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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

Dennis Waite, EdD
Director of Training
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. In 2013 it was named a “Best Research University” by Forbes.com, and the research opportunities for graduate and undergraduate students continue to grow. Many of the most popular academic programs require senior undergraduates to complete a capstone research project, ensuring that graduates often have real-world research experience before entering graduate school or the professional world. 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, Andrews University is ranked 4th in the nation for ethnic diversity, and is tied for 9th in most international students.

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 Notre Dame University and South Bend’s Morris Performing Arts Center.

Program Overview

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional 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 intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

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 based on 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
Uphold principles of Scripture as a guide for interpersonal relations

Statement of Philosophy

The Counseling Psychology program at Andrews University trains students in a scientist-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.
Philosophy and Training Model

The Counseling Psychology program is based on the scientist-practitioner training model. The program emphasizes the scientific tradition of studying the individual within a social and cultural context. Its mission is to graduate professional counseling 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.

Goals/Objectives/Competencies

Consistent with the scientist-practitioner model and our training philosophy, the doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies will be detailed in the section that follows.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1:
Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Competencies Expected for Objective 1.1:

- Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history/systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.
- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2:
Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Competencies Expected for Objective 1.2:

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and.
supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.

- Demonstrate knowledge and skills in empirically supported procedures.

**Objective 1.3:**

Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3:**

- Understand ethical/legal standards in professional practice and research.
- Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

**Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society**

**Objective 2.1:**

Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

**Competencies Expected for Objective 2.1:**

- Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
- Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
- Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
- Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

**Objective 2.2:**

Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

**Competencies Expected for Objective 2.2:**

- Understand multicultural and issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
- Understand spiritual and religious issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

**Objective 2.3:**

Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.
Competencies Expected for Objective 2.3:

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1:

Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

Competencies Expected for Objective 3.1:

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2:

Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

Competencies Expected for Objective 3.2:

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

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. Once an application is received, students may log into www.vault.andrews.edu and view their “PreVue” page to monitor progress. There is a $60 nonrefundable application fee, and applications submitted after the deadline will be charged an additional $70 late fee. During the application process, it is possible to save and then reopen the online application file through a link that will be sent to the email address provided. Information is saved for up to 90 days. Current admission deadlines may be viewed on the Graduate Admissions website (http://www.andrews.edu/grad/admission/).

Eligibility Requirements

- Minimum GPA—undergraduate 3.00 and master’s 3.30 (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 800 (old scoring system) or 285 (new system) is required.
- 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 Graduate File

The completed graduate file includes the following:

- **Statement of Purpose**: Write a 500-word essay explaining your 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. Space is also provided for information about research or professional special projects. As an alternative, you may email your resume to graduate@andrews.edu.

- **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 Exams**: GRE General Test must be taken within five years prior to admission. 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. More information can be found at http://www.andrews.edu/services/ctcenter/testing/english-proficiency-exams.html.
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 department 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

The Counseling Psychology program allows incoming students to transfer in a limited number of previously completed relevant graduate level coursework. Students must complete at least 32 in-residence semester credits at Andrews University. Listed below are non-transferrable portions of the program.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit– 16 credits minimum (14 dissertation, 2 EDRM880)
- 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. Any petitions for prior coursework received after the first semester will be denied. 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.
- If the original class is in quarter credits, it must meet or exceed the required semester credits at Andrews.
- Content equivalence will be approved 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 (excluding practicum and internship) 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.

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 2000 hours of supervised fieldwork internship.

Sample Acceptance Letters

New students who have been accepted into the Counseling Psychology program may be accepted on either regular or provisional status.

- If all admission requirements set forth by the University the department are met, the applicant is eligible for regular status.
- If these requirements for regular admission are not met, but in the judgment of those making the admission decisions believe the student has the ability to undertake successfully the Counseling Psychology program, admission is granted for provisional status. At the time of provisional admission, the department specifies the nature of any deficiencies and the plan and deadline for their removal. The class load limit for students on provisional status is normally 12 credits. Deficiencies must be removed and regular status must be granted by the time 50% of the doctoral coursework is completed. Failure to meet prescribed specifications will result in being dropped from the program.
November 17, 2015

OFFICIAL LETTER OF ACCEPTANCE – Regular Admission

<<First>> <<Last>>
<<Address>>
<<City>>, <<State>> <<Zip>>

Dear <<title>>. <<Last>>:

On <DATE> the Graduate Educational Programs Committee in the School of Education reviewed your application material. It is my pleasure to notify you that you are accepted to the PhD degree program in Counseling Psychology on regular status. Welcome to the Andrews University School of Education.

This official notification is an academic acceptance only. Financial clearance for your program is handled through Student Finance Office. Please contact the Student Finance Office as soon as possible to make sure all your financial arrangements are cleared. Academic registration is contingent upon financial clearance.

Your acceptance is effective <DATE> and is in effect for one academic year. Please notify the Graduate Programs Office if you plan on beginning the program at another time. If you do not begin your program of study within one year from that date, you must reapply. I recommend that you counsel with your program adviser, Dr Carole Woolford-Hunt, regarding your course enrollment for the first semester.

At your earliest convenience I encourage you to become familiar with the electronic copy of the Handbook for Doctoral Students available to you at: http://www.andrews.edu/sed/resources/student/handbook.html

Please accept my personal best wishes as you courageously enter this graduate program of study. We desire to be of assistance in any way possible. May God richly bless you as you make your plans for advanced academic studies.

Sincerely

Robson Marinho, PhD
Dean, School of Education
OFFICIAL LETTER OF ACCEPTANCE – Provisional Admission

<<First>> <<Last>>
<<Address>>
<<City>>, <<State>> <<Zip>>

Dear <<title>>. <<Last>>:

On <<DATE>>, the Graduate Educational Programs Committee in the School of Education reviewed your application material. It is my pleasure to notify you that you have received provisional admission to the PhD degree program in Counseling Psychology. Welcome to the Andrews University School of Education.

To be eligible for regular admission you must submit the following documents:
1. <<Missing/Necessary Documents>>
2. <<Missing/Necessary Documents>>

Please be aware that if you do not meet these provisional requirements your admission in the program will be rescinded.

This official notification is an academic acceptance only. Financial clearance for your program is handled through Student Finance Office. Please contact the Student Finance Office as soon as possible to make sure all your financial arrangements are cleared. Academic registration is contingent upon financial clearance.

Your acceptance is effective <<DATE>>, and is in effect for one academic year. Please notify the Graduate Programs Office if you plan on beginning the program at another time. If you do not begin your program of study within one year from that date, you must reapply. I recommend that you counsel with your program adviser, Dr Carole Woolford-Hunt, regarding your course enrollment program for the first semester.

At your earliest convenience I encourage you to become familiar with the electronic copy of the Handbook for Doctoral Students available to you at: http://www.andrews.edu/sed/resources/student/handbook.html

This guide provides detailed information regarding the sequence of steps involved in the completion of the degree program.

Please accept my personal best wishes as you courageously enter this graduate program of study. We desire to be of assistance in any way possible. May God richly bless you as you make your plans for advanced academic studies.

Sincerely,

Robson Marinho, PhD
Dean, School of Education

Graduate Programs
School of Education
Phone: 269-471-3109
Fax: 269-471-6374
Required Prerequisites
GDPC 514 Psychology of Learning
GDPC 635 Theories and Techniques of Counseling
GDPC 638 Group Processes
GDPC 640 Multicultural Issues for Counselors and Psychologists
GDPC 650 Practicum in Counseling
GDPC 676 Theories of Personality
EDRM 505 Research Methods
EDRM 611 Applied Statistical Methods I
EDFN 500 Philosophical Foundations for Professionals

PhD Program Requirements

PSYCHOLOGICAL FOUNDATIONS (24 semester credits)
GDPC 614 Human Development
GDPC 616 Psychology of Religious Experience
GDPC 620 History and Systems of Psychology
GDPC 625 Biopsychology
GDPC 626 Cognitive Psychology
GDPC 629 Psychopathology: Classification and Treatment
GDPC 644 Psychological Testing
GDPC 670 Advanced Social Psychology

PROFESSIONAL COUNSELING PSYCHOLOGY STUDIES (38 semester hours)
GDPC 554 Career Development
GDPC 645 Professional Ethics for Counselors and Psychologists
GDPC 652 Cognitive Assessment Across the Lifespan
GDPC 686 Interventions and Diagnosis with Children and Adolescents
GDPC 687 Counseling and Therapeutic Interventions for Adults
GDPC 688 Group Therapy
GDPC 735 Clinician Self-Assessment for the Treatment of Culturally Diverse Populations
GDPC 745 Practicum in Counseling Psychology
GDPC 750 Personality Assessment
GDPC 753 Psychological Decision Making and Interventions
GDPC 765 Seminar in the Supervision of Counselors
GDPC 820 Internship in Counseling Psychology
GDPC 835 Seminar in Counseling Psychology
Concentrations (Choose one of the following):

**Adult Concentration**
GDPC 624 Addictions and Addictive Behaviors
GDPC 720 Marital Therapy
Electives By advisement
GDPC 846 Adult Advanced Emphasis Practicum

**Child/Family Concentration**
GDPC 710 Family Therapy
GDPC 720 Marital Therapy
Electives By advisement
GDPC 847 Child/Family Advanced Emphasis Practicum

**Cultural Diversity Concentration**
GDPC 730 International Psychology
GDPC 755 Refugee and Displaced Populations Clinical Interventions
Electives By advisement
GDPC 848 Diversity Advanced Emphasis Practicum

**Health Psychology Concentration**
GDPC 746 Issues in Health Psychology Seminar
SOWK 675 Topics in: Psychopharmacology
Electives By advisement
GDPC 849 Health Psychology Advanced Emphasis Practicum

**Research/Statistics (15 semester hours)**
EDRM 605 Qualitative Research Methods in Educ and Psychology
EDRM 704 Design and Analysis of Educ and Psych Surveys
EDRM 710 Seminar in Research Methodology
EDRM 712 Applied Statistical Methods II
EDRM 713 Applied Statistical Methods III
EDRM 880 Dissertation Proposal Development

**Dissertation (14+ credits)**
GDPC 899 Doctoral Dissertation
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. Preparation for this requires a number of prerequisite courses to be completed in their first year before being able to move into this training spring on their second year.

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. Because of this, these students are able to start taking doctoral level practicum and coursework their first semester as a result of already having taken needed prerequisites.

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 though, 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDPC835</td>
<td>Seminar in Counseling Psych</td>
<td>3</td>
<td>First Fall</td>
</tr>
<tr>
<td>GDPC620</td>
<td>History and Systems of Psych</td>
<td>3</td>
<td>First Fall</td>
</tr>
<tr>
<td>GDPC638</td>
<td>Group Processes</td>
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<td>First Fall</td>
</tr>
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<td>GDPC644</td>
<td>Psychological Testing</td>
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<td>First Fall</td>
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<td>GDPC670</td>
<td>Advanced Social Psychology</td>
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<td>GDPC629</td>
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</tr>
<tr>
<td>GDPC640</td>
<td>Multicultural Issues</td>
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<td>First Spring</td>
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<tr>
<td>GDPC616</td>
<td>Psychology of Religious Experience</td>
<td>3</td>
<td>First Spring</td>
</tr>
<tr>
<td>EDRM605</td>
<td>Qualitative Research methods</td>
<td>3</td>
<td>First Summer</td>
</tr>
<tr>
<td>GDPC614</td>
<td>Human Development</td>
<td>3</td>
<td>First Summer</td>
</tr>
<tr>
<td>EDRM505</td>
<td>Research Methods</td>
<td>3</td>
<td>First Summer</td>
</tr>
<tr>
<td>GDPC654</td>
<td>Psychology of Learning</td>
<td>3</td>
<td>First Summer</td>
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<tr>
<td>GDPC635</td>
<td>Theories and Techniques of Counseling</td>
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<tr>
<td>EDRM611</td>
<td>Applied Statistical Methods I</td>
<td>3</td>
<td>Second Fall</td>
</tr>
<tr>
<td>GDPC686</td>
<td>Interventions &amp; Diag with Children &amp; Adolescents</td>
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<tr>
<td>GDPC514</td>
<td>Career Development</td>
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<td>GDPC650</td>
<td>Practicum in Counseling</td>
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<td>Second Spring</td>
</tr>
<tr>
<td>GDPC678</td>
<td>Counseling &amp; Therapeutic Intervent for Adults</td>
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<tr>
<td>EDRM710</td>
<td>Seminar in Research Methodology</td>
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<td>Second Spring</td>
</tr>
<tr>
<td>EDRM712</td>
<td>Applied Statistical Methods II</td>
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<td>Second Spring</td>
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<tr>
<td>GDPC704</td>
<td>Design and Analysis of Educ and Psych Surveys</td>
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<td>Second Spring</td>
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<tr>
<td>EDFN500</td>
<td>Philosophical Foundations for Professionals</td>
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<td>Second Summer</td>
</tr>
<tr>
<td>GDPC676</td>
<td>Theories of Personality</td>
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<td>Second Summer</td>
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<tr>
<td>GDPC745</td>
<td>Practicum in Counseling Psychology</td>
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<tr>
<td>GDPC750</td>
<td>Personality Assessment</td>
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<tr>
<td>EDRM880</td>
<td>Dissertation Proposal Development</td>
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<td>Third Fall</td>
</tr>
<tr>
<td>EDRM713</td>
<td>Applied Statistical Methods III</td>
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<td>Third Fall</td>
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<tr>
<td>GDPC848</td>
<td>Advanced Emphasis Practicum #1</td>
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<tr>
<td>GDPC652</td>
<td>Cognitive Assessment</td>
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<td>Third Spring</td>
</tr>
<tr>
<td>GDPC625</td>
<td>Biopsychology</td>
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<td>Third Spring</td>
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<tr>
<td>GDPC645</td>
<td>Prof Ethics for Counselors and Psychologists</td>
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<td>Third Spring</td>
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<tr>
<td>GDPC848</td>
<td>Advanced Emphasis Practicum #2</td>
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<td>Third Summer</td>
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<tr>
<td>GDPC735</td>
<td>Clinician Self-Assessment for Treatment</td>
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<td>Third Summer</td>
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<tr>
<td>GDPC765</td>
<td>Seminar in the Supervision Counselors</td>
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<td>Fourth Fall</td>
</tr>
<tr>
<td>GDPC626</td>
<td>Cognitive Psych</td>
<td>3</td>
<td>Fourth Fall</td>
</tr>
<tr>
<td>GDPC753</td>
<td>Psych Decision Making and Interventions</td>
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<tr>
<td>GDPC688</td>
<td>Advanced Group Therapy</td>
<td>3</td>
<td>Fourth Fall</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GDPC835</td>
<td>Seminar in Counseling Psych</td>
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<tr>
<td>GDPC670</td>
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<td>EDRM605</td>
<td>Qualitative Research methods</td>
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<td>First Summer</td>
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</tbody>
</table>

**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 and 687 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 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
- Returned to the Graduate Services Coordinator
- Approved by advisor and department chair/coordinate
- Signed by the Records Office documenting that student has applied for graduation

Forms can be found online at www.andrews.edu/sed/resources and consist of four forms.
- Application to Advancement to Degree Candidacy (cover sheet)
- ATC Degree Course Plan Template (degree requirements check sheet)
- Application for Comprehensive Exam
- Application for Graduation

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.

Doctoral students who have completed coursework and all fourteen dissertation credits must maintain active status until graduation. Active status may be achieved by registering for non-credit continuation courses such as Program Continuation or Comprehensive Exam Preparation.

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 Advisor 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 read carefully the following documents.
- The Andrews University General Information Bulletin
- The Andrews University Graduate Programs Handbook
- The School of Education Doctoral Handbook
- The online course schedule
- The Counseling Psychology Program Handbook (for the current academic year)
**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.

**Graduation**

An online "Application for Graduation" must be completed by the deadline for the semester in which you wish to graduate. (See the Academic Calendar for specific dates.) If you have missed the deadlines, you must file a new application for degree conferral/graduation for the next regularly scheduled time.

**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. Joining and 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 often 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. Rudolph Bailey - Moral development, math anxiety in children, Type C personality, ADHD, autism spectrum disorder, and the visual world paradigm.
- Dr. Nancy Carbonell - Racial/cultural/ethnic identity development and issues, resiliency; parenting issues, supervision issues, role-model influences; counselor education preparation
- Dr. Ronald Coffen - Children and parenting issues; child and family therapeutic interventions; self-management and internalized importance via experiential techniques.
- Dr. Elvin Gabriel - Religiosity, mental health, discipline and classroom management.
- Dr. Tevni Grajales - Research and research methodology.
- Luana Greulich - Reading, writing, RtI, and behavior.
- Professor Bradly Hinman: Family dynamics, communication, and behavior disorders within families; sexuality and Christianity, sexual orientation, pornography, sex addiction, and hypoactive sexual desire; supervision of minority supervisees by majority supervisors.
- Dr. Jimmy Kijai - Classroom interaction, teacher stress, research design.
- Dr. Nadia Nosworthy - Numeracy across cultures, early numeracy skills, assessment.
- Dr. Dennis Waite - Psychotherapy and spiritual/religious resources, object relations theory, relational psychotherapy, Adventure Therapy.
- Dr. Carole Woolford-Hunt - Cross-cultural psychotherapy & supervision; implicit & explicit bias, minority populations resiliency, racial/cultural/ethnic identity development, primacy/integration of multiple ‘world views’ or life philosophies.

**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 disbursal during the upcoming fall, spring and summer semesters) to 20-30 graduate students in the School of Education 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. Respective departments select graduate students that demonstrate initiative. 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 for the 2013-2014 school year are eligible for a 50% reduction in tuition. Once received, 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.
- 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.
- Cumulative GPA counted for the discount criteria includes any courses taken within the Graduate Psychology & Counseling department. Students who transfer between programs within the department will have their prior GPA counted in their discount eligibility.

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.

The comprehensive examination is normally taken after you have completed all course work. However, there are three options you may choose from to take your exam:

- after completing all your course work
- during the semester you are concluding your course work
- no later than two semesters after completing the course work specified on your course plan

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

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. All students must have a signed ethics code statement on file. This document is located in the appendix of the handbook.

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 (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently, there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and 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.
Philosophy for Student Evaluations

Comprehensive Assessments of Student Competencies

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 in psychology training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of
student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the 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, professional psychology training programs strive to not “pass along” students with issues or 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.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate their competence in areas other than 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 students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).

b. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).

c. openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and

d. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

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
- Dissertation proposal hearing
- Oral Defense of written dissertation
- Grade Point Average
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 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. See Appendix 2 for sample notice.

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. Following 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 SED 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/
- 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/
- Institute for Prevention and Addiction, http://www.andrews.edu/services/ipa/
- Health Club (Men), http://www.andrews.edu/health/meier.html
- Health Club (Women), http://www.andrews.edu/life/living/housing/lamson/health_club/index.xml
- 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 www.andrews.edu/gpc Page ~ 32 ~
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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.

- APA Guidelines for Psychological Practice with Older Adults [http://www.apa.org/practice/guidelines/older-adults.pdf];
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.
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 in the core courses as designated in the bulletin. Although C grades are permitted outside the major, an overall grade-point average of 3.20 or better must be maintained. No grade of D or F may count toward a degree. If you repeat a course, both grades affect the grade-point average. Accumulation of more than three grades below a B- (including U) normally terminates your enrollment.

**Academic Program Failure**

Grades considered to represent an unsatisfactory level of achievement by a student in a given class are defined as failing grades. A student may be dismissed from a particular program during a given semester because of failing grades.

**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.

Rights of Students to Due Process

Students who are dismissed on the basis of failing performance have a right to appeal using the process outline in the Graduate Handbook.

Discrimination and Harassment Including Sexual Harassment

It is the policy of Andrews University to provide an educational and employment environment free from all forms of intimidation, hostility, offensive behavior and discrimination, including sexual harassment. Such discrimination or harassment may take the form of unwarranted verbal or physical conduct, verbal or written derogatory or discriminatory statements, which may result in decisions affecting status, promotions, raises, favorable work assignments, recommendations, class assignments or grades. Such behavior, or tolerance of such behavior, on the part of an administrator, supervisor, faculty or staff member violates the policy of the university and may result in disciplinary action including termination. The conduct herein described is contrary to University policy and may be illegal under both state and federal law.

Sexual Misconduct Policy

Introduction

Andrews University is committed to maintaining a respectful learning and living environment that is free from sexual misconduct. Sexual misconduct in any form is not consistent with this commitment, is prohibited and will not be tolerated in the Andrews community. All members of the Andrews University community share a responsibility for upholding this policy.

Sexual Misconduct

Sexual misconduct is any sexual penetration, sexual contact, sexual exploitation or sexual harassment that occurs without the effective consent of all individuals involved.

Non-Consensual Sexual Penetration

Non-consensual sexual penetration is any sexual penetration (vaginal, anal or oral), however slight, with any object or part of the body, with another person without that person’s effective consent.

Non-Consensual Sexual Contact

Non-consensual sexual contact is any intentional sexual touching, however slight, with any object or part of the body, with another person without that person’s effective consent.

Effective Consent

- Effective consent is informed and freely and actively given.
- Effective consent cannot result from force, threat, intimidation, coercion or incapacitation. (Please see entire Sexual Misconduct Policy for definitions of Incapacitation.)
- Effective consent cannot be given by minors, mentally disabled individuals, or individuals who are mentally or physically incapacitated (such as by alcohol or other drug use, etc.)
- Consent can be communicated by word or action and must be mutually understandable.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent at one time does not imply consent to another time.
Sexual Exploitation

Sexual exploitation is taking advantage of another person without effective consent. It includes, but is not limited to: causing the prostitution of another person; electronically recording, photographing or transmitting intimate or sexual utterances, acts, sounds or images of another person; allowing third parties to observe sexual acts; engaging in voyeurism; distributing intimate or sexual information about another person; conduct that intentionally exposes a person’s private body parts to others; or knowingly having a sexually transmitted infection (including HIV) and failing to inform a sexual partner prior to engaging in sexual activity.

Sexual Harassment

Like other forms of harassment that are based on an individual’s legally protected characteristic, sexual harassment is a form of discrimination, and it is strictly prohibited. Unlawful sexual harassment takes one of two forms: 1) quid pro quo harassment or 2) hostile environment harassment. Quid pro quo harassment typically involves an exchange of sexual favors for some benefit, and it most often occurs where there is a power differential (e.g., professor and student or boss and employee). Hostile environment harassment can occur when conduct is so severe and/or pervasive that it unreasonably interferes with an individual’s work or academic performance or creates an intimidating, hostile or offensive work or academic environment. Both kinds of harassment are prohibited. The following are types of behavior which may constitute sexual harassment:

- Unwelcome sexual advances or requests for sexual favors
- Unwelcome touching
- Showing/displaying sexually suggestive or objectifying pictures or words
- Sexually suggestive jokes

Other unwanted verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual’s employment, academic achievement or advancement
- Submission to or rejection of such conduct is used, threatened or insinuated as the basis for decisions affecting employment, wages, promotion, assigned duties or academic standing of an individual
- Such conduct has the purpose or effect of interfering with an individual’s ability to carry out his or her responsibilities

Designated University Officials

Provost Andrea Luxton is the Title IX Coordinator for Andrews University. You can file complaints of sexual misconduct with her office (269-471-3404) or with other designated

The other designated University officials for complaints of sexual misconduct are:

- Title IX Deputy Coordinator for complaints regarding students, R. Deborah Weithers, Associate Dean for Student Life (269-471-6684)
- Vice President for Student Life (269-471-2679)
- Student Life deans (269-471-3215)
- Residence hall deans (269-471-3446, 269-471-3390 or 269-471-3360)
- Office of Campus Safety (269-471-3321)
Student Reports Regarding Faculty or Staff
Title IX Deputy Coordinator for student complaints regarding faculty or staff,
Dennis Waite (269-208-2532)
Office of Human Resources (269-471-3302)
Office of Campus Safety (269-471-3321)
Please see the entire Sexual Misconduct Policy for more information, including the definition of Incapacitation, Reminders and Resources for Victims of Sexual Misconduct, Initiating a Complaint, the University’s Processes and Response, Educational Opportunities and Complainant and Accused Rights.

Conviction Clearance
Field experience is an important part of the Counseling Psychology curriculum, which means students may be in contact with children and adolescents in the counseling setting. All Counseling Psychology students must sign a conviction clearance form before participating in any class fieldwork or interactions with children. Failure to report a conviction or falsification of information could result in dismissal from the program.
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.

Practicum

Students beginning the Counseling Psychology program who have completed a master's practicum already, will typically start their doctoral practicum in the first semester. Practicum consists of a total 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 medical professional liability insurance.

Internship

The internship is the capstone of the Counseling Psychology program. Every student is required to complete an APPIC approved 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. In order to be eligible to apply though, 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 Director of Training is Dr. Dennis Waite, Assistant Professor in the department, and the Coordinator of the Counseling Psychology program. The Director of Training may be contacted by:

www.andrews.edu/gpc
**Internship Activities**

The internship experience is a cooperative effort on the part of the student, the agency, the supervisor, and the University Director of Training. As part of the student's professional practice, the internship experience in direct client services should include: intake interviews, psychological assessments, treatment planning, psychological counseling, case conferences, and seminars. Whenever possible, some research experience and community outreach are highly desirable. It is also desirable for the student to gain experience in the organization and management of a professional practice.

**Pre-Doctoral Internship Location**

The internship should be located in a health care setting where the intern will have opportunity to interact with various health care professionals (physicians, nurses, social workers, psychologists, etc.). The internship experience may be acquired in a hospital setting, a community agency, a residential treatment center, a correctional facility, or an educational setting (i.e., university counseling center) provided that the setting may be defined as a health care setting in which the student will interact with various health care professionals and will be benefitted by an established educational program for interns. A private psychologist's office does not qualify for an internship site. Internship sites must provide an established educational program for the intern including rotation through several different services (out-patient, in-patient, neurological assessment, substance abuse, etc.). The specific guidelines for defining supervised experience in an "Organized Health Service Training Program" are provided at the end of this section. Students should be aware that to ultimately be listed in the National Register of Health Care Providers in Psychology, the internship must be in a location that provides a planned educational experience.

**Internship Application**

Application deadlines for APPIC internships usually range from November 30 to January 15. Early applications are sometimes given more favorable consideration. The Director of Training will assist students with the application process.

**Pre-Internship Guidelines**

Prior to internship students should take the following steps:

- Confer with Adviser to determine readiness for internship. Visit the APPIC web site for downloading appropriate forms and applications.
- Confer with the Director of Training regarding internship sites and application process.
- Apply for an approved internship with appropriate forms and recommendation letters.
- Accept an approved internship; matching is usually in the month of February.
- File a copy of the internship contract with the Director of Training. Retain one copy for personal records.
- Register for GDPC820 Internship in Counseling Psychology, under the supervision of the Director of Training.

The internship experience is normally full-time (40 hours per week for 50 weeks) or half-time (20 hours per week for 100 weeks). In the case of a full-time internship, the student will register for GDPC820 for one credit hour per semester for the 3 semesters of the internship. In case of a half-time internship, the student will register for .5 credits each semester until the 3 credits are completed (6 semesters). Registration should be concurrent with the internship experience and done with the approval of the Director of Training.
During the Internship

1. Insurance: Students registered for either practicum or internship are covered under the University’s liability insurance.

2. Internship Log: During the internship students will keep an hourly log of activities which are counted toward the 2000-hour pre-doctoral internship. Herein are entered observation hours, client service hours, record keeping time, professional readings, research, staff development and any other activities subsumed as part of the time spent on site or related to client services. Client service hours should specify type of service (i.e., assessment, family therapy, individual therapy). Such documentation may be necessary when applying for state licensure.

3. Professional Activities: Students have the responsibility to perform all professional activities in as ethical and professional manner as possible. Since the internship is a learning experience, it is important to be alert to implementing suggestions made by supervisors. Should any difficulty arise which cannot be resolved on site, the AU Director of Training should be contacted.

4. Evaluation: Near the completion of each semester, the supervisor and student will complete an evaluation (available from the program Training Director). The supervisor will then send the completed evaluation to the Director of Training at the end of each semester. The student will follow up with a summation interview with the Director of Training (in person or by phone).

5. Completing the Internship: Students will receive a DG grade for each semester until the internship is completed. To receive credit and a grade for all the semesters of the internship, the following documents must be submitted to the Director of Training:
   - Final Evaluation (signed by intern and supervisor): Summary of activities during the entire 2000 hour internship (signed by the supervisor and the intern)
   - Copy of the Certificate of Internship Completion provided by the internship program

If the student is completing the internship during the last semester before graduation, the above documents must be received two weeks prior to the end of the semester in order to clear the student for graduation. All documents submitted during the internship become part of the student's permanent record of internship experience kept by the Department of Graduate Psychology & Counseling.

The student should have the internship site provide a Certificate of Internship at the end of the experience. This document should verify the type and length of internship and should be signed by the head of the agency and the supervisor. This document will be of future benefit when applying for licensure to many State Boards of Psychology.

Other Pre-Doctoral Learning Experiences

Students in the Counseling Psychology program are expected to take advantage of professional learning experiences during the program. These include professional workshops, lectures, case conferences, seminars, professional meetings (i.e., American Psychological Association Convention). 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 these 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 write to 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.

Guidelines for Defining Supervised Experience in an Organized Health Service Training Program

The following will be used to identify organized health service training programs for predoctoral internships in psychology: Internships that are accredited by the American Psychological Association are recognized as meeting the definition, or all of the following criteria, 1 through 12. An organized training program, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

- The internship agency had a clearly designated staff psychologist who was responsible for the integrity and quality of the training program and who was actively licensed/certified by the State Board of Examiners in Psychology.
- The internship agency had a clearly designated staff psychologist who was responsible to the State Board of Examiners in Psychology.
- Internship supervision was provided by a staff member of the internship agency or by an affiliate of that agency who carried clinical responsibility for the cases being supervised. At least half of the internship supervision was provided by one or more psychologists.

- The internship provided training in a range of assessment and treatment activities conducted directly with patients seeking health services.

- At least 25% of trainee's time was indirect patient contact (minimum 375 hours).

- The internship included a minimum of two hours per week (regardless of whether the internship was completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also have been at least two additional hours per week in learning activities such as case conferences involving a case in which the intern was actively involved: seminars dealing with clinical issues: co-therapy with a staff person including discussion; group supervision; additional individual supervision.

- Training was post-clerkship, post-practicum and post-externship level.

- The internship agency had a minimum of two interns at the internship level of training during the applicant's training period.

- Trainee had title such as intern, resident, fellow, or other designation of trainee status.

- The internship agency had a written statement or brochure which described the goals and content of the internship, stated clear expectations for quantity and quality of trainee's work and was made available to prospective interns. The internship experience (minimum 1500 hours) was completed within 24 months.

**Note**

APPIC member programs are required to issue a certificate of internship completion to all interns who have successfully completed the program. These Guidelines are based on or derived from several sources, including the Directory of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Criteria for Accreditation of Internship Programs (APA), and applications for listing in the National Register of Health Care Providers.
Appendix A Ethics Code Verification

PhD Counseling Psychology Program

Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. This form is used to provide verification to the program that our students have (a) received a copy of the current APA *Ethical Standards and Code of Conduct for Psychologists*, (b) have familiarized themselves with it, and (c) have been advised and encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

All students in the Counseling Psychology program are expected to familiarize themselves with and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity.

This form must be signed and returned to the program coordinator or director within the first 6 weeks of students’ first fall enrollment in the program.

My signature below indicates that I have received or obtained the current APA *Ethical Standards and Code of Conduct for Psychologists* and the Counseling Psychology Model Training Values Statement Addressing Diversity and have been advised to asked questions of my program advisor, faculty or supervisors about any ethical issues or concerns or issues concerning diversity that arise during my tenure in the program. This form will be kept in your official student file.

Student (please print)___________________________ Date______________

Signature___________________________________
### PhD Counseling Psychology Program

#### Competencies & Skills Evaluation

<table>
<thead>
<tr>
<th>The Educational/Counseling Professional . . .</th>
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<tbody>
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<td><strong>1. Believes that all individuals can learn and grow</strong></td>
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<td>• Shows respect to those they work with</td>
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<td>• Shows patience and seeks support for even the most difficult client</td>
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<td>• Instills hope for change and growth in their clients</td>
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<td>• Demonstrates equitable treatment of others</td>
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<td>• Seeks to understand others’ needs</td>
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<td>• Supports diversity</td>
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<td>• Applies processes and policies to ensure fair treatment of others</td>
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<td><strong>3. Values respectful communication</strong></td>
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<td>• Listens thoughtfully to others’ views, including opposing ones</td>
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<td>• Uses appropriate tone and affect in communication</td>
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<td>• Demonstrates appropriate levels of self-disclosure</td>
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<td>• Interacts positively with others, with corresponding body language</td>
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<td>• Demonstrates skills in public speaking</td>
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<td><strong>4. Values diversity</strong></td>
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<td>• Interacts in ways that recognize the worth of all individuals</td>
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<td>• Validates the uniqueness and strengths of each individual</td>
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<td>• Listens to the voice of those who share views different from their owns</td>
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<td>• Welcomes and works to understand diverse views to gain a more comprehensive understanding</td>
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<td>• Respect for cultural, racial, gender, age, sexual orientation, and theoretical diversity, etc</td>
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5. **Recognizes personal leadership responsibility**
   - Shows awareness of one’s positional and personal influence on others
   - Takes initiative
   - 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

6. **Values personal and professional growth**
   - Seeks opportunities to learn new skills and knowledge
   - Seeks 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

7. **Is committed to inquiry**
   - Manifests inquisitiveness and academic curiosity
   - Initiates participation in class discussion and experiential learning activities
   - Demonstrates ability to engage in research and track down information

8. **Is committed to service**
   - Engages in activities that support and benefit others
   - Seeks to understand and respond to the needs of others
   - Is involved in professional organizations

9. **Values ethical behavior**
   - 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

10. **Is committed to team/group relations**
    - Engages effectively in group situations and works well with others
    - Works collaboratively on group projects

11. **Written Communication**
    - Is able to integrate assessment information and other knowledge bases and present a clear, concise and grammatically correct reports; research papers

12. **Professional Demeanor and Appearance**
    - 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

13. **Clinical Performance**
    - Performance in assessment courses
    - Performance in practicum
    - Demonstrates clinical competencies as evaluated by clinical supervisors in practicum placements
14. **Assessment Competency**
- Demonstrates proficiency in administration, scoring, and interpreting standardized and non-standardized measures

Comments:

15. **Research Performance**
- 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. **Graduate Student Role**
- 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 ____________________________
**PhD Counseling Psychology Program**

**Annual Student Report**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date:</th>
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Directions: In the space provided, fill in the date you have completed the requirements found on the left-hand side of the form. For academic coursework, list the grade you received in the course. Leave blank those items not yet completed.

### Prerequisite Coursework

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<tr>
<th>Course</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>EDFN500 Philosophical Foundations for Professionals</td>
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<td>GDPC514 Psychology of Learning</td>
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<td>GDPC635 Theories &amp; Techniques of Counseling</td>
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<td>GDPC638 Group Processes</td>
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<td>GDPC640 Multicultural Issues for Counselors and Psych</td>
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<td>GDPC650 Practicum in Counseling</td>
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<td>GDPC676 Theories of Personality</td>
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<td>EDRM505 Research Methods</td>
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<td>EDRM611 Applied Statistical Methods I</td>
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### Academic Coursework

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<tr>
<th>Course</th>
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<tr>
<td>GDPC614 Human Development</td>
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<td>GDPC616 Psychology of Religious Experience</td>
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<td>GDPC620 History and Systems of Psychology</td>
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<td>GDPC625 Biopsychology</td>
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<td>GDPC626 Cognitive Psychology</td>
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<td>GDPC629 Psychopathology: Classification &amp; Treatment</td>
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<td>GDPC644 Psychological Testing</td>
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<td>GDPC670 Advanced Social Psychology</td>
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</table>

#### Psychological Foundations

| GDPC614 Human Development | | |
| GDPC616 Psychology of Religious Experience | | |
| GDPC620 History and Systems of Psychology | | |
| GDPC625 Biopsychology | | |
| GDPC626 Cognitive Psychology | | |
| GDPC629 Psychopathology: Classification & Treatment | | |
| GDPC644 Psychological Testing | | |
| GDPC670 Advanced Social Psychology | | |

#### Professional Studies

| GDPC554 Career Development | | |
| GDPC645 Prof Ethics for Counselors & Psychologists | | |
| GDPC652 Cognitive Assessment Across the Lifespan | | |
| GDPC686 Interventions and Diagnosis with Children and Adolescents | | |
| GDPC687 Counseling and Therapeutic Interventions for Adults | | |
| GDPC688 Group Therapy | | |
| GDPC735 Clinician Self-Assess for the Treatment of Cultur Div Pop | | |
| GDPC745 Practicum in Counseling Psychology | | |
| GDPC750 Personality Assessment | | |
| GDPC753 Psych Decision Making and Interventions | | |
| GDPC765 Seminar in the Supervision of Counselors | | |
| GDPC820 Internship in Counseling Psychology | | |
| GDPC835 Seminar in Counseling Psychology | | |

### Research/Statistics/Measurement

| EDRM605 Qualitative Research Methods in Educ & Psych | | |

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COUNSELING PSYCHOLOGY PROGRAM HANDBOOK 2015-2016
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Completed</th>
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<tbody>
<tr>
<td>EDRM704</td>
<td>Design &amp; Analysis of Educ &amp; Psych Surveys</td>
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<tr>
<td>EDRM710</td>
<td>Seminar in Research Methodology</td>
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<tr>
<td>EDRM712</td>
<td>Applied Statistical Methods II</td>
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<tr>
<td>EDRM713</td>
<td>Applied Statistical Methods III</td>
<td></td>
</tr>
<tr>
<td>EDRM880</td>
<td>Dissertation Proposal Development</td>
<td></td>
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**Select one of the following Specialty Concentrations:**

**Adult Concentration**
- GDPC624 Addictions and Addictive Behaviors
- GDPC720 Marital Therapy
- GDPC846 Adult Advanced Emphasis Practicum
- Electives By advisement

**Child/Family Concentration**
- GDPC710 Family Therapy
- GDPC720 Marital Therapy
- GDPC847 Child/Family Advanced Emphasis Practicum
- Electives By advisement

**Cultural Diversity Concentration**
- GDPC730 International Psychology
- GDPC755 Refugee & Displaced Populations Clinical Interventions
- GDPC848 Diversity Advanced Emphasis Practicum
- Electives By advisement

**Health Psychology Concentration**
- GDPC746 - Issues in Health Psychology Seminar
- SOWK675 - Topics in: Psychopharmacology
- GDPC849 Health Psychology Advanced Emphasis Practicum
- Electives By advisement

**Number of Dissertation Credits Taken to Date**
- GDPC899 Doctoral Dissertation

### Clinical and Dissertation Coursework

<table>
<thead>
<tr>
<th>Practicum Credits</th>
<th>Semester Completed</th>
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<tr>
<td>Doctoral Practicum 1.</td>
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<td>Doctoral Practicum 2.</td>
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<td>Doctoral Practicum 3.</td>
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<table>
<thead>
<tr>
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<tr>
<td>Application process started</td>
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<tr>
<td>Name of internship placement</td>
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<table>
<thead>
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<td>Chair and Committee Selected</td>
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<tr>
<td>Topic Approved</td>
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<td>Proposal Defense</td>
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<tr>
<td>IRB Approval</td>
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<tr>
<td>Final Defense</td>
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www.andrews.edu/gpc Page ~ 50 ~
COUNSELING PSYCHOLOGY PROGRAM HANDBOOK 2015-2016
# APA Annual Report Data

**PhD Counseling Psychology**

*Annual Student Report*

<table>
<thead>
<tr>
<th>Student Name: ____________________</th>
<th>Student ID: ____________________</th>
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<tbody>
<tr>
<td>Program Start Date: ______________</td>
<td>Date of Evaluation: _____________</td>
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*For the following items, please provide the name of the organization, citation, or course name, as appropriate.*

**In the last year, have you been:**

<table>
<thead>
<tr>
<th>A member of professional organization?</th>
<th>Please list details</th>
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<tr>
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<table>
<thead>
<tr>
<th>An author or co-author of presentation/poster/workshop?</th>
<th>Please list details</th>
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<table>
<thead>
<tr>
<th>An author or co-author of manuscript submitted and/or accepted for publication? (Specify current status: under review, in press, or publication date)</th>
<th>Please list details</th>
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<table>
<thead>
<tr>
<th>Involved in grant-support research?</th>
<th>Please list details</th>
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**In the last year, have you participated in:**

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<th>Diversity</th>
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<table>
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<tr>
<th>Reflective Practice/Self-Assessment/Self Care</th>
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**Professional Goals for Upcoming Year** *(besides completing coursework)*

<table>
<thead>
<tr>
<th>Please list activities</th>
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Appendix C 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:

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<table>
<thead>
<tr>
<th></th>
<th>YES</th>
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<tr>
<td>Completed Comprehensive Exams (If NO, complete section below)</td>
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</tr>
<tr>
<td>Day 1</td>
<td>Pass</td>
<td>Fail</td>
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<tr>
<td>Day 2</td>
<td>Pass</td>
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<tr>
<td>Take Home</td>
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<td>Fail</td>
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<tr>
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<tr>
<td>Comments:</td>
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<table>
<thead>
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<td>Internship Application Process</td>
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<td>Attended Program Internship Meeting</td>
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<td>Completed APPIC internship application</td>
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<td>Obtained Interviews</td>
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<td>Withdrew from internship matching</td>
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<td>Comments:</td>
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<td>Completed Dissertation (If NO, complete section below)</td>
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<td>NO</td>
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<td>--------------------------------------------------------</td>
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<td><strong>Dissertation Process</strong></td>
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<td>MEMBER:</td>
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<td>- Continuous Registration of GDPC899 Doctoral Dissertation</td>
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<td>- Dissertation Title:</td>
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<td>- Proposal Defense</td>
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<td>- Final Dissertation Defense</td>
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Comments:

**Anecdotal Comments from Faculty:**

**Student feedback and recommendations for program improvement:**

Signature of Advisor: _______________________________ Date _________________________

Signature of Student: _______________________________ Date _________________________
Appendix D Student Retention Policy

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 Handbook for Educational Specialist Students.
Appendix E 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 F 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 G Conviction Clearance Form

Andrews University
Department of Graduate Psychology & Counseling

PhD Counseling Psychology Program
Conviction Clearance Form

Andrews Community Counseling Center (ACCC) Employees or Counselors
Because employees/counselors at the ACCC work in settings in which vulnerable populations are served, the ACCC has a responsibility to protect the safety of clients. One aspect of ensuring this safety is the requirement that all prospective employees/counselors have on file with the ACCC or Department of Graduate Psychology and Counseling a signed Conviction Clearance form. Without a signed form, prospective employees cannot begin work/counseling and risk losing their position. In the case where an individual indicates involvement in one or more of the listed acts below, the individual’s situation must be discussed with the ACCC Director and involvement at the ACCC is considered on a case-by-case basis.

List of acts to be considered:
1. Immoral conduct or moral turpitude
2. Fraud, blackmail, or bribery
3. Tax evasion
4. Burglary; breaking and entering
5. Arson or malicious destruction of property
6. Assault of any type
7. Manslaughter or murder
8. Mayhem
9. Child abandonment, kidnapping, child abuse, or indecent exposure involving a child
10. Recruiting, inducing, soliciting or coercing minor to commit a felony
11. Accosting, enticing, or soliciting a child for an immoral purpose
12. Cruelty or torture; lewdness
13. Rape or criminal sexual conduct
14. Delivery of a narcotic to a minor
15. Knowingly allowing a minor to consume or possess alcohol or a controlled substance
16. Selling or furnishing alcohol/a controlled substance to a person less than 21 years of age
17. Manufacturing/delivering controlled substance; possession of a controlled substance

____ I have NOT been convicted of nor pled no contest to any of the above or similar acts.

____ I HAVE been convicted of or pled no contest to one or more of the above or similar acts.

I certify that the answer given on this form is complete and accurate to the best of my knowledge.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>