge and understanding of professional issues in counseling psychology.
- Provide supervision for the activities of counseling psychologists.
- Demonstrate a knowledge and understanding of multicultural and ethnic diversity.
- Provide consultation services for clients.
- Demonstrate the ability to integrate a spiritual perspective into their psychotherapy practice.

The Role of the Core Faculty

The core faculty for the Counseling Psychology program, referenced in this handbook's welcome page, are Dr. Carole Woolford-Hunt, and Dr. Ron Coffen. These individuals are responsible for the overall structure and

operation of the Counseling Psychology program as well as providing the clinical training through both practicum and internship. They meet on a regular basis to discuss changes in program curricula, operational policies, evaluation of APA standards and assessment systems, and provide mentorship and advisement to program students.

Philosophy and Training Model

With an emphasis on the scholar-practitioner training model, the programs aim is to graduate professional health service psychologists who possess the knowledge base and clinical skills necessary to work effectively within a culturally and religiously diverse society. The faculty of the program believe that in order for psychologists to function optimally as scientist practitioners, they should be encouraged to go beyond what has been described as the bio-psychosocial model. Since we believe that humans are also spiritual beings, the spiritual domain is added to these other important dimensions. In addition to training students with the skills to assist individuals experiencing psychological dysfunction, the program's mission is to empower students to facilitate positive development and growth within their communities.

The Importance of Ethics and Standards

Throughout the doctoral program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for counseling psychologists. These documents are formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing counseling psychology programs. In order to receive the Program Coordinator's endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements; all students are to have additionally demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

Admissions Process

Students begin the admission process by applying online at www.andrews.edu/apply. There is a \$60 nonrefundable application fee, and applications must be submitted by the deadline posted on the School of Graduate Studies website.

Eligibility Requirements

- Minimum GPA—3.3 (Applicants with a lower GPA may be admitted upon consideration of the composite profile).
- GRE score from exam taken within five years prior to admission—a combined minimum score of 284 is required with individual scores of 142/142/3.0.
- Master's degree in counseling or related field. Applicants with a baccalaureate degree in psychology or a related field may be eligible to apply directly to the PhD program. The GRE Advanced Test in Psychology is required in such instances.

The required GRE score of 142 Verbal ensures that incoming students have the necessary verbal skills to understand the scholarly material presented in doctoral course readings, the course lectures, to review the existing literature for their dissertation, and to express themselves at the advanced level expected in course papers, discussions, and research. Similarly, the required GRE score of 142 Quantitative ensures that incoming students have the requisite skills necessary to understand statistical analyses described in current research and to master the statistical and data analytical skills needed to engage in scholarly research of their own. The required GRE score of 3.0 required for Analytical Writing is meant to ensure skills needed for writing papers for doctoral courses, developing research presentations (e.g., posters), and writing the dissertation and other research manuscripts is in place.

The 3.3 GPA requirement is a measure of the student's ability to manage a structured course of study.

Finally, the GRE Psychology subject test requirement for applicants with only a baccalaureate degree ensures a minimum understanding of foundational psychological concepts.

The curriculum for students is graduated throughout their program. If students are missing prerequisite knowledge or skills, students are required to pass those courses before moving on to the introductory doctoral courses. Subsequent to mastering the introductory courses, students enroll in progressively more advanced courses and fieldwork which builds on the prerequisite and foundational courses they have already mastered. Thus, students are supported through a graduated curriculum to nurture growth from their initial knowledge and skill bases.

The Graduate File

The completed graduate file includes the following:

- *Statement of Purpose:* Write a 500-word essay explaining objectives in seeking a graduate degree in Counseling Psychology at Andrews University. Include a description of your personal, professional, and academic goals; your philosophical perspective; and what you hope to accomplish professionally in ten years following the completion of your degree.
- *Professional History:* Provide employment information—name of the organization, your title/office, location, and begin and end dates.
- *Writing sample* such as graded papers, reports or case studies (with identifying information removed) or thesis.
- *Recommendations:* Provide the names and email addresses of three professionals—such as advisors, major professors, and employers—excluding relatives. At least two recommendations should be academic. Referees will receive an email with a direct link to the recommendation form.
- *Entrance Exam:* GRE General Test must be taken within five years prior to admission with minimum scores listed below.

DEGREE	VERBAL REASONING	QUANTITATIVE REASONING	ANALYTICAL WRITING
Doctoral	142	142	3.0

- GRE Psychology Subject Test is required for applicants coming directly from undergrad.
- *Official Transcripts:* Applicants must request all official transcripts from institutions where post-secondary coursework was taken.
- Applicants whose first language is not English are required to be proficient in English as a condition for admission to Andrews University. Demonstration of this proficiency can be shown by meeting certain minimum standards on either the *Test of English as a Foreign Language (TOEFL)* or the *Michigan English Language Assessment Battery (MELAB)*. Both of these can be taken here on the Andrews' campus.

If an applicant is invited to participate in an interview, the process will involve a meeting with all three members of the Counseling Psychology core faculty. The interviewers seek to evaluate professional behavior, oral communication, understanding of and commitment to the profession, and recognition of the challenges in working with culturally and linguistically diverse populations.

Each applicant is voted on by two separate committees: Graduate Psychology & Counseling faculty and the Graduate Education Programs Committee. Each of the items submitted for the graduate file, as well as the interview are used to make a decision as to an applicant's fit in the program based on their overall profile.

Transfer Admission

Students seeking to transfer to the Counseling Psychology program from other graduate programs here at Andrews University will have their admission decision made using the same criteria as first-time applicants.

Course Transfer Policy

Incoming students may have previously completed graduate level classes reviewed for transfer as long as at least 32 in-residence semester credits are completed at Andrews University. Listed below are non-transferrable portions of the program.

- Doctoral practicum
- Doctoral internship
- Dissertation credits
- Doctoral Comprehensive Examination

Criteria for Transfers

Transfer petitions for courses taken at another institution prior to starting a GPC Doctoral degree

Graduate-level courses taken at another institution may be considered for transfer and applied toward a GPC Doctoral degree if the following guidelines are met:

- All proposed transfers must be submitted for approval within a student's first semester in their program. Special approval may be given at the discretion of the department for special circumstances.
- Petition forms can be found online at www.andrews.edu/sed/resources/student/grad-forms-index.html. Each form must be accompanied by a course syllabus for the semester in which the class was taken. Course descriptions are not sufficient to determine equivalency.
- Though there is no age limit on coursework that can be transferred in, the professor approving equivalency may deny it if the content has changed significantly over the years.
- Each course must have received a grade of B (3.00) or better. Courses graded pass/fail are not transferrable.
- If the original class is in quarter credits, it must meet or exceed the required semester credits at Andrews.
- Content equivalence will be determined by the relevant Andrews professor, Program Coordinator, the Department Chair, the School of Education Dean, and the School of Graduate Studies Dean.
- Universities must meet the School of Graduate Studies accreditation standards in order for full approval to be given by all parties.
- At least 32 semester credits must be completed within the doctoral program at Andrews University.
- Practicum and Internship credits can never be transferred in, and students are strongly advised not to transfer in classes covered on the comprehensive exam.
- An official transcript listing courses proposed for transfer needs to be on file in the Records Office before a petition for transfer will be signed.
- The computation of a student's Andrews GPA does not include grades earned in transfer courses.

Transfer petitions for courses taken at another institution after starting a GPC Doctoral degree

In addition to the guidelines listed above, coursework taken at another institution after a student has started their GPC Doctoral program must meet the added stipulations below.

- Any proposed transfer course must be pre-approved on a Graduate Petition form. The form must be accompanied by a course syllabus from the semester the course will be taken if possible.
- Approval will generally not be given if the student has an opportunity to take the class at Andrews prior to their planned graduation date.
- Once the class is complete, a transcript must immediately be sent to the Records Office, at which time a Course Transfer Petition can be submitted. A grade of B or better must have been received in order for the class to be eligible to be transferred

Course Transfer Policy and Procedures

Andrews University may grant credit for courses completed at a university that is either regionally accredited or a recognized candidate for accreditation according to the Council for Higher Education Accreditation (CHEA). In

addition, credits from a foreign post-secondary institution that is recognized and approved by the local Ministry of Education as a degree-granting institution may be accepted.

Transfer courses will be accepted only after evaluation by the Registrar, the Department of Graduate Psychology and Counseling, and the School of Graduate Studies. Courses considered for transfer are subject to the following conditions: 1) Evaluation of proposed transfer credits is completed on a course-by-course basis; 2) Transfer credits are evaluated only from an official transcript and official course syllabus from the semester the course was taken. The award of transfer credits for international students may require the submission of the course syllabus and/or course-by-course evaluation by an approved international credential evaluation service; 3) Transfer credit can only be awarded for courses with final grades posted on an official transcript; 4) All information on the official transcript must match the Transfer Credit Petition Form; 5) Any course considered for transfer must have a grade of 'B' or above (3.0 on a 4.0 scale); 6) Courses listed with a 'P' or "Pass" grade are not eligible for transfer, 7) Practicum and internship credits are not eligible for transfer. All fieldwork (practicum and internship) must be completed at Andrews University; 8) The course grade for a transferred course is not calculated into a student's Andrews University Grade Point Average; and, 9) There must be an 80% overlap in course content between the proposed transfer course and the Andrews course.

Approval for Prerequisite Classes

Students entering the PhD in Counseling Psychology must complete 9 classes or 27 credits of prerequisites. If any of these courses were taken at a university other than Andrews, they must go through an approval and transfer process.

For the four prerequisite classes listed below, a transfer must meet the following criteria: official transcript from an accredited university showing the course; course title on the transcript must be similar to prerequisite course; grade on class must be a B- or above. If title is questionable, but student feels the class was similar, a course description from the bulletin when the course was taken may be provided as additional documentation. If that still is not sufficient, the syllabus will need to be reviewed.

- GDPC 514 - Psychology of Learning
- GDPC 640 - Multicultural Issues for Counselors and Psychologists
- GDPC 676 - Theories of Personality
- EDRM 611 - Applied Statistical Methods I

The four courses below have a clinical and research foundational component to them and would only be transferable with a syllabus from the semester the course was taken. Content must have 80% overlap with the relevant class at Andrews. Minimum grade is a B-. Any course not meeting this criteria will need to be repeated or with instructor permission, missing components of the class completed.

- GDPC 650 - Practicum in Counseling
- GDPC 635 - Theories and Techniques of Counseling
- GDPC 638 - Group Processes
- EDRM 505 - Research Methods

Admission Deadlines

The Counseling Psychology program accepts students each year for the fall semester. It is recommended that applicants start the process no later than January or February of the year they wish to begin. Completed files are reviewed by the Counseling Psychology core faculty. If the documents submitted reflect an applicant which the faculty believes will be a good fit for the program, an offer to participate in an interview is extended.

Program Length

The length of each student's program may vary based on prior transferable coursework at the graduate level. A typical student entering with a prior master's degree could complete doctoral coursework in 3 years, dissertation in 1-2 years, followed by a one year 2000 hour internship.

Departmental Administrative Support

The Department maintains full-time administrative support to assist both faculty and students. The Administrative Assistant is responsible for managing the office space, developing course sequences, scheduling of classes, bulletin changes, event planning, and general support as needed by Department employees and students. Additionally the Department has a full-time Accreditation Coordinator who is responsible for developing and coordinating all departmental accreditation and assessment activities.

Distance Learning Technologies

Courses in the program are generally classroom based except for a few research courses. Using the technology Zoom, students may participate in these online courses as well as program meetings and other activities where they are unable to be on campus due to their internship or other responsibilities.

Department Record Retention Policy

In compliance with the University's Archives & Records Management policy, all active student files are kept in a locked cabinet where only certain department employees have access. After graduation, files are scanned and stored electronically on a secure University server that again has limited access. Maintaining complete student files is an important part of program matriculation. Practicum and internship documents are exceptionally important since they may determine a graduate's ability to gain licensure years later. Students are required to keep copies of all clinical documents in addition to what has been submitted to the department.

Navigating the Course Sequence

Students, in conjunction with their advisor, must assume responsibility for their course planning. Although a suggested program of work is provided, it is recognized that students' individual needs will differ. Students are encouraged to use all potential sources of information to plan their courses. Listed below are two alternate course sequences.

The first is for those students coming directly from an approved undergraduate degree with no transferrable graduate courses. This sequence integrates the program prerequisites into doctoral level coursework. The focus for these students is a sequential and cumulative method of increasing complexity as they complete prerequisite courses and move into more advanced coursework. Part of these prerequisites is the need to complete three credits of practicum at the master's level. This amounts to 100 hours of clinical experience, 40 of which must be direct client contact.

Second is a course sequence designed for students who have graduated from this department's MA Clinical Mental Health Counseling program. These students will enter the doctoral program having completed both practicum and internship experiences at the master's level. Their level of training in the area of clinical services will more advanced than those coming directly from an undergraduate degree. These students start doctoral practicum and coursework their first semester.

Students entering the Counseling Psychology program with a master's degree from another institution must carefully review the guidelines for course transfers that are listed earlier in this handbook. Not all courses with similar titles are transferrable, and only a certain number of credits can be brought in. Once it's determined which can be transferred, a carefully constructed course sequence must be created that integrates both transferred courses and missing prerequisites.

Students are ultimately responsible for monitoring their courseplans to ensure necessary prerequisites are taken, and the student's bulletin year is followed. Consultation with the program's advisor will help the student determine suggested semesters to take classes.

Suggested Course Sequence #1 – Students coming directly from an undergraduate degree

GDPC835	Seminar in Counseling Psych	3	2020, Fall
GDPC620	History and Systems of Psych	3	2020, Fall
GDPC629	Psychopathology	3	2020, Fall
GDPC638	Group Processes	3	2020, Fall
GDPC670	Advanced Social Psychology	3	2021, Spring
GDPC616	Psychology of Religious Experience	3	2021, Spring
GDPC614	Human Development	3	2021, Spring
GDPC640	Multicultural	3	2021, Spring
GDPC676	Theories of Personality	3	2021, Summer
EDRM611	Applied Statistical Methods I	3	2021, Summer
EDRM505	Research Methods	3	2021, Summer
GDPC644	Psychological Testing	3	2021, Fall
GDPC688	Advanced Group Processed	3	2021, Fall
GDPC635	Theories and Techniques of Counseling	3	2021, Fall
GDPC645	Prof Ethics for Counselors and Psychologists	3	2021, Fall
GDPC652	Cognitive Assessment	3	2022, Spring
GDPC650	Practicum in Counseling	3	2022, Spring
GDPC625	BioPsych	3	2022, Spring
GDPC687	Counseling & Therapeutic Intervent for Adults	3	2022, Spring
GDPC735	Clinician Self-Assessment for Treatment	3	2022, Summer
EDRM605	Qual Research Methods	3	2022, Summer
GDPC514	Psychology of Learning	3	2022, Fall
GDPC745	Practicum in Counseling Psychology	3	2022, Fall
GDPC750	Personality Assessment	3	2022, Fall
GDPC686	Interventions & Diag with Children & Adolescents	3	2022, Fall
GDPC626	Cognitive Psychology	3	2023, Spring
EDRM710	Seminar in Research Methodology	1	2023, Spring
EDRM712	Applied Statistical Methods II	3	2023, Spring
GDPC84	Advanced Emphasis Practicum #1	3	2023, Spring
GDPC84	Advanced Emphasis Practicum #2	3	2023, Summer
EDFN500	Philosophical Foundations for Professionals	3	2023, Summer
EDRM880	Dissertation Proposal Development	2	2023, Fall
GDPC753	Psych Decision Making and Interventions	3	2023, Fall
EDRM713	Applied Statistical Methods III	3	2023, Fall
GDPC765	Seminar in the Supervision Counselors #1	1	2023, Fall
GDPC643	Career Development	3	2023, Fall
GDPC765	Seminar in the Supervision Counselors #2	1	2024, Spring
EDRM704	Design and Analysis of Educ and Psych Surveys	3	2024, Spring

Emphasis Courses (Adult, Child/Family, Diversity, Health)

GDPC600	Family Counseling
GDPC610	Marital Counseling
GDPC624	Addictions and Addictive Behaviors
GDPC730	International Psychology
GDPC746	Issues in Health Psychology Seminar
GDPC755	Refugee & Displaced Populations Clinical Interventions
SOWK675	Topics in: Psychopharmacology

Suggested Course Sequence #2 – Students who completed AU’s MA Clinical Mental Health Counseling Program

GDPC835	Seminar in Counseling Psych	3	2020, Fall
GDPC620	History and Systems of Psych	3	2020, Fall
GDPC745	Practicum in Counseling Psychology	3	2020, Fall
GDPC750	Personality Assessment	3	2020, Fall
GDPC670	Advanced Social Psychology	3	2021, Spring
GDPC616	Psychology of Religious Experience	3	2021, Spring
GDPC84	Advanced Emphasis Practicum	3	2021, Spring
GDPC626	Cognitive Psychology	3	2021, Spring
GDPC84	Advanced Emphasis Practicum	3	2021, Summer
GDPC735	Clinician Self-Assessment for Treatment	3	2021, Summer
EDRM611	Applied Statistical Methods I	3	2021, Summer
GDPC765	Seminar in the Supervision #1	1	2021, Fall
EDRM605	Qualitative Research Methods	3	2021, Fall
GDPC514	Psy of Learning	3	2021, Fall
GDPC688	Advanced Group Therapy	3	2021, Fall
GDPC765	Seminar in the Supervision #2	1	2022, Spring
EDRM710	Seminar in Research Methodology	1	2022, Spring
EDRM712	Applied Statistical Methods II	3	2022, Spring
GDPC625	Biopsych	3	2022, Spring
GDPC652	Cognitive Assessment Across the Lifespan	3	2022, Spring
EDRM713	Applied Statistical Methods III	3	2022, Fall
EDRM880	Dissertation Proposal Development	2	2022, Fall
GDPC753	Adv Psych Decision Making and Interventions	3	2022, Fall
GDPC686	Interventions & Diag with Children & Adolescents	3	2022, Fall
EDRM704	Design and Analysis of Educ and Psych Surveys	3	2023, Spring

Emphasis Courses (Adult, Child/Family, Diversity, Health)

GDPC600	Family Counseling
GDPC610	Marital Counseling
GDPC624	Addictions and Addictive Behaviors
GDPC730	International Psychology
GDPC746	Issues in Health Psychology Seminar
GDPC755	Refugee & Displaced Populations Clinical Interventions

*GDPC686 may have been taken in the CMHC program depending on emphasis chosen.

Program Forms and Graduation

Advancement to Degree Candidacy

Upon a student's completion of coursework as listed on their approved course plan and no later than the semester before taking the comprehensive examination, the "Advancement for Degree Candidacy" form should be filled out.

The ATC forms must be:

- Completed by student
- Approved by advisor and department chair/coordinator
- Returned to the Graduate Services Coordinator
- Signed by the Records Office

Forms can be found online at www.andrews.edu/sed/resources and consist of three forms.

- Application to Advancement to Degree Candidacy (cover sheet)
- ATC Degree Course Plan Template (degree requirements check sheet)
- Application for Comprehensive Exam

Residency Requirements

The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Advisement in the Program

Upon admission to the program, the Program Coordinator becomes the Adviser. If a student wishes to make a change in adviser at any time, the Department Chair can assist with this process.

While the Adviser is available to assist, it is the student's responsibility to meet all program requirements, as well as any deadlines for the submission of required documentation. Students should carefully read the following documents.

- The Andrews University Academic Bulletin
- The Andrews University Graduate Programs Handbook
- The School of Education Doctoral Handbook
- The Counseling Psychology Program Handbook (for the current academic year)
- The Counseling Psychology Clinical Training Manual

Time Limit for the Degree

Except under extraordinary circumstances, it is expected that a student will complete all the requirements for the Ph.D. in a maximum of seven years.

- Coursework and Comprehensive Examination: Must be completed within six years from initial registration after acceptance into the program.
- All Requirements: Must be met within a total of seven years from initial registration after acceptance into the program.

Leave of Absence

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their

studies must apply for a leave of absence through their Advisor and Committee Chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress or to obtain an approved leave of absence may be removed from active status.

Minimal Levels of Achievement & Graduation

An online application must be completed for the semester in which the student is eligible to graduate. Eligibility is based on students meeting the minimal levels of achievement which are: 3.3 overall GPA and received a B- or above and S on all classes, passed comprehensive exams, completed internship, and defended dissertation.

Student Safety

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Membership in Professional Associations

Doctoral students are encouraged to participate in professional and student associations to learn more about the field and develop career options. Networking is one of the best ways to assist in advancing one's career. Active participation in relevant professional and student associations often leads to meeting other professionals who can provide guidance in career decisions, as well as provide specific opportunities. Other benefits of membership include receiving the most up to date information through official journals. These include articles, book reviews, calls for papers, access to online publications, and general reports. In addition, membership may also include periodic newsletters that list positions available, credential referral services, and discounts for local and national conferences. Several relevant associations are listed below.

- American Psychological Association www.apa.org
- American Board of Counseling Psychology www.apbb.org
- Midwestern Psychological Association www.midwesternpsych.org

Research Experiences

Students in the Counseling Psychology program are expected to be actively involved in research. Each student must complete some research experience prior to the doctoral dissertation. The following phases of the research process must be included: literature review, research design, data collection, data analysis and data dissemination. This experience can be gained through graduate assistant experiences, specific course assignments, and work completed during the research sequence coursework.

Students are also encouraged to pursue research opportunities in collaboration with faculty. Below are the areas of interest of the Graduate Psychology and Counseling faculty:

- Dr. Ronald Coffen - Children's and parenting issues; child and family therapeutic interventions; self-management and internalized importance via experiential techniques.
- Dr. Bradly Hinman - Family dynamics, communication, and behavior disorders within families; sexuality and Christianity, including sexual orientation, pornography, sex addiction, and hypoactive sexual desire; supervision of minority supervisees by majority supervisors.
- Dr. Nadia Nosworthy – Numeracy development in children, individual differences in math achievement.
- Prof. Portecop-Prentice – Self-efficacy for teaching students with Autism Spectrum Disorder
- Dr. Carole Woolford-Hunt- Cross-Cultural Communications, International Psychology, Bias Research, Multicultural Education, Supervision & Counseling, The intersect between Spirituality, Psychology & Philosophy.

Doctoral Dissertation

The doctoral dissertation is the culmination of the research experiences during the doctoral program. Students are advised to select a broad area of research interest early in the program. A research interest can be refined through papers prepared for selected classes, the pre-dissertation research experience, and the first draft of the proposal developed during EDRM710 Seminar in Research Methodology and/or EDRM880 Dissertation Proposal Development. The selection of the Chair for a dissertation committee is a very important decision. It should be done in consultation with a student's Adviser, other faculty, and Department Chair. Several important factors to considered are:

- Research expertise in your area of interest
- Availability of the faculty member for chairing your dissertation committee
- Interpersonal relationship between the prospective chair and yourself

Once an agreement is reached as to whom will chair the dissertation committee, that faculty member will help the student select other committee members. The steps to follow in the process of writing and defending a dissertation are detailed in the School of Education Doctoral Handbook available in electronic form (may be downloaded from the AU Graduate School web site).

Financial Aid/Work Opportunities

Each year Andrews University School of Education awards over \$150,000 in graduate grants, named scholarships and graduate assistantships based on financial need and/or academic performance. To be eligible for any of these you must be a full-time (8+ credits or equivalent) graduate student on regular or provisional status in the School of Education.

- Named University Scholarships are awarded in the spring of each year (for disbursement during the upcoming fall, spring and summer semesters) to 15-20 graduate students in the department on the basis of financial need and other restrictions stipulated by the donor. Normally, grants are given in the amounts of \$1,000 - \$3,000 per school year. To be eligible for these grants you must submit an application to the office of the Dean in the School of Education no later than the first Friday in February.
- Graduate assistantships totaling approximately \$130,000 for the year are given out each year to graduate students. These are given to students who do teaching, research, or administrative work for the School of Education. Initial applications are made to the office of the Dean in the School of Education.

Graduate assistantships are also available in other departments on campus, such as the Academic Skills Center, the Scholarly Research Office, the Research and Statistical Consultation Center, the residence halls, the Reading Center, or the Center for Church Ministries. Many other work opportunities are available on campus and can be applied for at the Student Labor office in the Administration Building. Current work opportunities are posted online at www.andrews.edu/hr.

Application forms and further information about graduate grants and named scholarships are available at the office of the Dean in the School of Education.

Tuition Reduction – 50%

Students accepted into the Counseling Psychology program are eligible for a 50% reduction in tuition. Students will continue to receive this as long as they meet the eligibility requirements. These are as follows:

- Students must maintain full-time status of 8+ credits a semester (no minimum during summer semesters).
- Discount only applies to classes required for degree. Any additional courses taken either to maintain FT status or for professional interest will not be eligible.
- Students on internship (GDPC820) are considered full-time and will receive the discount.
- Dissertation credits are not eligible for the discount.
- Students who take at least one credit of dissertation (GDPC899) along with other coursework are considered full-time.

- Overall GPA of 3.3 must be maintained, and student must not be on probation, either academic or otherwise. If any of these situations occur, the semesters following will not receive the discount until it is rectified.

Department Workshops and Seminars

Each semester the department invites guest speakers to come and present at a workshop. Topics range from crisis intervention training to providing counseling for children. All students are required to attend these workshops. Attendance is taken, and typically light refreshments are offered. If the workshop is held on a night students have class, accommodations are made so all can attend.

Comprehensive Examinations

All Counseling Psychology students are required to successfully pass all sections of the comprehensive exam as a prerequisite to graduation. The purpose of the comprehensive examination is to appraise your overall grasp and expertise of the foundations of education plus your total program. It is also the student's opportunity to synthesize information learned throughout their studies and present faculty with a representation of their knowledge level.

All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Courses covered in the comprehensive examination must have all I (incomplete) and DG (deferred grades) grades cleared before administration of the comprehensive examination.

The exams are held three times each year in March, June, and October. Specific dates can be obtained from the Graduate Services Coordinator, or the department's Administrative Assistant. Students wishing to apply for internship in November are advised to take their exam in March or June at the latest. A passing grade in all three sections must be received before the student can apply for internship.

Please request a copy of the comprehensive exam manual from the department to learn more about the exam format, question objectives, and grading policies.

Code of Ethics and Diversity Training Model

Verification of Ethics Code

Students in the Counseling Psychology program must be familiar with and adhere to the current APA Ethical Standards and Code of Conduct available at <http://www.apa.org/ethics/code.html>. Students must also commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity.

Counseling Psychology Model Training Values Statement Addressing Diversity

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 (APA's) Ethical Principles and Code of Conduct 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 postdoc 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. Furthermore, 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. Furthermore, 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, 2002, Ethics Code, 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.

References

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

American Psychological Association (2005). Guidelines and principles for accreditation of programs in professional psychology. Washington, DC: Author.

Philosophy for Student Evaluations

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs¹

The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils on December 4, 2003 and is the governing policy for our training program in terms of the evaluation of student competencies:

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical,

and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology; Ethical Principles of Psychologists and Code of Conduct, 2003; Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).

II. Model Policy

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

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship,

comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

¹. *This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.*

This policy is implemented in the Counseling Psychology Doctoral Training Program through a number of specific mechanisms, occurring at various points in a student's training. These major evaluation feedback mechanisms, described below, include:

- Annual student evaluation and feedback
- Ongoing evaluation of student progress
- Competencies in practicum
- Comprehensive examinations
- Competencies in internship
- Dissertation proposal hearing
- Oral Defense of written dissertation
- Grade Point Average

Departmental Student Evaluations and Feedback Loop

All students in the Counseling Psychology Program are evaluated by the faculty in the Department of Graduate Psychology & Counseling for their goodness of fit in their program of study. Students will be evaluated a minimum of once a year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practicum and internship experiences, comprehensive exams, and research and dissertation progress will be used to evaluate the professional growth of the student and their progression through the program. Students are evaluated in the areas of: interpersonal and professional competence, self-awareness, self-reflection and self-evaluation, openness to processes of supervision, and resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner.

Evaluation Criteria – Academic/Professional Competencies

Students are evaluated on the following criteria:

- Courses Completed: including grades, number of incompletes, learning experiences or personal products.

- Practice: including application of work in courses, progress towards practicum competencies, internship and experience with multicultural populations.
- Research and Writing: including research team involvement, progress towards dissertation, or other extracurricular writing experiences.
- Conferences & Workshops: including all professional conferences or meetings attended (local, state, and national).
- Presentations Given: including topics, dates, and occasions of presentations made at professional meetings, conferences.
- Professional Service/Other Professional Activities: including significant educational activities, such as committee work, manuscript reviewing, or professional memberships not covered in other areas.
- Multicultural Competence (awareness, knowledge, and skills) in practice and research.
- Four evaluative areas described above.
- Articulation of professional goals for next 12 months in four goal areas (i.e., academic coursework, practica/internship, research including presentations and publications, and other professional activities).

Criteria for Maintaining Satisfactory Status in Academic and Professional Competencies

Students are evaluated in each of these categories, and their progress is judged as exceptional, proficient, satisfactory, emerging, unsatisfactory, or not observed. Counseling Psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty look for excellence in scholarship, research potential, and professionalism.

Exceptional:

- Student has completed coursework in a timely manner with high grades (A or A-). Student has submitted articles for publication or proposals for presentations.
- Student has been actively involved with research projects in addition to his/her own dissertation project.
- Student's practicum competency evaluations are "4 or 5" out of a scale from 5 to 1 as evaluated by practicum supervisors.
- Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.
- Student is an active member of the Society of Counseling Psychology of the American Psychological Association.
- Student has attended a national conference/meeting, and has participated with either joint or sole presentation.
- Student performance in the four evaluative areas above is noted to be exceptional.
- Annual Student Evaluation report is clear, specific, and purposeful.

Proficient and Satisfactory:

- Student has completed coursework in a timely manner with at least a B+ average.
- Student has received at least "3" rating in all competencies in Practica/internship evaluations on a scale from 1 (poor) to 5 (excellent)
- Student has participated on a research team.
- Student has made adequate and timely progress on dissertation or exams (comprehensive exams or oral dissertation defense).
- Student has attended a local, state, or national conference/meeting.
- Student is a member of the Society of Counseling Psychology of the American Psychological Association (APA)
- Student performance in the four evaluative areas above is noted to be without problem.
- Student has submitted Annual Student Evaluation.

Emerging and Unsatisfactory Progress:

- Student has not maintained a B average (less than 3.0 on a 4.0 scale).
- Student has received 1 or 2 on competency ratings in Practica settings on a scale from 1 (poor) to 5 (excellent).

- Student has minimal or no attendance or active participation on a research team.
- Student has not submitted any proposal for presentations.
- Student is not a student affiliate of APA and the Society of Counseling Psychology
- Student has not made adequate progress on dissertation or exams (failed comprehensive exams or oral dissertation defense).
- Student has not been enrolled in her/his program of studies during the past semester.

Grade Point Average

Students must maintain an overall GPA of 3.30 (4.0 point scale) while in the program. Classes which receive a grade below B- must be repeated. If the overall GPA drops below 3.30, the student will be placed on Probationary Status.

Plan of Action when Unsatisfactory Ratings are Given

If a student receives unsatisfactory ratings on their annual evaluation or other evidence of unsatisfactory levels of competence emerges during the student's academic program, the core Counseling Psychology faculty will meet and develop a plan to assist the student to remedy the deficiency. One of the following 2 steps will be taken:

1. If the unsatisfactory performance is a minor departure from acceptable levels or represents a single deviation from a record of satisfactory or excellent level of competence, the faculty's concern will be noted either on the yearly evaluation form or through a *Notice of Concern*. The nature of the deficiency and any recommendations for improvement will be presented. A meeting will be scheduled with the student and the Advisor to discuss the deficiency and the recommendations for improvement. If a *Notice of Concern* is written, it will be kept in the student's file. Progress on the deficiency will be reviewed by the Advisor as stipulated in the *Notice of Concern* and a notation of satisfactory progress will be noted when the deficiency is remedied.
2. If the unsatisfactory performance represents a serious deficiency in performance or occurs subsequent to the issuance of a *Notice of Concern* for a prior deficiency, the core Counseling Psychology faculty will meet to develop a draft *Remediation Plan* for the student. The Advisor will then schedule a meeting with the student to discuss the deficiency and the draft Remediation Plan. In concert with the student, a final Remediation Plan will be written. The Plan will include specific actions to be taken by the student and a timeline for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student's academic file. The Advisor will be responsible for monitoring student progress at least once per semester. A second meeting with the student and Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a follow-up notice will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The faculty will then meet to discuss the next steps. Depending on the situation the faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties. Student may also be dropped from the program if the Notice of Concern had those stipulations.

Ongoing Evaluation of Student Progress

For the purposes of ongoing evaluation, the decisions and actions outlined above may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Retention Policy

Apart from the yearly competencies and skills ratings, if for any reason a professor should have significant concerns regarding a student's academic progress, interpersonal skills, counseling skills, testing skills, goodness of fit for the relevant profession/program, and/or a student's ethical behavior, the following steps will be followed:

1. Concerns are presented to the full faculty (during faculty meeting). The full faculty is involved so that multiple perspectives can be offered to avoid situations in which one faculty member has a concern with a student but other faculty members may not. Additionally, discussion with the full faculty has historically led to actions more beneficial to the student given the more objective and creative ideas that come from a group process.

The goal of the discussion is that the faculty recommends actions to remediate the problem (rather than actions that are solely punitive in nature). Faculty:

- a. recommend actions to be taken by faculty and student
- b. identify immediate and/or future consequences
- c. identify the timeline related to when the concern needs to be resolved and/or reevaluated.

Potential actions may range from minor (e.g., require the student to increase organization and timeliness in attending classes) to major (e.g., program termination). The nature of the actions are commensurate with the nature of the concern.

During the GPC meeting, the Notice of Concern form is completed based on the faculty's voted actions, consequences and timeline.

2. The student is presented with the Notice of Concern form (a copy of the Notice of Concern will be placed in the student's official file). The Notice identifies:
 - a. what the concern is
 - b. what the voted actions are
 - c. the timeline related to when the concern needs to be resolved and/or reevaluated
 - d. any immediate and/or future consequences.

The student will receive the Notice of Concern by both email and by certified mail with return receipt. The receipt will be kept in the student's file as verification that the student has received the Notice. Within 7 days of receipt of the Notice of Concern the student must either (A) arrange to meet with the faculty named in the "Voted actions the student must take" section of the Notice of Concern form or (B) notify those faculty of the student's decision to appeal the Notice of Concern. Failure of the student to arrange a meeting within 7 days or failure to communicate his/her decision to appeal will be interpreted to mean that the student does not intend to meet the requirements of the program and will thus be treated as the student choosing to withdraw from the program. The choice to withdraw will be acknowledged by an official letter (also sent certified mail with return receipt) noting the student's choice to withdraw, and notifying the student that he/she is dropped from the official list of program participants. After such a withdrawal, students would have to complete a new application to a program if they wish to return to a program.

When the student meets with the faculty named in the "Voted actions the student must take" section of the Notice of Concern, the faculty discusses the concern with the student and will work toward remediating the situation.

Attached to the Notice of Concern (or to a termination letter) is information about the Appeal Process. Anytime a student is placed on probation or terminated, they have the option to request a student hearing at the next GPC full faculty meeting. Subsequent to the hearing, if the student disagrees with any aspect of the Notice he/she may pursue the appeal process. During the appeal process the student will continue to engage in all academic activities unless the concern is such that continuation in those activities

jeopardizes compliance with ethical or legal mandates (e.g., if there is a concern about the nature of a student's interaction with clients during practicum, the student would not be allowed to continue meeting with clients during the appeal process).

3. Case review. If indicated, the concern will be reevaluated according to the timeline presented in the Notice of Concern. This review process follows the same procedures outlined in steps 1 and 2 above. Further actions may be voted, or, the case may be considered closed. If the case is closed, the program coordinator will provide a student with a letter indicating this and a copy of the letter will be placed in the student's official file. If additional actions are voted, step 2 above will be followed.

Grievance or Appeal Process

If a student believes that he or she has been treated unfairly or finds him/herself in conflict with departmental policy or practice, they have a right to state their grievance and initiate a student appeal process. Below are protocols students should follow in dealing with complaints:

- If applicable, first consult with instructor or advisor.
- If complaint remains unresolved, discuss it with the Department Chair.
- If the issue is still unresolved, student may submit a written complaint to the School of Education Dean.
- If the issue remains unresolved, student may discuss the matter with the Provost who will provide a written decision that will be considered final.

At any point in the complaint process the student may consult with either of two University Ombudspersons whose role is to facilitate understanding, communication, and resolution of conflicts. They may help by identifying and explaining relevant University policies, procedures, and problem-solving channels. The Ombudspersons will also help to explore options or help identify University programs and resources that might be of benefit. The Ombudspersons do not get involved in:

- Legal advice or legal representation.
- Non-University related disagreements or problems.
- Filing grievances or making formal complaints.
- Representation of students in formal University procedures.

Student Support Services

Students needing assistance in either their academic or personal lives may make use of the free University services listed below:

- Counseling and Testing Center, <http://www.andrews.edu/services/ctcenter/>
- Student Success Center –Career Counseling/Career Services & Disability Accommodations, <http://www.andrews.edu/services/sscenter/>
- Center for Reading, Learning and Assessment, <http://www.educ.andrews.edu/ucrla/>
- Financial Aid, <http://www.andrews.edu/sfs>
- Writing Center, http://www.andrews.edu/cas/english/resources/writing_center.html
- ITS (Information Technology Services), <http://www.andrews.edu/services/its/>
- International Student Services, <http://www.andrews.edu/services/iss/>
- James White Library, <http://www.andrews.edu/library/index.cgi>
- Wellness Center www.andrews.edu/wellnesscenter/
- Graduate Student Association, http://www.andrews.edu/life/living/housing/lamson/health_club/index.xml
- Recreation Center, <http://www.andrews.edu/life/rec/>
- Student Health Services, http://www.andrews.edu/health/student_health.html

Academic Misconduct

The University policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered students, theft, mutilation of library materials, etc. The Policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in Andrews Universities Student Handbook which is available in the Student Planner available to each student and on the University's website at (www.andrews.edu/services/studentlife/handbook).

Personal Difficulties with Personal/Interpersonal Competencies of Professional Psychologists

In the unlikely event that a student experiences personal or interpersonal difficulties that lead faculty to believe the student is not currently able to function as a competent psychologist-in-training, the faculty will meet to discuss the issue and develop a plan for responding. For students with personal difficulties that are having a minor effect on competency, the faculty may elect to ask the advisor or course instructor to meet with the student and discuss the problem. The purpose of this meeting is to identify strategies that will help the student resolve the difficulty. The faculty member who meets with the student is responsible for monitoring student progress and reporting results to the faculty and advisor.

Sometimes a student experiences a personal difficulty that significantly compromises competent professional functioning. Problems with competencies may include but are not limited to any of the following:

- An unwillingness to address a personal/interpersonal problem that has been identified by faculty and/or supervisors as a serious impediment to professional functioning
- An inability to change behaviors that compromise competent client service or risk damage to the public's view of the agency in which he or she is seeing clients in spite of specific feedback for change
- When there is an unwillingness or inability to change behaviors that violate *APA Ethical Principles* (2002) or state and federal legal standards for professional psychologists (refer to additional procedures for responding to possible violation of *APA Ethical Principles* below.)

If any such problems are identified, the student will be asked to meet with their Advisor (and additional faculty as relevant) to discuss the problem and identify strategies for change. Together with the student a Remediation Plan and timeline will be developed. The Plan will include specific actions to be taken by the student and a timeline for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student's academic file. The Advisor will be responsible for monitoring student progress at

least once per semester thereafter. A second meeting with the student and Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Letter of Satisfactory Remediation of Deficiencies* will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The faculty will then meet to discuss the next steps. Depending on the situation the faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties.

Procedures for Responding to Possible Violation of APA Ethical Principles

All current students must adhere not only to all guidelines for academic honesty noted in the Academic Bulletin but also to comply with all provisions of the *APA Ethical Principles*. When a student is suspected to have violated an ethical standard, the Advisor, in consultation with other faculty members determines whether the suspected violation is amenable to resolution through informal intervention or whether it may be serious enough to warrant formal review. If the suspected violation appears to be less serious, the student is asked to meet with his or her Advisor who discusses the matter with the student, asks for relevant information from the student, and collaborates with the student to develop a plan for remediation. A note of the meeting is placed in the student file and an oral report of the outcome of the meeting is presented to the faculty.

If the violation appears more serious the student receives a written notice of the suspected violation and is asked to meet with his or her Advisor and possibly other faculty members to discuss the alleged misconduct. The student may present any relevant information he or she wishes to bring forward at that meeting, the purpose of which is to ascertain the likelihood that a serious violation occurred and to plan for remediation, suspension, or removal from the program.

The faculty is committed to student success and is prepared to work diligently to help students who have academic and personal obstacles succeed in as counseling psychologists. We are optimistic that once identified most problems with academic, personal or interpersonal competencies can be resolved and students can continue their forward progress in the program. However, we feel equally responsible to ensure that if all efforts at remediation fail, that we do not represent an incompetent professional as competent.

The Counseling Psychology students are expected to abide by the APA codes and guidelines listed below.

- Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>);
- APA Guidelines for Assessment of and Intervention with Persons with Disabilities (<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>);
- APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>);
- APA Guidelines for Psychological Practice with Girls and Women (<http://www.apa.org/practice/guidelines/girls-and-women.pdf>);
- APA Guidelines for Psychological Practice with Older Adults (<http://www.apa.org/practice/guidelines/older-adults.pdf>);
- APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>).

These standards and guidelines apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, classroom behavior, research, consultation, and collegial relations.

Determination of Grades

Authority of Faculty Member

The authority to determine grades rests with the faculty member(s) teaching the course or substitute instructor(s) assigned by the relevant department chair in consultation with the dean where the regular instructor is unavailable.

Authority of the Department Chair and Dean

The department chair and dean of the school have general oversight responsibility through counsel with each faculty member to ensure that a carefully crafted grading policy is used and that students are fully informed of the policy and its application. Only when a grade complaint is lodged or, a grading grievance petition is filed by a student will the department chair and dean become involved with decisions on grading.

Correction of Grading Errors

To protect the integrity of the grading system, alterations to the official grade record occur only where instructor error is discovered. Grades are not changed because additional work has been completed since the grade was assigned. Errors are reported on the official grade change form provided by the Registrar's Office and must be signed by the instructor and the dean. On this form, which becomes the basis for a corresponding correction in the record, a written statement of explanation must be provided.

Other Grade Changes

Grade changes require authorization in writing by the faculty member who is the instructor of record. Only in the case of the faculty member's departure from the university or the death of a faculty member may grade changes be effected without the specific signature of the faculty member on the official grade form or appropriate official change of grade form. In such an event, the dean of the relevant school signs for the instructor.

Timing of Grade Changes

Any change of grade must normally be made within the semester following the term for which the grade was assigned for any class taken on campus. In no case should grades be revised after two (2) semesters. Graduate grade changes may not be made after one semester without the permission of the dean/program coordinator following the term in which the course was offered except as allowed by a specific policy. In the case of classes offered on an extension campus, the grade change must occur within two semesters following the term in which the course was taken. Resulting changes in the grade point average subsequent to the issuing of the diploma shall not result in withdrawal of the diploma.

Resolution of Grade Disputes

Students who dispute the grade received for a course are to be encouraged, by any faculty member or administrator who is approached, to seek a resolution through the following procedural steps. Succeeding steps should be taken only as failure is experienced in the previous step:

Informal Resolution in Person

A student reporting dissatisfaction over a grade received in a course should be counseled to first seek a resolution in person with the instructor. Should such a meeting not succeed, the student may seek a resolution through the instructor's immediate supervisor, the department chair or, in the absence of the chair, the dean of the school. The supervisor may arrange a joint discussion between the student and the instructor. When such attempts at resolution of the grade problem fail, the student may file a written grade complaint with the relevant instructor's immediate supervisor.

Grade Complaint

A student may request an investigation of a grade through a written grade complaint to the supervisor of the instructor which explains the reasons for the student's belief that the grade was assigned as a result of: carelessness, arbitrariness, or capriciousness. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given and/or a grade report card had been issued. Complaints filed after a full semester has elapsed since a grade was given and/or a report card issued, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may file a written grade grievance with the dean of the relevant school.

Grade Grievance

A student may file a written grade grievance with a dean of a relevant school to resolve a grade problem. The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the provost. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated. Providing the student has met the conditions for filing a grade grievance, the relevant dean or his/her immediate supervisor as noted shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution. The dean's or his/her supervisor's shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee that shall be final and binding on both student and faculty member. The verdict may necessitate a grade change.

Consequences of Failing Grades

Grade-Point Average: To remain in the program you must maintain a grade point average of 3.20 overall. Only grades of B- or better are accepted on courses required for the program.

Failure in Non-Academic Areas

Where the requirements for a particular professional degree as published in the Bulletin include clinical aptitude and competencies, a student may not be considered appropriate for the program if he/she does not meet those requirements. Such a student may be denied a degree and may be dismissed from the program if the dismissal decision is well documented by the faculty advisor and reviewed by the departmental faculty in session noting the process and criteria used.

Notice of Non-Discrimination, Equal Opportunity and Affirmative Action

Andrews University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies.

Reports of discrimination or harassment based on any of the above mentioned categories should be directed to the Office of Diversity, Michael Nixon, michaeln@andrews.edu.

Discrimination and Harassment Including Sexual Harassment

Andrews University is committed to maintaining a respectful learning and living environment that is free from sexual misconduct, relationship violence, stalking, and discrimination based on sex (collectively, "Misconduct"). Misconduct in any form, regardless of the length of the relationship or gender of the individuals, is inconsistent with this commitment, strictly prohibited and intolerable in the Andrews community. Any student who is found responsible for committing Misconduct is in violation of the Code of Student Conduct. Any faculty or staff who is found responsible for committing Misconduct is in violation of the University's "Working Policy" and "Employee Handbook," as applicable.

All members of the Andrews University community share a responsibility for knowing and upholding the Sexual Misconduct Policy, which can be accessed at <https://www.andrews.edu/life/health-safety/title-ix/universitypolicy/index.html>. The policy includes descriptions of misconduct, key definitions, reminders and resources, and the University's processes and response.

Inquiries and complaints regarding sexual misconduct, relationship violence, stalking, or discrimination based on sex should be referred to the designated University officials listed below:

Designated University Officials

Frances Faehner, vice president for Campus & Student Life, is the Title IX Coordinator for Andrews University. You can file complaints of sexual misconduct with her office (269-471-2679).

Alleged misconduct by a student toward another student, faculty or staff:

- Report to Title IX Senior Deputy Coordinator, Alyssa Palmer, associate dean for Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Student Life

Alleged misconduct by a faculty/staff toward a student or other faculty/staff:

- Report to Title IX Deputy Coordinator, Darcy de Leon, Human Resources director, 269-471-3327, darcy@andrews.edu, Administration Building, Room 215

Fostering a Supportive, Collegial, and Respectful Environment

The Counseling Psychology program endeavors to create a learning environment that aligns with the APA Code of Ethics relating to relationships and collegial interactions. Training is designed to ensure students acquire the skills to act professionally and in a mutually respectful manner that is necessary for developing effective and compassionate health service psychologists.

Both faculty and students play key roles in building and maintaining a positive learning environment that addresses negative behaviors. Respectful feedback will be allowed from both faculty and students, and if negative behaviors are experienced or witnessed, they should be dealt with.

- Abusive behavior from faculty, students, or clients.
- Serious breaches of the Code of Ethics or professional conduct.
- Any behavior that is intended to belittle, embarrass, or humiliate a person.

Students who observe or personally experience such behavior should try to respectfully address it with the individual directly involved. This may not always be possible or safe though so reporting to other individuals is encouraged.

- Faculty: All of the faculty in the department are available for mentorship if situations arise. The dean and department chair are also available for addressing issues of disrespect, code of ethic breaches, or harassments.
- Director of Training/Director of Counseling Center: Any disrespect, threat, or harassment in a clinical setting should be addressed with these individuals.
- Title IX Issues: The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall campus coordinator for purposes of **Title IX compliance**: *Frances Faehner, vice president for Campus & Student Life 269-471-2679, frances@andrews.edu*. Additional information can be found in this handbook's non-discrimination policy.

Conviction Clearance

Students entering the Counseling Psychology program may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments, and practicum/ internship experiences either within schools or in a counseling setting. It is the department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility.

This department utilizes two methods to validate and track applicant and student criminal backgrounds: A Conviction Clearance Form and a formal Background Check conducted by an outside agency. Registration holds may be placed on a student's account until proper documentation has been received.

A Conviction Clearance form is used as a self-report of criminal activity. Students are required to sign this form upon application to the program.

The formal Background Check is required of each student prior to initial registration and/or participation in fieldwork and clinical experiences. Using the link below, all students must pay for a criminal background check.

Results will be kept confidential and reviewed by Department Chair and relevant Program Coordinators to ensure students are eligible to continue in their chosen program.

http://www.coeusglobal.com/andrewsu_gpc.html

Failure to provide complete and accurate information on the Conviction Clearance form or on the Background Check will constitute grounds for immediate denial of admission, withdrawal of admission, and/or withdrawal of enrollment.

Overview of Clinical Experiences

All students in the Counseling Psychology program are expected to be involved in ongoing clinical experiences during their entire program. This clinical training is primarily received during the practicum and internship experience. Additional information relating to practicum and internship can be found in the program's Clinical Training Manual.

Practicum

Students beginning the Counseling Psychology program who have completed a master's practicum will typically start their doctoral practicum in the first semester. Practicum consists of nine credits, three in each of the fall, spring, and summer semesters. For each semester of practicum, students will be expected to complete 250 hours with 60% of that indirect, and 40% direct client service hours. Practicum hours are typically performed at the Andrews Community Counseling Center (ACCC) located in Bell Hall in the GPC Department. Students may do part, or all of their practicum hours at an approved offsite location if they desire. Whether in the campus counseling center or at an outside location, students performing clinical services that are required as part of the academic programs, are covered under AU's professional liability insurance.

Internship

The internship is the capstone of the Counseling Psychology program. Every student is required to complete an APPIC/APA accredited 2000-hour professional practice internship in a healthcare setting prior to graduation. Students are required to apply for an internship through APPIC and are strongly encouraged to obtain an APA-approved internship if possible. Exceptions to internships outside of the APPIC system must be pre-approved in writing and will only be allowed under certain circumstances. In order to be eligible to apply, students must have completed practicum, comprehensive exams, and received approval for their dissertation proposal.

Most internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) require 700 to 1200 hours of practicum experience prior to the internship. Some require more and some less. Generally, the more hours of experience, the better. It is the student's responsibility to keep a record of practicum experiences, and to have obtained the levels of experience required by the internship programs to which application is desired. To assist with this record keeping, it is recommended that the student downloads a current sample of the APPIC standard application form to use as a guide (www.appic.org).

Comprehensive examinations in the major field must be successfully completed before a student is eligible to apply for internship sites. Not only is this a department policy, but prospective internship sites want to see that the student has passed comprehensive exams as well. Students should make arrangements to take their comprehensive exams no later than spring semester of the year they are planning to apply, as all three sections of the exam must be passed prior to the application process in November. Waiting until summer semester increases the pressure to pass since there won't be time for a make-up examination. In such cases, the student would need to wait until the following November to apply.

Students are also strongly encouraged to complete their dissertations prior to commencing internship. At minimum, it is required that students obtain committee approval of their dissertation proposal. Students who have completed their dissertations are more attractive to internship sites.

Request for approval to formally seek an internship should be submitted to the student's academic adviser who will recommend readiness for internship. When approved, the student will receive notification from the Director of Training verifying readiness for internship.

Director of Training

The University appointed *Interim* Director of Training is **Dr. Judith Fisher**, Director of Counseling & Testing Center.

The Director of Training may be contacted by:

Office: 269-471-3470 during regular business hours E-mail: jfisher@andrews.edu

Other Pre-Doctoral Learning Experiences

Students in the Counseling Psychology program are expected to take advantage of professional learning experiences. These include professional workshops, lectures, case conferences, seminars, professional meetings. Students are expected to maintain student membership in the American Psychological Association and to be active in professional affairs. Notices of local and national workshops and conferences are listed in the APA Monitor, and other professional organization publications. The department attempts to provide a professional seminar or conference each semester as well. All Counseling Psychology students are expected to attend department sponsored seminars, and encouraged to attend other professional conferences.

Professional Licensure Process

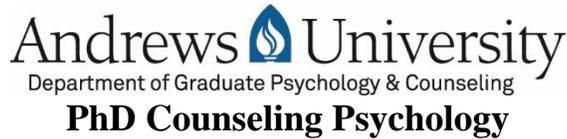
Requirements for psychology licensure vary according to the state or country. After graduation, at least one year of professional experience in a health care setting working under the supervision of a fully licensed psychologist (two years in Michigan) must be completed. It is also required to pass the Examination for Professional Practice in Psychology (EPPP) which is administered by the various states. The required score for passing the examination varies by state. In addition, some states also have additional requirements (like an oral exam) which is specific to their own needs and requirements. Some states require both an oral and a written examination. Since each state has slightly different requirements, it is important to check with the states in which licensure is desired to be sure the program met their requirements. Additional course electives may be necessary to meet specific state requirements. The Counseling Psychology program currently meets Michigan State licensure requirements.

The department does not keep information about requirements for licensure in other countries. It is advised that the student reviews websites for the licensing boards in the states or countries in which there is an interest in practicing and request the latest information about licensure requirements. It is the student's responsibility to be sure the program includes the course work required for licensure in the locality where practice is intended. Licensure may require documentation acceptable to the licensing board which verifies that the program meets their requirements. To provide this documentation, students generally need to have the following documents.

- Copy of the Andrews University General Information Bulletin under which student graduated.
- Copy of this Counseling Psychology Program Handbook.
- Copy of the outline/syllabus for each course taken as part of the program, including the qualifications (degree and license) of the instructor.
- Description of internship experience including agency, experiences, length, and supervisor and certification of completion of internship. Be sure to know which individual in the agency will verify the internship, should this be necessary. Be sure the internship and practicum records at AU are complete. Keep a copy of all summary forms and logs for practicum and internship experiences.
- Copy of candidacy form as accepted by the SED Coordinator of Graduate Programs. Transcripts will be sent directly from the Registrar's Office to the licensing board, but the candidacy form will provide a complete record of the courses taken in the program, with the grades obtained. Many times it is helpful to have a copy of the official transcript. Students should keep all of the above documents together in a secure place so they will be available when needed.

Appendices

Appendix A Competencies & Skills Evaluation & Annual Report



Competencies, Dispositions, & Skills Evaluation

Student Name: _____

Semester of Evaluation: _____

Rating Scale:

- 5. **Exceptional:** This skill/behavior is considered a major strength which means it is performed consistently at an advanced level.
- 4. **Proficient:** This skill/behavior is considered to be above expected developmental level for the amount of experience, knowledge, and academic training.
- 3. **Satisfactory:** Performance is considered at expected developmental level for the amount of experience, knowledge, and academic training. Student is “on target” for where they are expected to be for their level of training.
- 2. **Emerging:** Performance is considered below expected developmental level for the amount of experience, knowledge, and academic training. Student may only have an introductory knowledge of this skill, little experience, or still need to develop these skills to be at expected level.
- 1. **Unsatisfactory:** Performance is consistently below expected developmental level for the amount of experience, knowledge, and academic training. Student may have very little awareness, experience, knowledge or training with this skill/behavior and remediation is needed to work toward expected developmental level.
- Not Observed:** Not applicable or assessed during the student’s time in the program to date.

When giving feedback, please provide examples of strengths and areas for improvement, **You are encouraged to indicate in the “Comment” area the reason behind any score lower than a 3.**

The Psychology Professional will acquire the ability to . . .

1. ...believe that all individuals can learn and grow	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Shows respect to those they work with • Shows patience and seeks support for even the most difficult client • Instills hope for change and growth in their clients 	Comments:					
2. ...value fairness with others	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Supports diversity by demonstrates equitable treatment of others • Seeks to understand others’ needs • Applies processes and policies to ensure fair treatment of others 	Comments:					
3. ...value inclusive communication	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Listens thoughtfully to others’ views, including opposing ones • Uses appropriate tone, affect, and body language in communication • Demonstrates appropriate levels of self-disclosure • Demonstrates inclusive public speaking skills 	Comments:					

4. ...value diversity	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Interacts in ways that recognize the worth of all individuals • Listens to the voice of those who share views different from their owns • Welcomes and works to understand diverse views with respects to cultural, race, ethnicity, religion, gender, age, sexual orientation, theoretical diversity, etc 						
5. ...value personal leadership responsibility	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Shows awareness of one’s positional and personal influence on others • Takes initiative and follows through on responsibilities • Develops one’s own voice and opinion • Plans, prioritizes tasks, and manages time effectively • Demonstrates flexibility • Is punctual, meets appointments and deadlines 	Comments:					
6. ...value personal and professional growth:	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Seeks opportunities to learn new skills and knowledge, and uses feedback to improve personally and professionally • Demonstrates spiritual, physical, mental, and emotional balance • Demonstrates awareness and understanding of self and others • Has a positive self-image and is self-reliant 	Comments:					
7. ... value a commitment to inquiry	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Manifests inquisitiveness and academic curiosity • Initiates participation in class discussion and experiential learning activities • Demonstrates ability to engage in research and track down information 	Comments:					
8. ...value a commitment to service	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Engages in activities that support and benefit others • Seeks to understand and respond to the needs of others • Is involved in professional organizations <i>Competencies:</i> 	Comments:					
9. ...value ethical behavior	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Shows evidence of ethical, legal, and professional knowledge and behavior that could impact on role as counseling psychologist • Displays integrity in all they do, personally and professionally • Exhibits truthfulness and fairness in all areas 	Comments:					
10. ...value team/group relations	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Engages effectively in group situations and works well with others • Works collaboratively on group projects 	Comments:					
11. ...value written communication	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Is able to integrate assessment information and other knowledge bases and present a clear, concise and grammatically correct reports; research papers 	Comments:					
12 ...value professional demeanor and appearance	5	4	3	2	1	n/o

<ul style="list-style-type: none"> • Dresses appropriately and is neatly groomed • Manages stress well and displays appropriate emotional control and stability • Exhibits interpersonal skills in professional settings • Ability to maintain appropriate boundaries and conduct with patients, students, staff and faculty 	Comments:					
13. ...value clinical performance	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Performance in assessment courses • Performance in practicum • Demonstrates clinical competencies as evaluated by clinical supervisors in practicum placements 	Comments:					
14. ...value assessment competency	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Demonstrates proficiency in administration, scoring, and interpreting standardized and non-standardized measures 	Comments:					
15. ...value research performance	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Demonstrates performance in research courses • Manifests critical thinking • Exhibits research sophistication • Shows active participation/leadership in mentor's research projects • Has ability to use and interpret quantitative and qualitative strategies and methodologies • Displays independence and competence of ideas • Is involved in presenting and publishing research 	Comments:					
16. ...value the graduate student role	5	4	3	2	1	n/o
<ul style="list-style-type: none"> • Evidence of substantive theoretical, clinical, academic, research interest in counseling psychology • Attendance at area seminars and department talks • Exhibits motivation • Class attendance • Turns in timely work and shows class progression • Has collegiality and shows good citizenship with faculty and students • Attendance at conferences • Is involved in leadership and/or service to department and/or school [volunteering time, mentoring role, participating in school-wide, clinical program and extracurricular activities, support of other students]. 	Comments:					

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date _____

Signature of Student: _____ Date _____

APA Annual Report Data

PhD Counseling Psychology

Annual Student Report

Student Name: _____

Student ID: _____

Program Start Date: _____

Date of Evaluation: _____

For the following items, please provide the name of the organization, citation, or course name, as appropriate.

In the last year, have you been:

Please list details

A member of professional organization?

An author or co-author of presentation/poster/workshop?

An author or co-author of manuscript submitted and/or accepted for publication? (Specify current status: under review, in press, or publication date)

Involved in grant-support research?

In the last year, have you participated in:

List activities

Diversity

Service

Research

Professional Development

Reflective Practice/Self-Assessment/Self Care

Assessment

Intervention

Advocacy

Professional Goals for Upcoming Year (*besides completing coursework*)

Appendix B Post-Comprehensive Exam Student Evaluation



PhD Counseling Psychology Program
Post-Comprehensive Exam Student Evaluation

Student's Name: _____

DATE: _____

Student progress through the Counseling Psychology Program is tracked by the following checkpoints:

	YES	NO
Completed all Coursework		
Comments:		

	YES		NO	
Completed Comprehensive Exams (If NO, complete section below)				
- Day 1	Pass		Fail	
- Day 2	Pass		Fail	
- Take Home	Pass		Fail	
- Oral Exam	Pass		Fail	
Comments:				

	YES	NO
Completed Internship (If NO, complete section below)		
Internship Application Process		
- Attended Program Internship Meeting		
- Completed APPIC internship application		
- Obtained Interviews		
- Withdrew from internship matching		
- Secured internship site		
- Internship Feedback		

Comments:

YES

NO

Completed Dissertation (If NO, complete section below)

Dissertation Process

- Formed Dissertation Committee

CHAIR:

METHODOLOGIST:

MEMBER:

- Continuous Registration of GDPC899 Doctoral Dissertation

- Dissertation Title:

- Chapter 1

- Chapter 2

- Chapter 3

- Proposal Defense

- IRB Approval

- Chapter 4

- Chapter 5

- Final Dissertation Defense

Comments:

Anecdotal Comments from Faculty:

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date _____

Signature of Student: _____ Date _____



PhD Counseling Psychology Program
Student Retention Policy

All students pursuing degrees in the Department of Graduate Psychology and Counseling (GPC) at Andrews University will be reviewed yearly as to their goodness of fit in the program in which they are enrolled. Please refer to the respective program handbook for further details on how these evaluations will be conducted.

Apart from these times, if for any reason a professor should have significant concerns regarding a student's academic progress, interpersonal skills, counseling skills, testing skills, goodness of fit for the relevant profession/program, and/or a student's ethical behavior, the following steps will be followed:

1. **Concerns are presented to the full faculty** (which typically occurs at the next GPC faculty meeting). The full faculty is involved so that multiple perspectives can be offered to avoid situations in which one faculty member has a concern with a student but other faculty members may not. Additionally, discussion with the full faculty has historically led to actions more beneficial to the student given the more objective and more creative ideas that come from a group process.

The goal of the discussion is that the faculty recommends actions to remediate the problem (rather than actions that are solely punitive in nature). Faculty:

- a. **recommend actions** to be taken by faculty and student
- b. identify immediate and/or future **consequences**
- c. identify the **timeline** related to when the concern needs to be resolved and/or reevaluated.

Potential actions may range from minor (e.g., require the student to increase organization and timeliness in attending classes) to major (e.g., program termination). The nature of the actions is commensurate with the nature of the concern.

During the GPC meeting, the Notice of Concern form is completed based on the faculty's voted actions, consequences and timeline.

2. The student is presented with the **Notice of Concern form** (a copy of the Notice of Concern will be placed in the student's official file). The Notice identifies:
 - a. what the **concern** is
 - b. what the voted **actions** are
 - c. the **timeline** related to when the concern needs to be resolved and/or reevaluated
 - d. any immediate and/or future **consequences**.

The student will receive the **Notice of Concern by both email and by certified mail with return receipt**. The receipt will be kept in the students' file as verification that the student has received the Notice. Within 7 days of receipt of the Notice of Concern the student must either (A) **arrange to meet** with the faculty named in the "Voted actions the student must take" section of the Notice of Concern form **or** (B) notify those faculty of the student's decision to **appeal** the Notice of Concern. Failure of the student to arrange a meeting **within 7 days** or failure to communicate his/her decision to appeal will be interpreted to mean that the student does not intend to meet the requirements of the program and will thus be treated as the student choosing to withdraw from the program. The choice to withdraw will be acknowledged by an official letter (also sent certified mail with return receipt) noting the student's choice

to withdraw, and notifying the student that he/she is dropped from the official list of program participants. After such a withdrawal, students would have to complete a new application to a program if they wished to return to a program.

When the student meets with the faculty named in the “Voted actions the student must take” section of the Notice of Concern, the faculty discusses the concern with the student and work toward remediating the situation.

Attached to the Notice of Concern (or to a termination letter) is information about the Appeal Process. Anytime a student is placed on probation or terminated, they have the option to request a student hearing at the next GPC full Faculty meeting. Subsequent to the hearing, if the student disagrees with any aspect of the Notice he/she may pursue the appeal process. During the appeal process the student will continue to engage in all academic activities unless the concern is such that continuation in those activities jeopardizes compliance with ethical or legal mandates (e.g., if there is a concern about the nature of a student’s interaction with clients during practicum, the student would not be allowed to continue meeting with clients during the appeal process).

3. **Case review.** If indicated, the concern will be reevaluated according to the timeline presented in the Notice of Concern. This review process follows the same procedures outlined in steps 1 and 2 above. **Further actions may be voted, or, the case may be considered closed.** If the case is closed, the program coordinator will provide a student with a **letter** indicating this and a copy of the letter will be placed in the student’s official file. If **additional actions** are voted, step 2 above will be followed.

Grievance Procedure

If a student believes that he or she has been treated unfairly or finds him/herself in conflict with departmental policy or practice, they have a right to state their grievance and initiate a student appeal process. This process is explained in detail in the School of Education SED Doctoral Handbook.

Appendix D Notice of Concern



PhD Counseling Psychology Program
Notice of Concern

Student

Date

Program Coordinator

Professor Concerned

Class

What is the concern?

Voted actions the student must take:

Voted timeline for resolution of the concern and date when the concern will be reevaluated:

Voted immediate and/or future consequences:

Please see attached information about the Appeal Process should you choose to appeal.

Within 7 days of a receipt of this Notice of Concern, the student must contact his/her faculty advisor and arrange an appointment to discuss the recommended actions.

Appendix E Notice of Concern Follow-up



PhD Counseling Psychology Program
Notice of Concern Follow-up

Student: _____

Date: _____

Date of Original Notice: _____

Summary of Notice of Concern

Voted Actions and Timeline Given

Student Outcomes to Voted Actions

Result of Notice of Concern:

- Student removed from probation status
- Probation extended an additional semester (see additional documentation)
- Student removed from the program for not meeting probation requirements

Program Coordinator Signature

Date

Student Signature

Date

Appendix F MS Counseling Psychology Program



MS Counseling Psychology Program *Degree Requirements*

The Master's in Counseling Psychology is available only to students already accepted into the PhD Counseling Psychology program. This embedded degree trains students to work as counselors and therapists at the master's level.

It also provides the foundation for pursuit of state licensure for persons interested in working as master's level psychologists in a variety of settings. Graduation requirements at the MS level require students to complete necessary acceptance paperwork, all required coursework, comprehensive exams, and 150 supervised hours of practicum. Once 500 hours of clinical experience have been accumulated (150 from program plus 350 additional), graduates of the MS may choose to apply for licensure through the State of Michigan.

Core Requirements - 48

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 643 - Career Development Credits: 3
- GDPC 614 – Human Development Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3
- GDPC 638 - Group Processes Credits: 3
- GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 676 - Theories of Personality Credits: 3
- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Across the Lifespan Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 750 - Personality Assessment Credits: 3

Research - 9

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3

Practicum – 3

- GDPC 650 - Practicum in Counseling Credits: 3

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If you are interested in completing this degree en-route to your PhD, please contact your Academic Advisor for more information