



GRADUATE HANDBOOK

FOR COUNSELING PSYCHOLOGY

2020-2021

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UNIVERSITY HISTORY

Alaska Pacific University (APU) is a small, liberal arts college located in Anchorage, Alaska. The university was established in 1960, one year after Alaska was incorporated as a state. The school operated as Alaska Methodist University until 1978, when it was restructured as non-denominational and renamed Alaska Pacific University. APU attracts students from around Alaska, the United States, and the world. The school holds strong values and commitment to student-centered, experiential learning that emphasizes rigorous academics and challenging field work in the arts and sciences. Adhering to a founding commitment to help Alaskans achieve higher education that contributes to Alaska's well-being, today APU emphasizes teaching and research that engages the region's social, cultural, environmental and geopolitical issues. APU is accredited by the Northwest Commission on Colleges and Universities and is authorized as a university by the Commission on Postsecondary Education, State of Alaska.

In December of 2016, APU announced a strategic partnership with the Alaska Native Tribal Health Consortium (ANTHC). The two organizations will leverage each other's strengths to best serve Alaska and Alaska Native peoples, particularly in health and behavioral health fields. APU is working towards classification as an Alaska Native-serving and tribal university. Out of this partnership a revised mission statement and values statement were produced:

APU's Mission - APU provides a world class, hands-on, culturally responsive educational experience in collaboration with our students, communities, and Tribal partners

APU's Values - Wisdom, Respect, Reciprocity, Relevance, Responsibility

INSTITUTE OF HEALTH AND WELLNESS

The Institute of Health and Wellness (IHW) is the umbrella area under which the Psychology and Nursing programs fall. The programs covered by the IHW include:

- Bachelor of Arts in Counseling Psychology
- Master of Science in Counseling Psychology (MSCP)
- Doctor of Psychology (PsyD)
- Associate Degree in Nursing
- Bachelor of Science in Nursing
- Bachelor of Science in Health Sciences

IHW's Mission - To serve Alaska's health needs by providing innovative, rigorous, and accessible education. We prepare career pathways for students to serve communities with cultural safety in a variety of health services settings.

Counseling Psychology Graduate Program's Mission - To prepare culturally responsive, masters-level counselors and doctoral-level psychologists who, through their practice, will help to alleviate suffering and empower individuals, groups, and communities towards psychological wellbeing.

IHW STAFF AND FACULTY – COUNSELING PSYCHOLOGY

STEPHANIE MORGAN, PHD - INSTITUTE DIRECTOR

Stephanie Morgan is an Associate Professor of Psychology and the Institute Director. Though her primary duties are as Director of the Institute, Dr. Morgan has also taught Techniques of Data Analysis and Research Methods in the MSCP and PsyD program. Her research interests include community psychology, social support, and social support network development.

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RENÉE GEORG, MS – ASSISTANT PROFESSOR OF COUNSELING PSYCHOLOGY

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NORA MILLER, MS – INSTRUCTOR OF PSYCHOLOGY

Nora Miller is an Instructor of Psychology and primarily teaches in the undergraduate Counseling Psychology program.

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STACEY TESSANDORE – IHW OFFICE SPECIALIST

Stacey Tessandore is the Office Specialist for the IHW, providing administrative support to the Institute's program areas and administrative support on an as-needed basis to other academic areas at APU.

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GRADUATE PROGRAM CORE FACULTY

ROBERT LANE, PHD – PROFESSOR OF PSYCHOLOGY, PSYD PROGRAM DIRECTOR

❖ Office: CG212

❖ Phone: (907) 564-8319

- ❖ Email: rlane@alaskapacific.edu
- ❖ Master's Level Courses Taught:
 - Advanced Abnormal Psychology
 - Design and Principles of Research
 - Professional Seminar
 - Brief Therapy Interventions
 - Substance Abuse Assessment and Interventions
 - Positive Psychology Interventions
- ❖ Doctoral Level Courses Taught or Supervised:
 - History and Systems of Psychology
 - Social Bases of Behavior
 - Cognitive and Affective Bases of Behavior
 - Ethics of Professional Practice
 - Assessment 1 – Substance Abuse and Non-diagnostic Assessment
 - Assessment 2 - Adult Clinical Assessment
 - Dissertation
 - Practicum
 - Doctoral Internship
- ❖ Research and Clinical Interests:
 - Cognitive-behavioral interventions in substance abuse
 - Cognitive-behavioral interventions
 - Mindfulness-based interventions
 - Mindfulness-based cognitive therapy
 - Adult assessment
 - Integrated health care
 - ADHD

*MICHAEL REED, PSYD – VISITING ASSISTANT PROFESSOR OF
PSYCHOLOGY, INTERIM DIRECTOR OF COUNSELING
TRAINING*

Michael Reed graduated from the APU PsyD program in the Spring of 2019.

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- ❖ Master's and Doctoral Level Courses Taught or Supervised:
 - Group Counseling
 - Assessment 2 - Adult Clinical Assessment
 - Assessment 3 – Child and Adolescent Assessment
 - Psychology of Measurement
- ❖ Research and Clinical Interests:
 - Cognitive-behavioral interventions

- Sexual offender treatment
- Traditional healing / Native ways of knowing

FARRAH GREENE-PALMER, PHD – ASSISTANT PROFESSOR OF PSYCHOLOGY

Farrah Greene-Palmer is an Assistant Professor of Psychology, with the Fall 2019 term being her first academic term here. She comes to the program with her MA and PhD both in Clinical Psychology. She has taught courses at both the graduate and undergraduate level.

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❖ Masters and Doctoral Level Courses Taught or Supervised:

- Assessment 2 - Adult Clinical Assessment
- Clinical Skills
- Diagnosis and Treatment Planning
- Foundations of Clinical Medicine
- Interventions I: Prevention, Wellness, & Resiliency
- Medical Psychology
- Medical Ethics
- Professional Values
- Research Supervision
- Social & Cultural Foundations of Counseling

❖ Research and Clinical Interests:

- Risk and protective factors related to the development of suicidal ideation and behavior
- Culture and Psychology
- Interrelations among anxiety, depression, and suicidality
- Child and adolescent psychology
- Cognitive Behavioral Psychology
- Prevention and intervention in suicidal ideation and behavior
- Dissemination, training, and evaluation in mental health systems of care
- Military psychology

ACCREDITATION STATUS

The Counseling Psychology graduate program is accredited under APU's accreditation with Northwest Commission on Colleges and Universities (NWCCU).

Questions related to the university's accreditation status should be directed to NWCCU:

Northwest Commission on Colleges and Universities

8060 165th Avenue NE, Ste 100

Redmond, WA 98052

Phone: (425) 376-0596 or (425) 558-4224

PSYD PROGRAM

The APU PsyD program uses the Council on Accreditation's *Standards of Accreditation* to administer the program but is not currently accredited by the American Psychological Association (APA). The program plans to submit an application for APA accreditation in the fall of 2022.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979*

PROGRAM HISTORY, CONTENT, AND PHILOSOPHY

THE HISTORY OF THE MS IN COUNSELING PSYCHOLOGY

APU's Master of Science in Counseling Psychology (MSCP) program began in the Fall of 1989 and is a well-established program with alumni who live and work throughout the state. The program of study has been fine-tuned over the years and the department is always working on improvements to ensure a high-quality learning and evolution of program content to match the current standards and demands of the profession.

THE HISTORY OF THE PSYD IN COUNSELING PSYCHOLOGY

The APU Doctor of Psychology (PsyD) in Counseling Psychology program was developed in 2011 in response to the need for doctoral-level training programs for psychologists in the State of Alaska. The majority of the State of Alaska qualifies for the Health Resources and Services Administration (HRSA) designation of Mental Health Professional Shortage Area (MHPAs), and the need for licensed, doctoral-level psychologists in the state is clear. Currently, the APU PsyD program represents one of only two training programs for doctoral-level psychologists in Alaska. Specifically, the APU PsyD program was developed for masters-level professionals who are interested in obtaining doctoral-level knowledge and skills to serve the communities in which they work. The unique training model of the APU PsyD program allows it to serve students even in the most remote areas of the state.

PROGRAM EVOLUTION SINCE THE STRATEGIC MERGER

With the announcement of the partnership between APU and the Alaska Native Tribal Health Consortium (ANTHC) the program has continued to evolve. As a result of the need for increased efficiency in curriculum delivery, the programs were combined so that MSCP classes form the

foundation of the advanced PsyD training, providing a seamless path from the Bachelor's degree through the doctorate level.

Since the 2016 merger, APU has taken even greater care to honor its founding mission and is now a minority serving institution with eventual plans to fulfill requirements for status as a Tribal University. Following with the change in university status, the graduate program embarked on bringing a greater emphasis on Social Justice to the curriculum. This additional emphasis will ensure the curriculum addresses health care provider training needs in a way that respects all cultures and people.

EDUCATIONAL PHILOSOPHY AND CURRICULUM

The program's educational philosophy and curricula are based on the core themes of Counseling Psychology, rather than Clinical Psychology. Counseling Psychology seeks to look at human behavior in social context and acknowledges strengths along with deficits, in contrast with Clinical Psychology which has traditionally had more of a focus on pathology. As outlined by Gelso and Fretz (2001) and elaborated on by Murdock et al. (1998), Counseling Psychology's core themes include:

- An emphasis on working within a developmental perspective across the full range of psychological functioning;
- Working with assets and strengths across all levels of functioning;
- Use of relatively brief counseling and treatment interventions;
- A broad focus on person-environment interactions, as opposed to exclusive attention to either the person or environment;
- An emphasis on educational, vocational and career development;
- A stress on prevention and psycho-educational interventions;
- An essential commitment and valuing of the integration of individual and cultural diversity and the vital importance of multiculturalism within US society today; and
- An essential attitude of critical and scientific inquiry accentuating the importance of evaluating and improving services and emphasizing the integration of science and practice.

Upon completion of the degree, students will have:

- Demonstrated foundational self-understanding as the basis of applying professional standards, skills, and theoretical concepts to the work of a counselor
- Demonstrated foundational understanding of the impact of social context and culture on individual and group behavior including the counselor's own behavior
- Focused on career goals and networking within the professional community
- Completed all educational requirements for licensure including internship hours and documentation

Furthermore, APU provides emphasis and training in the profession-wide competencies for health service psychologists, as outlined by the American Psychological Association:

- Research

- Ethical and legal standards
- Individual and cultural diversity
- Professional values and attitudes
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

In addition to these guiding principles set forth by the professional field, the APU Graduate Counseling Psychology program prides itself in having a unique and comprehensive training model built for the distinctive needs of mid-career professionals living in the geographically challenging state of Alaska. This model is based on each of the following:

- *Faculty Professional and Cultural Expertise.* The core faculty members within the APU Counseling Psychology program have diverse expertise and interests in a variety of counseling, research, and cultural areas. Faculty bring this knowledge to the classroom, which provides the foundation for the broad and general training that students receive during their time in the program.
- *Course Format.* APU core faculty members have developed an effective class structure that allows for face-to-face and technology-supported instruction to meet the needs of non-traditional students separated by challenging geography. Students meet in-person for several days of intensive instruction approximately every four weeks (three times per 15-week semester). Between in-person meetings, students meet virtually using a synchronous online platform and participate in an online learning community (six two-hour synchronous online meetings per 15-week semester). This hybrid model allows for the education of students who are working, live and practice in remote, underserved areas of the state of Alaska, while adhering to best practices in professional psychology education and training.

SOCIAL JUSTICE FOCUS AND COMPETENCIES

While designed to meet requirements for accreditation and licensing, the curriculum also has a strong emphasis in social justice. Social justice from the Counseling Psychology perspective could be defined as introducing and emphasizing societal concerns, including issues of equity, self-determination, interdependence and social responsibility into the counseling arena. The program seeks to facilitate a social justice emphasis by:

- encouraging ongoing self-examination to understand our own perspectives and biases better,
- encouraging the sharing of power, giving voice to others who may not have the wherewithal to advocate for themselves,
- facilitating consciousness raising of all,
- learning to build on strengths rather than having a deficit mind-set,
- understanding the ramifications of western colonialism on the field of psychology and the people we work with, and
- leaving clients (or students) with the tools for social change.

Competencies related to the Social Justice outcomes are:

- ***Wisdom***
Counseling psychologists need more than knowledge; it includes using personal experience to inform knowledge to make well-informed, well-considered judgements. Students should demonstrate:
 - An ability to reflect on one's own implicit and explicit understanding of the world;
 - An understanding the impact of systemic social prejudice on the disenfranchised, and;
 - An understanding of factors that keep systemic social prejudices in place.
- ***Respect***
Counseling psychologists evidence a deep admiration for all people and are able to recognize individuals' and organizations' abilities, qualities, and achievements rather than focusing only on deficits. Students should demonstrate the ability to:
 - Consider individuals' socio-cultural history;
 - Develop culturally adaptive interventions that focus on clients' strengths and resilience, and;
 - Be professionally respectful of other individuals and organizations.
- ***Reciprocity***
Counseling psychologists understand the inherent interdependency among people and the need for mutual power-sharing so all can benefit. Students should demonstrate the ability to:
 - Advocate for disenfranchised clients and organizations;
 - Empower individuals or organization to advocate for themselves, and;
 - Give back to the community of learners in a way that enriches the educational environment for all participants.
- ***Relevance***
Counseling psychologists understand the world in a way that highlights how counseling psychology's focus on social justice can directly affect positive change on the individual, organizational, and social groups to further collective wisdom, respect, and reciprocity.
Students should:
 - Demonstrate an understanding that identity and self-definition are fluid and complex and that the interaction between the two is dynamic;
 - Demonstrate an awareness of the role of the social and physical environment in the lives of clients, students, research participants, and/or consultees, and;
 - Understand the unique perspectives related to living and working in Alaska including the impacts of climate change on communities and organizations, and the concepts of indigenous psychology and decolonizing methodologies.
- **Responsibility**
Counseling psychology has a duty to empower all individuals but has a special responsibility to lift-up those who have been traditionally and systematically disenfranchised. Students should:

- Recognize and understand historical and contemporary experiences with power, privilege and oppression;
- Examine the profession's assumptions and practices within an international context, whether domestically or internationally-based, and considers how this globalization has an impact on the psychologist's self-definition, purpose, role, and function; and
- Adapt one's own behavior and practice such that personal experiences with power and privilege are less likely to contribute to the oppression of others.

PROGRAM TRAINING MODEL

The program follows a practitioner-scholar model of training. In line with traditional models, the program aims to prepare students to use empirically informed knowledge and methods in their practice of health service psychology. Therefore, scholarly inquiry is emphasized throughout the program and evidence-based methodologies are included in all practice-based coursework. While different therapeutic modalities are taught throughout the program, overall, the program subscribes to an integrative modality of intervention and assessment. With the addition of the social justice competencies, the program believes this model uniquely prepares practitioners to practice in Alaska and serve as leaders in their communities.

ADDITIONAL PROGRAM ELEMENTS

The Cohort Model

The graduate program is based on the cohort model. There is one admission period, so all students begin the program at the same time and move through the program together. This model provides incredible positive benefits to learning, of which we encourage you to take full advantage! You will likely find that some members of your cohort will become your lifelong friends. Cohort members serve as your first professional networking group; they frequently remain in your network throughout your career as a counselor.

Peer Contact

In addition to faculty contact, peer contact enhances your learning. In fact, your peers are a significant part of the learning process. Peer collaboration is highly encouraged—your classmates are professionals in the field with varied experience and can provide incredible assistance regarding anything from clarification on assignments to feedback on one's presentation or paper. We expect that you will collaborate with each other over the course of the program. In fact, in some courses, this is a required component.

The cohort model creates a close-knit group for learning. At the beginning of the program, a cohort list with contact information will be created to enable you to access your classmates throughout the program. You may also want to create a call alert system in the event that a class gets canceled at the last minute due to weather conditions. APU also has an emergency alert system that you may access; texts will be sent directly to your phone.

Using Peers to Improve Academic Work

Everyone needs feedback on their work. One resource to provide feedback on your academic

work is your cohort. As part of the program, be ready to provide assistance and don't be afraid to ask for assistance from your cohort members. For example, after a class presentation, evaluation sheets may be used as a way for your classmates to provide you with feedback on how well your presentation went for that particular course. Then use that as a means to improve the next class presentation. Asking a cohort member to edit a paper is another example of a significant way to improve writing skills. Discussing case studies or bouncing around ideas with classmates is essential for some projects; it is one way to learn other ideas, perspectives, and ways of understanding that are so essential to professional growth. You may also want to create study groups that meet regularly for a particular course. So team up, or pair up, to help each other grow through the program! Remember: Peers benefit from ***genuine constructive criticism***.

RESIDENCY

The graduate program was developed to meet the equivalent of full-time residency for enrolled students. The program was developed in this way in order to meet the program's goal to provide training to students across the state of Alaska. Residency has two primary purposes: student development and socialization, and student assessment. With regard to student development, residency allows students (1) to concentrate on course work, professional training and scholarship; (2) to work closely with professors, supervisors and other students; and (3) to acquire the attitudes, values, habits, skills, and insights necessary for attaining a doctoral degree in psychology. Full-time enrollment and attendance of scheduled events provides students other opportunities, including obtaining fluency in the language and vocabulary of psychology as enhanced by frequent and close association with, apprenticing to, and role modeling by faculty members and other students; obtaining valuable experience by attending and participating in both formal and informal seminars; colloquia; discussions led by visiting specialists from other campuses, laboratories, or governmental research and/or practice organizations; and, obtaining support in thesis, dissertation, or doctoral project work through frequent consultations with advisors.

While the curriculum is designed to allow for the education and training of students across Alaska, it is not designed to be a distance learning program. The residency policy is strictly adhered to; students are expected to attend on campus meetings and associated synchronous learning sessions. Students will also seek out and participate in professional activities as part of the residency policy. The Standards of Accreditation notes there are two primary reasons for requiring residency: student development and socialization, and student assessment.

An equally important purpose of the residency requirement is to permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to assess all elements of student competence. Executing these obligations is an essential aspect of assuring quality and protecting the public. These elements include not only student-trainees' knowledge and skills, but also their emotional stability and well-being, interpersonal competence, professional development, and personal fitness for practice. Through

such student assessment, accredited programs can ensure—insofar as possible—that their graduates are competent to manage relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. This capacity for managing relationships represents one of the competencies that define professional expertise.

The graduate program meets full-time residency requirements based on seat time in individual classes in addition to synchronous eLearning sessions. Classes meet for 8-hour days three times per semester. Students are enrolled in three classes per term for their first two years in the program and a mixture of traditional coursework, practicum, and dissertation research in the remaining two years prior to internship.

Sample residency/seat time breakdown:

- Class meeting times:
 - Three intensive days, each 8 hours each (excluding lunches and breaks): 24 hours
 - Six synchronous eLearning sessions, 2 hours each: 12 hours
 - Total seat time per course: 36 hours
- Program-wide totals for coursework: Year 1
 - 9 courses x 36 hours (seat time): 324 hours
- Program-wide totals for coursework: Year 2
 - 6 courses x 36 hours (seat time): 216 hours (excluding practicum and practicum supervision hours)
- Program-wide totals for coursework: Year 3
 - 5 courses x 36 hours: 180 hours
- Program-wide totals for coursework: Year 4
 - 6 courses x 36 hours: 216

The program does not think of seat time alone as the attempt to meet the intention of full time residency. Opportunities for professional socialization occur throughout the year in the form of whole program lunches and meetings. APU works with the American Psychological Association of Graduate Students (APAGS) student representative to host student events. Opportunities for “learning lunches” with presenters and social lunches with just students are scheduled. The Director of Counseling Training (DCT) works with the practicum site supervisor to support students in professionally completing required supervised practice experiences. Students will work closely with core faculty in the development of the dissertation product.

COVID-19 STATEMENT

Following professional guidelines and best practices (APA, APPIC, ASPPB, and CCPTP guidelines) as well as APU’s request for programmatic social distancing contingency planning, the Counseling Psychology Graduate Programs may be running a modified, online-only program delivery during the 2020-2021 Academic Year to disrupt the spread of coronavirus. This change affects only the 2020-2021 Academic Year at time of publishing, but is subject to change dependent on the global pandemic. Information about APA’s general guidance of such changes can be found at <https://accreditation.apa.org/covid-19>.

For information on the specific changes applied to the 2020-2021 Academic Year, or for links to

other regulatory guidelines, please reach out to the Institute of Health and Wellness at healthandwellness@alaskapacific.edu.

GOALS AND OBJECTIVES

The program has nine (9) main goals with related objectives and competencies. These form the foundation for the program's coursework and practicum training. The program recognizes there is a developmental arc in any given student's ability to demonstrate competencies and therefore the program seeks to provide feedback to students to assist in that development so that by the end of the program all competencies are fully evident. The nine main areas are:

A) RESEARCH

Demonstration of the integration of science and practice, but not the demonstration of research competency per se, is required. Individuals demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.

Trainees are expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base;
- Conduct research or other scholarly activities;
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

B) ETHICAL AND LEGAL STANDARDS

This competency is required at the doctoral, internship, and post-doctoral levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Trainees are expected to:

- Be knowledgeable of and act in accordance with current versions of the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and guidelines, regulations, rules, and policies governing the practice of psychology at the organizational, local, state, regional, and federal levels;
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas;
- Conduct self in an ethical manner in all professional activities.

C) INDIVIDUAL AND CULTURAL DIVERSITY

All trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible.

Trainees are expected to demonstrate:

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

D) PROFESSIONAL VALUES AND ATTITUDES

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Trainees are expected to:

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

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

B COMMUNICATION AND INTERPERSONAL SKILLS

Communication and interpersonal skills are foundational to education, training, and practice in professional psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program's expected competencies.

Trainees are expected to:

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

B ASSESSMENT

Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of professional psychology.

Trainees are expected to:

- Demonstrate current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology;
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural);
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process;
- Select and apply assessment methods drawing from the best available empirical literature and reflecting the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient;
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective;
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of

audiences.

Q) INTERVENTION

Trainees demonstrate competence in evidence-based interventions consistent with the scope of professional psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Trainees are expected to:

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

H) SUPERVISION

Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.

Trainees are expected to:

- Demonstrate knowledge of supervision models and practices;
- Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

I) CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in the field of psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Trainees are expected to:

- Demonstrate knowledge and respect for the roles and perspectives of other

- professions;
- Demonstrate knowledge of consultation models and practices;
 - Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

LICENSURE

MASTERS LEVEL LICENSURE

The program curriculum is designed to meet educational requirements for licensure as either a Licensed Psychological Associate (LPA) or as a Licensed Professional Counselor (LPC) in the State of Alaska. Note there are additional requirements for licensure in Alaska beyond the educational requirements. Specific requirements for licensure do vary from state to state and change over time. Our curriculum may not contain all of the educational requirements for licensure in a given state. Students are responsible for determining the licensing requirements in the jurisdictions where they intend to practice, for monitoring changes in those requirements while they are completing their program, and for acquiring any additional academic or training background necessary for licensure.

DOCTORAL LEVEL LICENSURE

The program curriculum is designed to be consistent with APA accreditation guidelines. Requirements for state licensure usually are similar to APA accreditation guidelines. Nevertheless, specific requirements for licensure do vary from state to state and change over time. Our curriculum may not contain all of the pre-doctoral requirements for licensure in a given state. Prospective students are responsible for determining the licensing requirements in the jurisdictions where they intend to practice, for monitoring changes in those requirements while they are completing their program, and for acquiring any additional academic or training background necessary for licensure. The program shares with new and ongoing students' information regarding licensing in other states compiled annually by the Association of State and Provincial Psychology Boards.

GRADUATE STUDENT EVALUATION POLICY

Student evaluation assists the faculty in guiding individuals toward achieving program goals and demonstration of competencies. The program uses both formative and summative evaluation processes:

- Formative evaluation is designed to provide the student feedback to fine tune their academic performance and/or behavior on a more frequent ongoing basis (see class, practicum, and the mid-point internship evaluations). Unless there are significant circumstances requiring immediate intervention, formative evaluations are accomplished in the form of ongoing conversations with your advisor or program faculty.

- Summative evaluation assesses where a student is at related to program goal achievement and competency demonstration at significant points in time in the program (see annual, program, and the final internship evaluations). Summative evaluations are also accomplished with conversations with your advisor or program faculty but are more formal and will include written documentation with signatures.

Students are evaluated in four ways during their enrollment in the program: (1) an Evaluation of Course Performance (leading to ongoing formative assessment); (2) an annual summative evaluation (Annual Student Review); (3) an Evaluation of Practicum Performance; (4) an Evaluation of Internship Performance. The procedures for each type of evaluation and expectations for student performance are included below.

EVALUATION OF COURSE PERFORMANCE

Students are evaluated by their course faculty in two areas: (1) Academic Performance; (2) Professionalism and Interpersonal Functioning.

Related to Academic Performance, grades are a primary source of information, but not the only information used to provide feedback on student performance. Passing grades are taken as evidence of meeting expectations for the mastery of the material presented in the class. Classroom faculty are asked to identify potential deficits in academic performance so the program can work with the student to increase academic performance.

Related to Professionalism and Interpersonal Functioning, classroom faculty are also asked to provide information on:

- 1) Professional Comportment;
- 2) Attendance and Timeliness;
- 3) Interactions with Peers;
- 4) Interaction with Faculty.

Faculty are asked to rate whether the student has met expectations or if there are concerns noted. If concerns are noted, faculty are asked to explain further. In cases where the rating is “Concerns Noted” the Core Graduate Faculty will review to determine if informal remediation is warranted or if the concerns are egregious enough that a formal remediation plan or other program actions are appropriate. In general, feedback from classroom faculty is intended to allow for formative assessment. The classroom evaluations make up part of the data that goes into the Annual Student Review. An example of the classroom evaluation form is in this handbook as an appendix.

ANNUAL STUDENT REVIEW

At the end of each academic year, each student is evaluated by the Core Graduate Psychology Faculty using the Annual Student Evaluation Form, which incorporates all broad goals and

competencies of the graduate program. The core faculty group completes this evaluation using information related to student grades, attendance, progress through program milestones, evaluation by course instructors, evaluation by practicum supervisors, input from other faculty members, and the faculty's own experience with the student throughout the year. The Program Director or the student's faculty advisor then consolidates this information in an Annual Student Evaluation. The Program Director or the student's faculty advisor then reviews the results of the Annual Student Review during an individual meeting with each student.

Students are expected to meet expectations while in the program. If the findings of the annual student evaluation indicate a minor concern, the program will work with the student informally to address the concern. A pattern of minor concerns may result in a formal intervention leading to a remediation plan or in some cases probationary status. Significant concerns noted on the annual student review will result in a formal intervention, remediation plan and probationary status. A rating of "Does Not Meet Expectations" in any area would trigger a formal intervention that may include a range of options from remediation plans to time away from the program, or even dismissal from the program. Students are able to attach an addendum to the annual student evaluation if they disagree with the findings.

EVALUATION OF PRACTICUM PERFORMANCE

Graduate Students are evaluated by their practicum supervisor at the end of each semester the student is enrolled in a practicum. The program goals and competencies relevant to each practicum training experience are specified on the Practicum Training Plan at the beginning of each practicum experience; at the end of each practicum semester, each student is rated by his or her practicum supervisor using the Practicum Evaluation form, which is found in the Time2Track program. The practicum evaluation form asks practicum supervisors to assign a rating (CE - Competency Evident, CDA - Competency Developing Appropriately, CC - Competency Concerns, or CCRI - Competency Concerns Requiring Intervention) for each of the competencies the practicum was designed to address. The program encourages practicum supervisors to co-create the practicum evaluation with the practicum student or otherwise review the practicum evaluation with the student prior to returning the evaluation to the program for faculty consideration. At the end of each semester, the practicum supervisor returns the completed evaluation to the DCT.

Practicum experiences are graded as a Credit or No Credit rather than assigning a letter grade. In order to receive credit for the practicum, the practicum evaluation should indicate that most of the practicum goals were met and all competencies were rated as "competency evident" or "Competency Developing Appropriately." Students who receive ratings of "Competency Concerns" may receive informal or formal interventions. In cases where students receive a rating of "Competency Concerns Requiring Intervention" the formal due process procedure will be enacted.

EVALUATION OF INTERNSHIP EXPERIENCE

During the student's final year of the program, the internship year, the Annual Student Review process is not completed. The evaluation of the student completed by the internship supervisor will serve as the student's final evaluation. The student must successfully complete the minimum requirements during their internship year in order to successfully complete the program. If a student completes an Association of Psychology Postdoctoral and Internship Centers (APPIC)-member internship program, the student must successfully meet all criteria set forth by the internship program in order to successfully graduate from the APU Graduate program. If a student completes a non-APPIC-member internship program, that student is evaluated by their internship supervisor using the Student Internship Evaluation Form, and must obtain the level of "Competency Developing Appropriately" or above on all broad goals and individual competencies to successfully graduate from the program. If a student is unsuccessful in completing internship or if a student in a non-APPIC-member program does not obtain a score of "Competency Developing Appropriately" or above on all broad goals and individual competencies, the APU Graduate Program Due Process procedures are initiated. Faculty members will determine if the student will be allowed to complete another internship or if they will be released from the program.

PROGRAM POLICIES AND PROCESSES

FERPA AND POLICY ON COMMUNICATION

Institutions of higher education fall under the Family Educational Rights and Privacy Act (FERPA) which hold student communication about educational processes to be protected communications. Therefore, students are required to use their APU email addresses when communicating with the program or professors about their educational program. Professors are required to use the APU system as well, so students need to check their email frequently. In most cases, "I don't use or check my APU email account regularly" will not suffice as an excuse for lacking information.

Professors make every attempt to return student emails within two business days sans holidays and semester breaks. It is expected that students will do the same. Responses to more involved inquiries (letters of recommendation, feedback on work, etc.) may take longer than two business days; however, acknowledgement of receipt of the inquiry should occur within the two business days. Email is seen as a part of normal "professional" communication. As such, email is governed by the normal expectations for professional communication and should never be threatening or harassing.

The program makes use of both Zoom and Blackboard Collaborate Ultra to facilitate the synchronous online portions of the class. These meeting rooms are designed to securely provide a learning environment free from distraction or harassment. To this end, it is expressly forbidden to share login information for program classes and events that have been scheduled to be virtual sessions.

APU DIVERSITY AND NON-DISCRIMINATION POLICY

In line with the values of Alaska Pacific University, the Counseling Psychology graduate program at APU strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its students. Diverse students and faculty members enrich the educational experience, promote personal growth, and strengthen communities and the workplace. Every effort is made by the program to create a climate in which all staff and students feel respected, comfortable, and in which success is possible and obtainable. Faculty and staff from the program strive to make every effort to dispel ignorance or anxiety associated with multicultural experiences. The program's training curriculum includes an expected competency in diversity training, and multiple experiences are provided to be sure that students are both personally supported and well-trained in this area.

The program welcomes applicants from diverse backgrounds. We believe a diverse training environment contributes to the overall quality of the program. Equal opportunity is provided to all prospective students; the program does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or any other factor that is irrelevant to success as a psychology graduate student. If an applicant or student requires accommodations under the Americans with Disabilities Act, they should contact the Assistant to the Dean of Students to initiate this process.

The program is committed to a training process that ensures graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values. APU's partnership with the Alaska Native Tribal Health Consortium includes a strategic plan which (in part) involves APU making efforts to become a tribal university. In so doing, the graduate program is doing its part in making strides to include elements of Indigenous knowledge in the curriculum, as well as growing its faculty to include diverse backgrounds, ways

of knowing, values, and lifestyles – particularly as pertains to the indigenous Alaska Native population.

EVALUATION OF PROFESSIONALISM

Students and trainees in professional psychology programs (at the Masters, Doctoral, Internship, or Postdoctoral level) should know that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to:

- a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for practice), and;
- b) ensure - insofar as possible - the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than (and in addition to) coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
- b) professional competence, timeliness, and attendance (e.g., attendance of scheduled meetings and classes, turning in assignments on time, keeping up with the progression of the program).¹
- c) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
- d) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and

¹ While there may be times when an emergency or circumstances beyond the students control prevent attendance, students are expected to schedule vacations, family, or other social events in such a way that there is no impact on program participation.

- e) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

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

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include:

- a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable);
- b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary);
- c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and
- d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee.

NOTE - this policy was adopted by APU faculty. It was originally developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and approved by the CCTC on March 25, 2004.

SAVE ACT

For the purposes of Title IX and the Campus SaVE Act, this skills development course will be deemed a “sanctuary” during active skills training portions of the class. This means that your instructor will be acting in a professional supervisory capacity with regards to your practice, and that during the practice you will be engaging in a temporary helping relationship. You are expected to conduct yourself in accordance with the (American Counseling Association *2014 Code of Ethics*, American Psychological Association *Ethical Principles of Psychologists and Code of Conduct*, National Organization for Human Services *Ethical Standards for Human Service Professionals*, other as it applies). Students acting in the role of the client should not

make significant personal self-disclosures. It is not appropriate to use practice interventions sessions with other students to work on personal issues. Personal disclosures with this intent in mind are more suited for a discussion in an on-going professional helping relationship. Students acting in the role of the helper should contact the instructor immediately should there be any information shared that might rise to the standard of an exception to confidentiality. The helping student, the student in the client role, and the instructor will decide together how to proceed with any reporting requirements.”

Graduate-level psychological coursework might yield emotional and psychological reactions in students. As psychological associates/psychologists in training, it is imperative that students learn how to tolerate and work with intense affect, including their own. Students are encouraged to cope with stress in a professional and ethical manner that safeguards their well-being and the well-being of their colleagues, faculty, and the program. Students are encouraged to maintain adequate self-care and consult with professors and advisors privately for assistance in dealing with and addressing difficulties encountered through the increased demands and workload of graduate study.

ACADEMIC RIGOR

Up-to-date information about academic policies can be found in the current APU Catalog.

ACADEMIC HONESTY

The APU Honor Policy is copied from the APU Catalog here: “Alaska Pacific University is a community of learners and teachers in which all enjoy freedoms and privileges based upon mutual trust and respect as well as a clear sense of responsibility. This philosophy forms the foundation of the academic and social environment at this university.

In the academic arena, students are responsible for their own learning while faculty members enhance these learning experiences. Students are expected to do all work assigned, to do it honestly and with integrity, and to ensure that the instructor has actually received the work.

As noted in the Student Handbook, cheating on examinations, plagiarism, or submitting the work of others as one’s own are specific examples of prohibited conduct. Students who engage in such activities will be subject to disciplinary measures, which may include failure in the course or expulsion from the university.

In addition to the above policies, self-plagiarism is a possibility, and will be enforced in the program to the same extent as any other type of plagiarism defined in the Student Handbook. For more information on what constitutes self-plagiarism, how to correctly source yourself, and how to avoid self-plagiarism, please refer to the Resources appendix link.

GRADES AND GRADING

APU holds high standards of academic rigor in all programs. The APU Catalog describes

graduate grades in the B range (B-, B, and B+) are considered “average mastery of facts and principles.” Grades in the A range (A-, A, and A+) are considered “clearly above average mastery of facts and principles.” Note that if B is the “average” rating, that means most people score in that range. Average at the Master’s level is still a very high academic level compared to lower level degrees. In the program, a grade in the A range is reserved for excellent or near excellent work products.

Notice the use of the term “work products.” Average work products are never considered to be excellent because, “a lot of time and effort” went into the process, project, or product. Similarly, faculty are not likely to consider ongoing normal circumstances in a student’s life (e.g., childcare) as mediating factors in assigning grades. It is not that faculty are not sympathetic regarding life difficulties, but faculty assume that these were part of the deliberations that led to the decision that the time was right to enter the program. If extraordinary circumstances arise that will impact your ability to function in the program, talk to your instructor to see if arrangements can be made in the short term, and talk to your advisor about longer term solutions such as a leave of absence.

The APU Catalog contains specific policies regarding incompletes for serious or unusual circumstances, and in progress grades for professional projects needing additional time or effort. Please **DO** ask for faculty support in these cases.

GRADE EXPECTATIONS

Students in the Graduate Program are expected to maintain a Grade Point Average (GPA) of 3.0 or higher; failure to do so may result in academic probation. Earning two B- grades may jeopardize your GPA. Grades in a specific class must be at least a C- or better. Failure to meet this standard will require re-taking the class.

Please note: In the first semester students may receive grades that are higher than will be received in future core courses and graded learning activities in the rest of the program. This “learning curve” is in place so that students can adjust their performance expectations if needed. Students who make a B in the first class should expect a lower grade for the same work product in classes that follow. It is essential to use feedback from instructors to improve your performance as you move through the program.

ACADEMIC PROBATION

If a student’s GPA falls below 3.0, the student is placed on academic probation by the Registrar. Consistently earning a B- grade or lower will jeopardize a 3.0 GPA (as B- grades cumulatively add up to a GPA of 2.7). To be removed from academic probation, the student must bring his or her cumulative GPA up to 3.00 within the next semester in which classes are taken or he or she will be removed from graduate degree-seeking status.

REINSTATEMENT TO GRADUATE DEGREE SEEKING STATUS

If removed from degree-seeking status, graduate students may apply for reinstatement to

graduate degree-seeking status after one calendar year from the semester in which they were removed from a graduate program. Upon reapplying to graduate study, it is the student's responsibility to demonstrate his or her ability to succeed in the graduate program. Reinstated students must reapply for candidacy and must meet the program requirements that are in effect at the time of reinstatement.

GENERAL EXPECTATIONS

PSYCHOLOGY IS A SCIENCE

The study of psychology as a science refers to the importance placed on developing a body of knowledge that is rationally based, systematic, and testable in the service of increasing predictability. Work in psychology takes into account pertinent prior research to establish a basis from which ideas and concepts can be expanded. While seeking to explore "ultimate truths," psychology recognizes that a concept is only an ideal and that assertions need to be couched in the terms of the methods used to derive them: the probability is high, the research reviewed suggests, results in this particular population, "X" behavior is often present. Good science writing always takes into account the fact that we cannot know what we don't know.

WRITING IN THE SCIENCES

All scientific writing has the same goal: to present data and/or ideas with a level of detail that allows a reader to evaluate the validity of the results and conclusions based only on the facts presented. The reader should be able to easily follow both the methods used to generate the data (if it's a primary research paper) and the chain of logic used to draw conclusions from the data. Several key elements allow scientific writers to achieve these goals:

Precision and clarity. Ambiguities in writing cause confusion and may prevent a reader from grasping crucial aspects of the methodology and synthesis. Be very careful about relying only on metaphor to discuss key issues, components, or concepts. Concepts and methods in the sciences can often be complex; writing that is difficult to follow greatly amplifies any confusion on the part of the reader.

Objectivity. Any claims of fact that you make need to be based on facts, not opinion, intuition, or emotion. Recall that the reason for the rise of the "scientific method" was to bring objectivity into our understanding of the world around us. The focus in psychology is typically on observable, testable behavior.

Additionally, when one makes an assertion in the sciences, one describes pertinent background information that may argue for or against the assertion. Ignoring other perspectives or contradictory research is seen as a weakness in science writing. Unlike rhetoric, science writers are not trying to convince or persuade. Their goal is typically to lay out all the facts and allow readers to arrive at their own conclusions.

Comprehensive. Writing in the sciences typically strives to tell the whole story with as many

pertinent details as possible. If you find yourself thinking “I don’t need to explain that” or “everyone knows that,” you should consider going ahead and providing a description or explanation. But remember we are writing in the service of giving all the information to complete the picture, not just to add words.

Organized. Writing in the sciences often follows specific formats for organization (i.e., introduction, literature review, methods, results, discussion, and summary). But beyond that, writing in the sciences should show evidence of well thought out presentation of information as opposed to a “stream of conscious” style that is more appropriate in the fine arts.

Students are encouraged to use outlines to establish organization from the start. Writing from an outline helps to keep topical areas grouped together so that in most cases a key concept or issue is not discussed in multiple parts of the paper (e.g., all test administration issues are in a specific section, all test taker characteristics are discussed in a specific section, all interpretation issues are discussed in a specific section).

Outlines also inform the writer’s use of headings that help organize material to make easier reading and synthesis possible for the reader. APA has a simple, easy to use scheme for providing levels of headings that facilitate writing from an outline so that “like information” is presented together in a specific section.

You should invest in your own copy of the current APA style manual. While there are some internet sites that seek to provide information about APA formatting, they occasionally have incorrect information. For grading purposes, the style manual will be considered the final word as to what is correct APA formatting. It is a safe bet that you will not find APA formatting to be intuitive and something you can just guess at. Pay particular attention to in-text citations and reference citations as these are where most errors will be found. As noted earlier, the “levels of headings” are meant to make it easier for you to organize your information and easier for your audience to read your work product--use them!

Students in the program spend a good deal of time together and a good deal of time on campus or in classrooms. It is the responsibility of every student, and of each faculty member, to contribute to a positive learning environment.

INCORPORATING FACULTY FEEDBACK

Faculty do their best to function as a team to facilitate the greatest degree of knowledge gained and skills perfected as is possible for each student in the program. Accordingly, faculty members are often aware of areas where students are showing strengths and comparative weaknesses. Faculty consider using feedback on previous work to perfect skills and knowledge for the future to be an important aspect of being a good student. Accordingly, when students get feedback or suggestions for improvement they do not fully understand, it is critical that they explore the feedback and suggestions with the faculty member who gave them, so they might better be able to incorporate the information.

ATTENDANCE AND PARTICIPATION

Students are expected to attend all scheduled classes and meetings on-time. In the case of unavoidable emergency situations, students are required to notify faculty as soon as possible if they will, or have, missed a scheduled event. Seeking an excused absence should be an extremely rare event and discussed with the instructor as soon as possible. Not only are students expected to attend, but they are also expected to be prepared to fully participate in learning activities. Small classes and the cohort model rely on everyone attending and everyone participating to the best of their ability. Attending, but not being fully prepared, is as good as not attending. This means being fully present during class (i.e., no texting, working on the computer during presentations, etc.)

APU typically follows the Anchorage School District in initiating weather related closures. If the weather seems particularly hazardous check the APU website and your APU email inbox. On occasion, classes have not been canceled, but have been delayed; this is typically announced via email or the previously mentioned phone text alert system. Cohorts are encouraged to establish “phone trees” to facilitate announcements about classes.

CLASSROOM ETIQUETTE

As graduate students, you are an essential component of the learning environment. Contributions to class are critical. Class engagement requires thorough preparation including the completion of all assignments in a timely manner, reading course material prior to class meetings, thoughtful substantive contributions to discussions, and a professional level of interaction with your peers. While your graduate studies include the opportunity to focus on your own professional interests as they relate to any given class, you are required to engage in all class discussions and critically assess the work presented by your peers.

Since multitasking significantly diminishes the quality of the learning environment, the use of all electronic devices during class for any activities not related to the learning experience, or without instructor authorization, is prohibited. For example, it is appropriate to use your laptop to take class notes and perhaps briefly access the internet to provide additional information to contribute to a class discussion, but all activities unrelated to class such as checking email or surfing the web are prohibited. Be careful not to “hide” behind an open laptop. Many students are surprised to learn that they cannot effectively contribute to class discussions, or critically assess the work of their peers, if they are actively engaged in other activities. In addition, your fellow students find the inappropriate use of electronic devices distracting and/or annoying.

Class breaks are provided periodically and are the appropriate time to utilize electronic devices for personal communications. If there are occasionally personal situations where you must monitor your electronic communications during class (for example, emergency contact information from a babysitter), discuss the situation with your instructor in advance to obtain authorization.

ADDITIONAL SUPPORT AND RESOURCES

In addition to faculty and peers, there are other resources available to help students make the most of their learning experiences. Each student learns in a unique way and is able to demonstrate learning best through different evaluation options. All attempts have been made to accommodate a wide variety of learning strengths in this program. However, interpersonal communication skills feature heavily in the Graduate Psychology Program, and writing skills make up a large part of graduate work. There is quite a bit of independent and self-directed work required of each student, so please be sure to schedule your time outside of class wisely. Below are several additional resources to assist you to achieve your best in your studies.

AMERICANS WITH DISABILITIES ACT

It is the policy of Alaska Pacific University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). Students who desire accommodation should do so before courses begin, ideally, and certainly as soon as possible thereafter. Determining accommodation, gathering documentation, and seeking the resource(s) can take time. Like most things in life, getting an early start is advised. The contact person is Assistant to the Dean of Students in the Atwood Building.

THE WRITING CENTER

The graduate programs currently have a teaching assistant (a doctoral student) available for assistance with writing. Counseling Psychology may require students' papers in PY 65500 (Design and Principles of Research) be seen by a writing tutor in the spring if one is available.

APU IT DEPARTMENT

For folks who need help accessing their APU email or to get a new APU student ID/Library card, please see the IT folks located on the first floor of Grant Hall. Or you may contact them at 564-8350 or via email. IT is fully open 8:00am – 5:00pm, Monday through Friday, and is available via phone support 5:00pm – 8:30pm, Monday through Thursday.

CONSORTIUM LIBRARY

Many of you will be working at home and accessing the Consortium Library materials via your home computer. APU has an excellent library; you are strongly advised to make an in-person visit to the library to familiarize yourself with the extensive resources available to you, too. For general library assistance, check the Resources appendix. There is also the Ask-a-Librarian service. Finally, there is a Consortium Librarian, Ralph Courtney, who is specialized in Psychology, so don't be afraid to ask for his help!

APU Graduate Program students have full access to the UAA/APU Consortium Library. The mission of the Consortium Library is to provide and maintain collections and resources that support the educational and research programs of the University of Alaska and APU. Its collection consists of more than 930,000 volumes, 425,000 government documents from the US Government Printing Office, and 20,000 videos and films. In addition, the library licenses over 250 databases and provides web access to the full text of more than 70,000 journals and e-books.

Materials are available free of charge to APU students. The Consortium Library is within walking distance of the APU campus with many resources available online. Conveniently, the APU Academic Support Center serves as a pick-up and drop-off point for inter-library loan items.

Counseling Psychology also maintains a large test library that houses testing materials and protocols for cognitive, personality, behavioral, developmental, and neuropsychological tests for on-campus use. In addition, it contains testing related resources and computerized scoring/interpretation software for commonly used assessment instruments. If interested in checking resources out or purchasing copies of tests, please contact the Program Director.

COUNSELING AND STUDENT WELLNESS

Undertaking a graduate program is a tremendous amount of work and responsibility. And, this is in addition to one's "normal" life of work, family, recreation, etc. While stress is a normal part of this process, if too much stress is experienced then it is difficult to learn. Spouses, family members, or partners of graduate students also experience stress while their loved one is in the program. The Counseling and Wellness Center is located in the Atwood building is staffed by select graduate student(s) in their master's internship during the Fall and Spring semesters, and is available as a free resource to all APU students. Contact the current graduate student(s) at apucounselingcenter@gmail.com.

HEALTHY ACTIVITIES

As an APU student you have access to all of the campus facilities. The Moseley gym boasts a salt-water pool and a full gym. Staff there regularly schedule exercise classes, such as yoga. You are also welcome to join student-oriented activities like basketball games and kayak polo. Information about hours and activities can be found online.

Student life includes a division called "Outdoor Programs." You can go along on organized trips, borrow equipment to take on your own excursions, get certified as a Wilderness First Responder, or participate in special events. The helpful folks there will also give you ideas about how to engage in the activities that fit your experience and fitness level. Additional information is online.

In the basement of the Atwood building there is a climbing wall and a weight room. Both are open to students. The campus includes an extensive trail system, boasts an excellent disc golf course, and is adjacent to a dog park. Check with staff at the Moseley Sports Center or in Outdoor Programs for more information about these options and other activities on campus.

STUDENT LEADERSHIP

The core faculty group works closely with the Graduate Student Council to obtain student feedback regarding the program and student needs. Members of the Graduate Student Council are elected by their peers and serve staggered terms so that knowledgeable student input is always available.

Annually, a student is selected by their peers to serve as APU's representative to the American

Psychological Association of Graduate Students (APAGS) organization. APAGS representatives from both professional psychology programs are invited to work with the Board of Directors of the Alaska Psychological Association where they can better advocate for graduate student issues, network with community professionals, and serve to reach out to graduate students with information on professional events in the community.

The Associated Students of Alaska Pacific University (ASAPU) is the student government for the university. There is a place on the board for a graduate student representative; you may wish to run for office. ASAPU has access to some of the funds that go into the student activity fee you pay as a portion of your enrollment. They are interested in involvement from graduate students to make decisions about how to spend the money. Contact them in the Atwood Building or find more information online.

GRADUATE ASSISTANTSHIPS

In the Spring semester of each year, the Program Directors will solicit applications for a few Graduate Assistant positions. Graduate Assistants provide a wide variety of service to the program area in return for a tuition reduction. Typically only students in the second or higher year of the program are eligible to apply. Work tasks might include providing teaching assistance for a class, helping with an administrative task, organizing orientation and supervisor appreciation events, coordinating meetings between cohorts, serving as a writing tutor, serving as a math tutor and other similar supports to the program area.

FINANCIAL RESOURCES

6XXXX classes cost \$650 per credit hour.

7XXXX classes cost \$840 per credit hour.

APU Graduate Program students are eligible to apply for federal financial aid. Instructions for completing an application for federal financial aid are available on the APU Financial Aid office webpage. <https://www.alaskapacific.edu/student-financial-services/>

CREATING A SUPPORTIVE LEARNING ENVIRONMENT

While faculty can provide and ensure resources are in place to aid you in your educational journey, it is ultimately up to you to create a learning environment that is of the greatest support for you. We have listed quite a few resources so far to help you make the most of your learning experience: faculty, peers, help for ADA issues, the Writing Center, APU's IT Department, the Consortium Library, counseling resources, The Moseley Sports Center, Outdoor Programs, and ASAPU. *Don't be afraid to ask for assistance or for something that you need that has not yet been identified!*

COUNSELING PSYCHOLOGY DUE PROCESS AND GRIEVANCE POLICY

The Counseling Psychology program has a specific grievance procedure for graduate students designed to support dialogue and mediation as the first steps in resolving differences. The policy

also exists to allow for professional gate keeping responsibilities outlined in ethics codes and expectations for conduct in counseling psychology professions.

These guidelines are intended to help students with a means to resolve perceived concerns with the behavior of individuals related to the graduate programs. APU does not permit retaliation. Students who pursue grievances in good faith will not experience any adverse professional or educational consequences. Students are encouraged to speak with the program director, their primary practicum or internship supervisor, or any other member of the faculty about any ethical, professional, or administration problems they encounter during their graduate training.

It is expected that a student will maintain current academic progress during the course of any grievance procedure. The faculty hopes to remain open and approachable so that differences may be resolved informally as often as possible.

Though this section does not prohibit use of university-wide policies and procedures available to all students, the graduate program does require students to go through program policies identified in the handbook. The Due Process procedures outlined below constitute the current policy.

TITLE IX-RELATED GRIEVANCES

Grievances against employees of APU related to protections afforded under Title IX (discrimination, harassment, sexual harassment) will be immediately reported to the APU Title IX Coordinator. The Program Director or a faculty member may help a student do this, but students may also go directly to the APU Title IX Coordinator.

GRIEVANCES BY STUDENTS

GPA/Grade Related Grievances by Students

For academic/grade concerns experienced within a specific course:

- A. The student is advised to first consult the course instructor to address and resolve any problems.
- B. If, after this consultation the issue is not resolved, the student may consult the Program Director (or another core graduate faculty member if the issue is with a grade assigned by the program director).
- C. If this does not resolve the issues or problem, then the student may consult the Director of the Institute of Health and Wellness. If none of these meetings result in resolution of the problem, the student will have reached the end of the program's policy response and the student is welcome to pursue avenues other than the program as identified in the APU Student Handbook.

For Non-GPA/Grade Related Grievances by Students

These guidelines are intended to help students with a means to resolve perceived concerns with the behavior of individuals related to the program. Students who pursue grievances in good faith

will not experience any adverse professional consequences. Students are encouraged to speak with the Program Director, their primary practicum or internship supervisor, or any other member of the faculty about any ethical, professional, or administration problems they encounter during their graduate training. In such cases, there are both informal and formal reviews to address the issue of concern:

Informal Review

- A. Students should first make every effort to resolve the issue informally and directly with the person who is the subject of the grievance.
- B. When such resolution is not practical due to power and authority differences or other factors, students are encouraged to seek consultation from the Program Director, Program Advisor and/or any core graduate faculty member to explore ways of reaching a resolution.

Formal Review Process

If the matter cannot be satisfactorily resolved using informal means:

- A. The student may submit a formal grievance in writing to the Program Director. If the Program Director is the object of the grievance, the grievance should be submitted to another member of the core graduate faculty.
- B. The individual being grieved will be asked to submit a response in writing. The Program Director or identified faculty member, will meet with the student and the individual being grieved within 7 days. In some cases, the Program Director or identified faculty member may wish to meet with the student and the individual being grieved separately first. The goal of the meetings will be to develop a plan of action to resolve the matter.
- C. The Program Director or core graduate faculty member will document the process and outcome of the meeting(s) and propose an action plan to effect a remedy if one is warranted.
- D. The student and the individual being grieved will be asked to report back to the Program Director or identified faculty member in writing within 7 days regarding whether the issue has been adequately resolved.
- E. If the plan of action fails to adequately resolve this issue, the Program Director or identified faculty member will consult with the Director of the Institute of health and Wellness to review the process to that point. A final plan of action will be generated and transmitted to the student and the person being grieved within 7 days. This plan will be final and considered to have exhausted the program's procedures at that point.

GRIEVANCES ABOUT STUDENTS

GPA/Grade Related Grievances

- A. Failure to make a B- or better in any class will result in the student having to retake the class and may result in the development of a remediation plan.
- B. Multiple instances of failure to make a B- or better in a class could result in further

- remediation plans or dismissal from the program.
- C. If a student's GPA falls below 3.0, the student is placed on academic probation by the Registrar. The student will then have one academic semester to raise the GPA to standard. If this is not achieved, the student will be dropped from the program.
 - D. A student can only be on academic probation once while in the program. Being placed on academic probation for a second time will automatically result in the student being dropped from the program.

Non-GPA/Grade Related Grievances about Students

The program has procedures in place to address inadequate or unacceptable student behavior and/or performance during class, practicum, and/or programmatic interactions. These procedures help ensure that judgments or decisions made by the program about students are not arbitrary or personally biased.

Informal Review

- A. If a faculty member or supervisor believes that a student is not performing in an appropriate/professional manner or that a student's behavior is becoming problematic, the faculty member or supervisor will address the issue directly and as soon as possible with the student in an attempt to resolve the problem. This process will not be documented as part of the student's professional file.
- B. If the issue is not resolved and/or continues, a formal review will be instigated.

Formal Review

If a student's problematic behavior persists following an informal attempt to resolve the issue, or if student evaluation(s) show a pattern of failure to meet expectations or a significant ongoing pattern of concerns among the competency domains, or a supervisory evaluation of practicum performance noted significant concerns, the following steps will be taken (of note, each of these steps will be documented and become a permanent part of the student's file):

- A. The faculty member or supervisor will meet with the Program Director and the student within seven (7) working days to review the problem(s). If the Program Director is the student's immediate supervisor, a member of the core program faculty will be included in the meeting.
 1. At the meeting, the student will be given, if he/she has not already received, a written document outlining the concerns that necessitated the meeting. The student will have the opportunity to provide a verbal or written statement documenting his/her response to the issues being raised.
 2. The Program Director may decide to temporarily suspend a student's clinical activities during this period prior to a final decision being made, if warranted.
- B. Within five (5) working days of the initial meeting, the core graduate faculty and the Director of the Institute of Health and Wellness will convene a meeting to define the student's problem as concretely and behaviorally as possible, consider the student's

response, and assess the potential for remediation. The outcomes of this meeting may consist of :

1. Issuance of an "Acknowledge Notice" which formally acknowledges a) that the faculty is aware of and concerned with the problem, b) that the problem has been brought to the attention of the student, c) that the faculty will work with the student to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating, and d) that the problem is not significant enough to warrant more serious action. This notice will be issued within 5 working days of the meeting.
 2. Placing the student on "Program Probation" which defines a relationship such that the faculty/supervisor, and Program Director, actively and systematically monitor, for a specific length of time, the degree to which the student addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the faculty member/supervisor and Program Director. Within 7 working days of the meeting noted in B. above, a formal written statement outlining the probation will be developed that includes:
 - a.the actual behaviors or skills associated with the problem
 - b.the specific recommendations for rectifying the problem
 - c.the time frame for the probation during which the problem is expected to be ameliorated, and
 - d.the procedures designed to ascertain whether the problem has been appropriately rectified.
 3. Dismissal - If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the student's placement may be dismissal from the Program. If this outcome is decided upon, the Program Director will write a letter explaining the committee's decision and meet with the student within 5 working days to go over the letter. In cases where physically meeting is not possible, a certified letter will be mailed to the student within 5 working days.
- C. Once the Acknowledgment Notice or Probation is issued by the Program Director, it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty at this time, no further action will be taken.

Appealing the Results of Disciplinary Actions

- A. If the student wishes to challenge the decisions made, he or she may request a "Hearing" before a review panel. This request must be made in writing- an email will suffice- to the Program Director within 7 days of notification regarding the final decision.
- B. The Hearing will be held within 10 working days of the student's request. The review panel will consist of core graduate program faculty, the Director of the Institute of Health

and Wellness and two other non-core graduate faculty members of the Institute of Health and Wellness.

- a. The panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information.
 - i. The review panel may uphold the decisions made previously or may modify them.
 - ii. The review panel has final discretion regarding outcome.

Results of the Review Panel may be appealed to the Academic Dean.

COURSE REQUIREMENTS AND SEQUENCE

All classes 3 credits, except Practicum and Dissertation classes, which are 2.

YEAR 1

Fall

- PY60900: Ethics of Professional Practice
- PY61500: Counseling Theories and Skills
- PY64000: Diagnosis and Treatment Planning

Spring

- PY61100: Professional Values and Attitudes
- PY64600: Individual and Cultural Diversity
- PY72100: Biological Bases of Behavior*

Summer

- PY60401: Assessment in Counseling and Substance Abuse
- PY60601: Interventions for Prevention, Wellness, and Resiliency
- PY72200: Cognitive and Affective Bases of Behavior*
- PY75300: Supervised Practicum I

YEAR 2

Fall

- PY60602: Interventions for Anxiety and Affective Disorders
- PY62000: Lifespan Development*
- PY72400: Social Bases of Behavior*
- PY76300: Supervised Practicum II

Spring

- PY60603: Interventions for Children and Families
- PY71500: History and Systems of Psychology*
- PY73100: Psychology of Measurement
- PY76500: Supervised Practicum III

Summer

Comprehensive Exams (topics marked above with asterisks):

PY62000, 71500, 72100, 72200, and 72400

Decision to Recommend Progression to Advanced Studies

YEAR 3

Fall

- PY72900: Techniques of Data Analysis
- PY63300: Research Methods in Counseling Psychology
- PY64900: Group Counseling

MSCP Degree Exit

- PY76000: Supervised Practicum IV

Spring

- PY74500: Dissertation Proposal
- PY70402: Adult Clinical Assessment
- PY70604: Interventions for Trauma
- PY76700: Supervised Practicum V

YEAR 4

Fall

- PY71500: Dissertation Research
- PY70403: Adolescent and Child Assessment
- PY76800: Supervised Practicum VI

Spring

- PY70800: Professional Practice: Consultation, Supervision, and Communication
- PY76100: Dissertation Completion

Summer

- PY77100: Pre-Doctoral Supervised Internship I

YEAR 5

Fall

- PY77100: Pre-Doctoral Supervised Internship II

Spring

- PY77100: Pre-Doctoral Supervised Internship III

PRACTICUM GUIDELINE POLICY

All students will participate in practicum experiences, with the approval of the DCT, starting at the beginning of their second year of enrollment (Summer semester) assuming no transfer classes. Students should work closely with the DCT to select a site from a list kept by the program that meets their training needs. If the student has transferred in classes or otherwise has a non-standard first-year line-up of classes, they need to have completed as a minimum Professional Values and Attitudes, Professional Ethics, and Counseling Theories before signing up for a practicum. Practica placements involve the supervised practice of psychology including individual child and adult, family, and group psychotherapy, psychological assessment, consultation, supervision, and psychoeducational activities. Students may also want to undertake practica in psychological testing, consultation, program development, outreach, advocacy, teaching, as well as the use of evidence-based practice procedures and the ability to identify and use evidence-based procedures. Practicum experience begins to lay the foundation for “scope of practice” as a psychologist as that is based on education and training (note the internship year will add to this foundation). Practicum experiences also help pave the way for acceptance in some internships. Accordingly, students who know they wish to focus on clinical counseling in their professional careers are recommended to do at least four of the six practica in that area, though the practicum focus may vary somewhat between the four practica. Because the degree leads to licensure, the Program requires an absolute minimum of three (3) practica dedicated to clinical counseling psychology.

ATTENDANCE

Practicum training is a professional experience. As such, students are expected to be available for each regularly scheduled practicum meeting. Our practicum training sites do not necessarily

adhere to an academic schedule. Students should anticipate continuing their practicum responsibilities during holidays and various break periods. Students who fail to attend practicum will have at a minimum a remediation plan with the Program Director.

PRACTICUM TRAINING PLAN

A completed APU Practicum Training Plan is required before a student begins his or her experience at a practicum training site. The training plan outlines how the trainee's time is allotted at the site, the goals and objectives of the practicum experience, the methods of evaluation of the trainee's performance, the number of required supervision hours, jurisdictional regulations governing the supervisory experience, and how the experience fits within the larger APU PsyD training curriculum.

TOTAL HOURS REQUIRED

Students are required to complete six semesters of practicum coursework successfully to complete the APU PsyD program successfully; MSCP-oriented students will complete three semesters. APU students are expected to spend a minimum of 8 hours each week engaged in practicum activity. In line with the Association of State and Provincial Psychology Boards (ASPPB) guidelines, at least 50% of the total hours of supervised practicum experience accrued shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations. At least 25% of the supervised professional experience shall be devoted to face-to-face patient/client contact. Supervision hours count in the total of practicum hours.

EXAMPLE: A student completing a 15 week practicum placement with 8 hours (1 days) of experience in each week would need to spend at least 4 of the 8 hours in service-related activities per week, as noted above, and at least 2 hours of those 8 hours must involve face-to-face client contact. Over the course of the semester, the student would need to complete at least 120 hours of total practicum experience. At least 60 hours should have been spent in direct service-related activities that would be required out of the 120 hours. At least 30 hours devoted to face-to-face patient/client contact would be required out of the 120 hours.

PRACTICUM SUPERVISION AND SUPERVISION HOURS

Clinical counseling practicum experiences should be overseen by a psychologist licensed in the state in which the experiences occur. Supervision on site can be provided by doctoral interns or post-doctoral fellows in psychology, under the supervision of a licensed psychologist. Non-clinical counseling practica should also be supervised by doctoral level individuals, though they need not be licensed if licensing is not required for the activity.

Practicum students will obtain a cumulative total of at least 1 hour of individual face-to-face supervision with their site supervisor and must be directly observed at least once per semester at each practicum placement.

SUPERVISOR QUALIFICATIONS

A licensed psychologist shall have supervisory responsibility for the entire practicum experience, but up to 25% of the time spent in supervision may be provided by a licensed allied mental health professional. In addition, up to 25% of supervision hours can be in a group setting. Although the primary site supervisor can be a psychology doctoral intern or post-doctoral fellows; however, these interns or post-doctoral fellows must be supervised by a licensed psychologist and are ultimately responsible for the practicum students' work. The licensed psychologist, should conduct one supervision session with the practicum student per semester.

Practicum students should have supervisors who are able to extend the student's academic education and all supervisors shall be appropriately licensed in the jurisdiction of practice and a member of the staff at the site where the supervised experience takes place (note this could be as an employee or contractual).

EXAMPLE: The student in the above example would need an hour of supervision each week and over the course of the practicum and up to 25% could be group and up to 25% could be with a licensed allied mental health provider. So while the psychologist supervisor retains responsibility for the practicum as a whole, in a fifteen week semester requiring one hour of supervision per week, the psychologist supervisor would need to meet for at least seven hours of face-to-face supervision over the semester, assuming that in the same semester 4 hours of supervision were completed in group supervision and four hours were completed with a non-psychologist licensed individual.

TELESUPERVISION OF PRACTICUM EXPERIENCES

Telesupervision is supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee.

Ideally, telesupervision may not account for more than 50% of the total supervision at a given practicum site and generally may not be utilized until a student has completed his/her first intervention practicum experience. However, taking into account Alaska's unique geography and transportation limitations, the graduate program recognizes some students will need to use technology to accomplish the educational and supervisory goals of the practicum experience. Therefore the graduate program will work with students to ensure that the student has appropriate supervision to meet the individual's needs as much as is possible.

In order to use telesupervision, there must be: an explicit rationale for using the medium, which has been approved by the DCT. In addition, there should be an explanation for how non-scheduled consultation and crisis coverage are managed and how privacy and confidentiality of the client and the trainees are assured.

Information about telesupervision in a practicum should be submitted as a separate document,

along with the practicum training plan, if the practicum training plan does not include that information.

PRACTICUM EVALUATION

Students are evaluated by their practicum supervisors at the end of each semester of practicum utilizing the Practicum Evaluation form in Time2Track. This form assesses students on their development of profession wide competencies as they relate to the practicum experience.

Practicum supervisors provide a signed copy of this evaluation to the DCT before the end of each semester. The Practicum Evaluation Form asks supervisors to note whether competencies have been met. There are four ratings: “CE - Competency Evident,” “CDA - Competency Developing Appropriately,” “CC - Competency Concerns,” and/or “CCRI - Competency Concerns Requiring Intervention,” related to each of the areas of competency that is a focus of the practicum experience. The latter two, “CC - Competency Concerns,” and/or “CCRI - Competency Concerns Requiring Intervention,” require a written explanation for the rating. A single instance of “CC-Competency Concerns” may lead to informal or formal program intervention depending on the issues leading to the rating. A pattern of “Competency Concerns” or a single rating of “CCRI - Competency Concerns Requiring Intervention,” will trigger a formal program intervention and a remedial plan. When the “CCRI - Competency Concerns Requiring Intervention” is related to behavior that put the student or others for risk of harm or represents a major ethical violation, formal intervention may include dismissal from the program.

HOURS TRACKING

All practicum hours, including direct-service hours and indirect hours, should be logged and reviewed with the practicum supervisor. If a student’s log does not reflect an adequate number of hours in his or her practicum experience, the student may not receive credit for the practicum. If the hour requirement has not been met by the end of the semester, the student maybe given an “Incomplete” assuming the student has completed at least 75% of the work in the class and with a passing grade and the student cannot complete the work by the end of the term of enrollment for reasons beyond the student’s control (sudden illness, accident, or being sent out of town unexpectedly by an employer, as examples). Incompletes must be finished in the semester immediately following the assignment of the Incomplete grade. Failure to do so will result in the Incomplete being converted to a NO CREDIT.

Students are expected to use the Time to Track application to log their practicum hours. The department purchases a membership to this application for all enrolled students (<https://app.time2track.com/login>). Please contact the Program Director or DCT with any questions related to Time2Track or logging practicum hours.

STUDENT LIABILITY INSURANCE

Liability insurance is required for participation in practicum training. Students should provide the Program Director with a copy of their proof of liability insurance certificate of 1 million per

incident/3 million aggregate annually during their annual evaluations in May. Students should also provide a copy of their liability insurance to each practicum supervisor. Student liability insurance can be purchased through The Trust for \$35 per year.

<https://www.trustinsurance.com/Insurance-Programs/Student-Liability>

PRACTICUM PLACEMENTS

All placements must meet specific criteria and are approved on a case-by-case basis. When a potential practicum training site is identified, the student with the APU DCT's help completes a site-qualification form (see appendix) in order to collect the information needed to determine if the site is appropriate as a practicum site. The DCT may also want to talk with the site supervisor and/or conduct a site visit, if practical. The approval of a potential training site is granted by the consensus of the Program Director and the DCT, or at least one other PsyD faculty member. Practicum placements are reviewed annually by the DCT to ensure that the training site continues to meet APU training requirements.

Given the shortage of licensed psychologists within Alaska, licensed psychologists may not be available at all potential practicum sites. APU cannot guarantee students will have access to acceptable practicum training sites in all remote locations. **APU cannot guarantee student practicum placement availability.**

APU PSYD DOCTORAL INTERNSHIP POLICY

The APU PsyD program regards the internship as the final field experience that builds on prior practica and coursework, allowing students increasing autonomy in providing comprehensive psychological services under supervision. Philosophically, the APU PsyD program faculty believes that all students should be presented with internship training opportunities that will make them eligible for licensure by psychology boards as health service provider psychologists. Following are the Program's specific policy and procedures regarding the doctoral internship.

EXPECTATIONS AND PLANNING FOR THE INTERNSHIP EXPERIENCE

1. Students may apply for an internship positions in the year prior to completing their practicum experiences so that all six required practica are completed prior to the start of the internship, after successfully completing their dissertation proposal.
2. The internship year generally takes place after students have completed all APU PsyD required coursework except for the Dissertation related classes.
3. It does not appear that APPIC internship sites are currently taking students from non-accredited programs. However, there may be times where this policy changes. Students who want to follow and perhaps consider APPIC internships should refer to the APPIC Match program online (see Resources appendix).
4. Because the current APPIC policies appear to preclude students from non-accredited programs to apply. The program strongly recommends that students start working to develop an appropriate internship experience earlier rather than later in their program. The

PsyD has paperwork, forms, and instructions to help students create appropriate internship experiences.

5. Non-APPIC internship placements will need to be vetted and approved by the PsyD Program or DCT using the Internship Site Qualification Form to ensure that it meets all standards for the student to obtain licensure in the state of Alaska. Additionally, an APU internship agreement form will need to be completed and signed by the internship primary supervisor, the student, and the APU DCT or Program Director. As outlined in the APU internship agreement, the internship supervisor must agree to evaluate the student's performance in the internship at least at the mid-point and end of the internship training year and submit these evaluations to the APU DCT. Additionally, the student must keep track of all training hours during the internship year and submit an hours log using Time2Track to the APU DCT at the middle and end of the training year. Internship supervisors should sign off on the hour log prior to turning it in to the program or training Director. Students must complete 2000 hours of internship training in order to complete the APU PsyD internship requirement.

APPENDIX A: PROGRAM FORMS FOR PRACTICUM

Sample only; subject to change and review

APU GRADUATE PROGRAM PRACTICUM SITE QUALIFICATION FORM

This form is used to qualify new practicum sites and update information for previously approved sites. Students planning to apply to a practicum site should contact the APU Director of Counseling Training, who will vet the site using this form. When the site is qualified or verified, the DCT will notify the student and discuss the next steps for initiation of a practicum experience at the site.

STUDENT INFORMATION

Student Name		Student E-mail	@alaskapacific.edu
Date		Faculty Advisor	

DESCRIPTION OF THE SITE

Site Name		Site Address (city, state, etc.)	
Phone		Fax No.	
Website		Other	

SITE SUPERVISION INFORMATION

Name of Site Supervisor		Highest Degree	
Psychologist License No.		State(s) Licensed	
Email		Direct Phone No.	

TYPE OF SITE

(Please check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Child Guidance Clinic | <input type="checkbox"/> Partial Hospitalization/Intensive Outpatient |
| <input type="checkbox"/> Community Mental Health Center | <input type="checkbox"/> Private Practice |
| <input type="checkbox"/> Department Clinic | <input type="checkbox"/> Residential/Group Home |
| <input type="checkbox"/> Forensic/Correctional Setting | <input type="checkbox"/> School District/System |
| <input type="checkbox"/> Inpatient Psychiatric Hospital | <input type="checkbox"/> University Counseling Center |
| <input type="checkbox"/> Medical Clinic/Hospital | <input type="checkbox"/> VA Medical Center |
| <input type="checkbox"/> Outpatient Psychiatric | <input type="checkbox"/> Other: Type here to describe. |

TRAINING ACTIVITIES

(Please check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Research |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Consultation | <input type="checkbox"/> Psychotherapy |
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Didactic Training/Professional Development |
| <input type="checkbox"/> Other (please describe): | |

FOR ASSESSMENT SITES

(Please check all that apply):

- | | | | |
|----------------------------|--------------------------------------|-------------------------------------|--|
| Cognitive: | <input type="checkbox"/> WISC-V | <input type="checkbox"/> WAIS-IV | Other: Type here to describe. |
| Achievement: | <input type="checkbox"/> WJ-ACH | <input type="checkbox"/> WRAT-5 | <input type="checkbox"/> WIAT-III |
| Objective/Personality: | <input type="checkbox"/> MMPI-2 or 3 | <input type="checkbox"/> MMPI-2-RF | <input type="checkbox"/> PAI <input type="checkbox"/> Millon |
| Projective: | <input type="checkbox"/> Rorschach | <input type="checkbox"/> TAT | <input type="checkbox"/> H-T-P |
| Substance Use Disorder: | <input type="checkbox"/> SASSI-4 | <input type="checkbox"/> ASI | |
| Child protection/Forensic: | <input type="checkbox"/> PSI-4 | <input type="checkbox"/> STATIC-99R | <input type="checkbox"/> CAPI |

Other:

POPULATION SERVED

(Please check all that apply):

- | | | |
|---|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults |
| <input type="checkbox"/> Geriatric | <input type="checkbox"/> Families | <input type="checkbox"/> Couples |
| <input type="checkbox"/> Other (please describe): | | |

TREATMENT ISSUES OF PRIMARY DISORDERS OF CLIENTS AT SITE

(Please check all that apply):

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Psychosis | <input type="checkbox"/> Personality | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Behavioral | <input type="checkbox"/> Trauma | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Affective | <input type="checkbox"/> Substance Use | |
| <input type="checkbox"/> Other (please describe): | | |

ETHNIC AND CULTURAL DIVERSITY OF POPULATIONS SERVED

(Please check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> African-American/Black | <input type="checkbox"/> Latinx or Latina/Latino | <input type="checkbox"/> Asian-American/Pacific Islander |
| <input type="checkbox"/> Native American/Alaska Native | <input type="checkbox"/> Aboriginal Canadian | <input type="checkbox"/> White |
| <input type="checkbox"/> Bi-racial/Multi-racial | <input type="checkbox"/> Other race/ethnicity (please describe): | |

- Physical/Orthopedic Deaf/Hard of Hearing Learning/Cognitive Disability
 Blind/Visually Impaired Developmental Disability Serious Mental Illness
 Other disability (please describe):

- Cisgender men Cisgender women
 Transgender men/women & marginalized gender identities
 Other (please describe):

- Heterosexual Lesbian/gay/bisexual/questioning
 Other (please describe):

GEOGRAPHIC LOCATION OF POPULATION SERVED

(Please check all that apply):

- "On-the-road" "Off-the-road" Homeless Other (please describe):

STAFF

How many psychologists do contract work or have hospital privileges at the site (non-employees with whom the student may have contact)?

PhD/PsyD Psychologists (Licensed): # _____ Psychiatrists: # _____

Staff members (not independent contractors) employed at the site?

PhD Psychologists (Licensed): # _____ Psych Associate – LPA-Level: # _____
Psychiatrists: # _____ Counselors (M.A.-Level, Licensed): # _____
PhD Psychologists-Unlicensed: # _____ Social Workers (M.A.-Level, Licensed): # _____
Psych Nurses: # _____
Other (please describe/quantify):

TRAINEES

Does site train other students? Yes No

If "yes," please indicate the number of other trainees at the site during the student's tenure:

Psychology (post-doctoral): # _____ Psychiatry: # _____
Social Work: # _____ Other medicine/nursing: # _____

Psychology (M.A. level, practicum): # _____ Other (please describe/quantify):

SITE QUALIFICATION CHECKLIST

Supervision

- The Primary supervisors are licensed, doctoral-level psychologist(s)
OR
- The Primary supervisor is a licensed mental health professional Degree/license:
- Supervisors agree to meet for a minimum of one hour weekly for individual supervision.
- The supervisor/s have met the state requirements to qualify as clinical supervisors
- The supervisor is clinically responsible for the student's work

If not, please explain:

- Supervisor is an employee of the site **or** has a contractual arrangement with the site

Number of hours the supervisor is on the site: # _____

Notes:

Please list other supervision experiences offered at the site (e.g., group, peer):

Training Program

- The site offers training in intervention
- The site offers training in psychological assessment

Notes:

Ethical Standards

The site abides by and provides training in both the:

- State's/province's legal and ethical standards, and;
- APA's/CPA's legal and ethical standards.

Empirically Supported Treatments:

- The site provides training in empirically supported treatments.

Cultural Diversity

The site provides culturally sensitive training.

Optional

The site provides training in supervision of other students' direct service

Student's designation at the site

Payment, if any, will be made to student for services provided: Yes No

Are there any other financial agreements between the student and site or supervisor? Yes No

If "yes," please describe:

Has student had any other relationship, e.g., employment at site prior to practicum? Yes No

If "yes," please describe:

Site is Approved:

Date of Approval: MM/DD/YYYY

X

APU Director of Counseling Training

APU PRACTICUM TRAINING PLAN

Sample only; subject to change and review

Instructions

Students, please complete this form jointly with your practicum site supervisor at the start of each practicum experience. The purpose of this practicum training plan is (a) to serve as documentation for the program to describe the nature of training and supervision this student is receiving, (b) for documentation for internship and licensure applications, and (c) to establish an initial consensus between the student and practicum supervisor about mutual responsibilities. It is the intent of this document to encourage dialogue about both the training and the supervision to be provided throughout the practicum. It is hoped that future conversations will build on this dialogue in order to deepen the training experience for both trainee and supervisor. Students and supervisors, please think through and discuss the following questions jointly before completing the Training Plan form.

Questions to guide the trainee:

- What are you looking for in a supervisory experience?
- What have your previous experiences with supervision been? What has worked for you, and what has not?
- What areas of growth or knowledge do you hope to achieve this semester?
- How comfortable are you with self-disclosure (both of yourself and your supervisor)?
- What limitations should your supervisor be aware of with regards to your time (class time, employment, research time, program requirements)?
- To what extent do you incorporate multicultural competencies in your practice?

Questions to guide the supervisor:

- What are you looking for in a trainee?
- What is your theoretical orientation as a supervisor? As a psychologist/mental health professional?
- How do you like to structure the supervision time?
- What is your “door policy” (i.e., your availability outside of the supervision hour)?
- What is your style of providing feedback? How often? How direct? Are you comfortable with the trainee asking for feedback?
- What is your comfort with receiving feedback from the trainee? How often or when is this appropriate?
- To what extent do you incorporate multicultural competencies in your supervisory support?

**Alaska Pacific University (APU) Graduate Program in Counseling Psychology
PRACTICUM TRAINING PLAN**

Section 1

This agreement documents an understanding between _____,
a student in the Counseling Psychology Doctoral Program at APU, and
_____, a site supervisor/practicum
coordinator at _____ (name of training site),
related to the student completing a practicum experience.

This practicum relates to the broad areas of:

- Clinical Counseling Research Other

If "Other", explain: _____

Starting date of practicum: _____ Ending date of practicum: _____

Anticipated absences when the student is not expected to be present at the practicum site:

Supervisor contact preferences outside of supervision time:

Number of hours per week the trainee is required to be on-site:

Total number of hours per week the trainee is expected to devote to this practicum,
including on-site and off-site work time:

Has the practicum student provided a copy of their liability insurance to the APU program
director and the practicum supervisor? Yes No

Type of supervision (individual, group, both): _____

Number of individual supervision hours¹ per week provided by site: _____

Number of group supervision hours² per week provided by site: _____

Practicum Supervisor agrees to provide an evaluation of the practicum? Yes No

If a Research or "Other" practicum, proceed to Section 3.

¹Individual face-to-face supervision shall be no less than 25% of the time spent in service-related activities

²25% of total supervision hours can be in a group setting

Section 2

For a Clinical Counseling practicum:

Is the supervisor listed above clinically responsible for the clients to whom the student is providing services? Yes No

If no, who is clinically responsible? _____

Has the person with clinical responsibility approved the practicum & supervisor? Yes No

Is the practicum supervisor listed above licensed? Yes No

Type of license and #: _____ State in which license is held: _____

If the practicum supervisor is not a licensed **psychologist**, the student may need to contract for additional supervision. Has the student discussed this with the APU Program Director or Practicum coordinator? Yes No N/A

Is an accommodation plan in place? Yes No N/A

The student will have _____ direct client contact hours weekly, approximately distributed as:

- | | |
|-------------------------------------|-------------------------------------|
| _____ Individual therapy | _____ Intake assessment |
| _____ Group therapy | _____ Psychological assessment |
| _____ Marital and/or family therapy | _____ Neuropsychological assessment |
| _____ Consultation | _____ Other: _____ |
| _____ Crisis Intervention | _____ Other: _____ |

Additional student duties will include:

- | | |
|----------------------------------|--------------------------|
| _____ Writing case notes | _____ Case conferences |
| _____ Administrative meetings | _____ Assessment reports |
| _____ Outreach activities | _____ Other: _____ |
| _____ Training/prof. development | _____ Other: _____ |
| _____ Preparation for clients | _____ Other: _____ |

For assessment-related duties, please note the types of assessment with which the student will gain experience and the specific functions the student will be performing. Check all that apply.

Type of Assessment	Administer	Score	Interpret	Report	Feedback
Clinical Interview					
Intellectual/Cognitive Ability					

Academic Achievement					
Non-Diagnostic Assessment					
Family Functioning Measures					
Projective Testing					
Neuropsychological Testing					
Other: _____					
Other: _____					
Other: _____					

Site Supervisor Contact Information

Name: _____

Phone: _____

Email: _____

APU Director of Counseling Training

Name: _____

Phone: _____

Email: _____

The student will be evaluated at the end of each semester by the practicum site supervisor using the APU Practicum Evaluation Form.

The practicum site supervisor will provide a copy of this student's evaluation to the APU DCT by the following date: _____

Communication between the Practicum Supervisor and the APU DCT is strongly encouraged.

Proceed to Section 4.

Section 3

For a Research or Other Practicum:

Describe the broad goals and rationale for this practicum as it relates to professional psychology or your professional development:

Describe the specific objectives of this practicum as they relate to the goals above:

Describe the population with whom you'll be working:

Will you be working with the public? Yes No

If Yes, does the practicum involve significant risk? Yes No N/A

If Yes, is a Risk Management Plan (RMP) attached? Yes No N/A

Site Supervisor Contact Information

Name: _____

Phone: _____

Email: _____

APU Director of Counseling Training

Name: _____

Phone: _____

Email: _____

The student will be evaluated at the end of each semester by the practicum site supervisor using the APU Practicum Evaluation Form.

The practicum site supervisor will provide a copy of this student's evaluation to the APU DCT by the following date: _____

Communication between the Practicum Supervisor and the APU DCT is strongly encouraged.

Section 4

Please indicate the Goals and Objectives of the Practicum by indicating the APU PsyD Program training objectives that will be covered in this practicum experience. Check all that apply.

Research – demonstrates the integration of science and practice	
Demonstrates an ability to independently evaluate current research into the science/practice of psychology as it applies to their developmental level or other scholarly activities.	
Trainee displays critical/scientific thinking	
Conduct research or other scholarly activities.	

Ethics – responds ethically and meets legal standards	
Be knowledgeable of and act in accordance with current versions of the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and guidelines, regulations, rules, and policies governing the practice of psychology at the organizational, local, state, regional, and federal levels.	
Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	
Conduct self in an ethical manner in all professional activities.	

Individual & Cultural Diversity – demonstrates knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities	
Exhibits respect for client's culture, spirituality, and worldview.	
Demonstrates the ability to incorporate clients' culture and values into treatment plan.	
Exhibits an understanding of systemic and interactional dynamics in therapy that may be related to gender/gender identity, race/ethnicity, culture, national origin, religion, language, and socio-economic status.	
Demonstrates a beginning understanding of social justice principles as they apply to counseling.	

³e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects

⁴e.g., research, services, and other professional activities

Professional Values and Attitudes – behaves in ways that reflect the values and attitudes of psychology and actively seeks and demonstrates openness and responsiveness to feedback and Supervision	
Trainee behaves in ways that reflect the values and attitudes of counseling psychology. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
Is consistently on time, focused, self-reflective, open to feedback, and prepared for practicum duties.	
Demonstrates skills in counseling and health service psychology.	

Communication & Interpersonal Skills – demonstrates effective interpersonal skills, the ability to manage difficult communication well and appropriate professional written communication	
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
Trainee is able to express ideas, opinions, and information using verbal, nonverbal, and written skills.	
Demonstrate a thorough grasp of professional language and concepts.	

Assessment – demonstrates competence in conducting evidence-based assessment consistent with the scope	
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam.	
Demonstrate understanding of human behavior within its context. ⁵	
Demonstrates basic knowledge of formulating diagnosis and case conceptualization.	
Is able to effectively communicate assessment findings orally and in written reports in an accurate and effective manner sensitive to a range of audiences.	

⁵e.g., family, social, societal and cultural

Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
--	--

Intervention – demonstrates competence in evidence-based interventions consistent with the scope	
Is able to establish and maintain a therapeutic alliance with client(s).	
Demonstrates beginning competence in the delivery of evidence-based interventions with clients, couples/families, and/or groups.	
Is able to modify/adapt evidence-based Tx approaches effectively when a clear evidence-base is lacking.	
Is able to evaluate intervention effectiveness through appropriate outcome data and modifies Tx plan as appropriate.	

Supervision	
Works collaboratively with supervisor(s) and other allied health colleagues.	
Acknowledges and is receptive to feedback from supervisors and colleagues.	

Consultation and Interprofessional/Interdisciplinary Skills	
Demonstrates knowledge and respect for the roles and perspectives of other professions involved in client's Tx.	
Demonstrates knowledge of consultation models and practices and implements relevant consult information.	
Is able to provide consulting information as part of an interdisciplinary team (formal or informal).	

Section 5

Students

The signing of this practicum training plan hereby releases faculty members and teaching assistants for the practicum course in the APU Graduate Program in Counseling Psychology to disclose information regarding my performance and status as a student in the Graduate Program and my performance in the practicum course during the semester listed above. Communication between the APU DCT and the practicum supervisor is encouraged.

The student also releases from any liability the practicum site named herein and any of its personnel who act as practicum site supervisors to respond to inquiries from faculty members of the Alaska Pacific University Counseling Psychology Program concerning any and all matters related to my performance during my practicum placement. I further authorize the release of any documents created or maintained by the practicum site concerning my practicum performance.

For All Signers

The signing of this practicum training plan indicates the acknowledgement of the contents of the practicum plan and a willingness to execute its components.

Signature of Practicum Student	Date
Signature of Practicum Training Supervisor	Date
Signature of Practicum Site Supervisor (if not Practicum Supervisor)	Date
Signature of APU Program Director or DCT	Date

APPENDIX B: GRADUATE PROGRAM FORMS FOR INTERNSHIP

Sample only; subject to change and review

APU GRADUATE INTERNSHIP SITE QUALIFICATION FORM

This form is used to qualify new internship sites and update information for previously approved sites. Students planning to apply to an internship site should contact the PsyD Program Director, who will vet the site using this form. When the site is qualified or verified, the program director will notify the student and discuss the next steps for initiation of an internship experience at the site.

Student Name:

Student E-mail:

Student's Faculty Advisor:

DESCRIPTION OF THE SITE

Site Name:

Site Address:

City: State: ZIP:

Phone: Fax: Web Site:

SITE SUPERVISION INFORMATION

Name of Primary Supervisor

Degree: License#: State:

E-mail: Phone: ext. fax:

Name of Secondary Supervisor:

Degree: License#: State:

E-mail: Phone: ext. fax:

TYPE OF SITE (Please check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Child Guidance Clinic | <input type="checkbox"/> Partial Hospitalization/Intensive Outpatient |
| <input type="checkbox"/> Community Mental Health Center | <input type="checkbox"/> Private Practice |
| <input type="checkbox"/> Department Clinic | <input type="checkbox"/> Residential/Group Home |
| <input type="checkbox"/> Forensic/Justice Setting | <input type="checkbox"/> School District/System |
| <input type="checkbox"/> Inpatient Psychiatric Hospital | <input type="checkbox"/> University Counseling Center |
| <input type="checkbox"/> Medical Clinic/Hospital | <input type="checkbox"/> VA Medical Center |
| <input type="checkbox"/> Outpatient Psychiatric | <input type="checkbox"/> Other (please describe) |

ACTIVITIES (Please check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Research |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Consultation | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Psychotherapy | <input type="checkbox"/> Didactic Training/Professional Development |
| <input type="checkbox"/> Other (please describe) | |

For “assessment” sites (Please check all that apply):

- Cognitive/Behavioral: WISC-V WAIS-IV Other:
 Achievement: WJ-ACH WRAT Other:
 Objective/Personality: MMPI-2 or 3, MMPI-2-RF PAI MCMII Other:
 Projective: TAT Rorschach Other:
 Substance Abuse: Other:
 Child protection/Forensic: Other:

Notes:

POPULATION SERVED (Please check all that apply):

- Children Adolescents Adults
 Geriatric Families Couples
 Other (please describe)

TREATMENT ISSUES OF PRIMARY DISORDERS OF CLIENTS AT SITE

(Please check all that apply):

- Psychotic Personality Depression
 Behavioral Trauma Anxiety
 Affective Substance Abuse Other (please describe)

ETHNIC AND CULTURAL DIVERSITY OF POPULATIONS SERVED

(Please check all that apply):

- African-American/Black/African Origin Latino-a/Hispanic
 Asian-American/Asian Original/Pacific Islander European Origin/White
 American Indian/Alaska Native/Aboriginal Canadian Biracial/Multi-racial
 Other race/ethnicity (please describe)
 Physical/Orthopedic Blind/Visually Impaired Deaf/Hard of Hearing
 Learning/Cognitive Disability Developmental Disability Serious Mental Illness
 Other disability (please describe)
 Male Female Transgender Other (please describe)
 Heterosexual Gay/Lesbian Bisexual Other (please describe)

GEOGRAPHIC LOCATION OF POPULATION SERVED

- “On-the-road” “Off-the-road” Homeless Other (please describe)

STAFF:

How many psychologists do contract work or have hospital privileges at the site (non-employees with whom the student may have contact)?

PhD/PsyD Psychologists—Licensed: Psychiatrists:

Staff members (not independent contractors) employed at the site:

PhD Psychologists—Licensed: Psych Associate – LPA-Level:

Psychiatrists: Counselors-M.A.-Level, Licensed:

PhD Psychologists-Unlicensed: Social Workers-M.A.-Level, Licensed:

Psych Nurses:

Other (please describe)

TRAINEES:

Does site train other students? Yes No

If "yes," please indicate the number of other trainees at the site during the student's tenure:

Psychology—doctoral:

Social Work:

Psychology—M.A. Level, practicum:

Post-doctoral:

Psychiatry:

Other (please describe)

Other schools site is affiliated with:

SITE QUALIFICATION CHECKLIST

Supervision

- The Primary supervisors are licensed, doctoral-level psychologists
- Supervisors agree to meet for a minimum of two hours of weekly for individual supervision.
- There are two additional hours of group or individual supervision available to the student for a total of four supervision hours per week.
- The supervisor/s have met the state requirements to qualify as clinical supervisors
- The supervisor is clinically responsible for the student's work

If not, please explain:

- Supervisor is an employee of the site or has a contractual arrangement with the site

Number of hours the supervisor is on the site

Notes:

Please list other supervision experiences offered at the site (e.g., group, peer):

Notes:

Training Program

- The site offers training in intervention
- The site offers training in psychological assessment

Notes:

Ethical Standards

- The site abides by and provides training in the:
 - state's/province's legal and ethical standards;
 - APA's/CPA's legal and ethical standards.

Empirically Supported Treatments:

- The site provides training in empirically supported treatments.

Cultural Diversity

- The site provides culturally sensitive training.

Optional

The site provides training in supervision of other students' direct service.

Student's designation at the site:

Payment, if any, will be made to student for services provided yes no

Are there any other financial agreements between the student and site or supervisor? yes no

If "yes," please describe:

Has student had any other relationship, e.g., employment at site prior to practicum? yes no

If "yes," please describe:

SITE IS APPROVED Yes No

DATE: _____

APU Program Director or DCT

APU GRADUATE INTERNSHIP TRAINING PLAN

Sample only; subject to change and review

Instructions

Students, please complete this form jointly with your internship site supervisor at the start of each internship experience. The purpose of this internship training plan is (a) to serve as documentation for the program to describe the nature of training and supervision this student is receiving, (b) for documentation for internship and licensure applications, and (c) to establish an initial consensus between the student and internship supervisor about mutual responsibilities. It is the intent of this document to encourage dialogue about both the training and the supervision to be provided throughout the internship. It is hoped that future conversations will build on this dialogue in order to deepen the training experience for both trainee and supervisor. Students and supervisors, please think through and discuss the following questions jointly before completing the Training Plan form.

Questions to guide the trainee:

- What are you looking for in a supervisory experience?
- What have your previous experiences with supervision been? What has worked for you, and what has not?
- What areas of growth or knowledge do you hope to achieve this semester?
- How comfortable are you with self-disclosure (both of yourself and your supervisor)?
- What limitations should your supervisor be aware of with regards to your time (class time, employment, research time, program requirements)?
- To what extent do you incorporate multicultural competencies in your practice?

Questions to guide the supervisor:

- What are you looking for in a trainee?
- What is your theoretical orientation as a supervisor? As a psychologist/mental health professional?
- How do you like to structure the supervision time?
- What is your “door policy” (i.e., your availability outside of the supervision hour)?
- What is your style of providing feedback? How often? How direct? Are you comfortable with the trainee asking for feedback?
- What is your comfort with receiving feedback from the trainee? How often or when is this appropriate?
- To what extent do you incorporate multicultural competencies in your supervisory support?

**Alaska Pacific University (APU) Counseling Psychology Graduate Program
INTERNSHIP TRAINING PLAN**

This is a non-binding agreement that documents an initial understanding between

_____, a student in the Counseling Psychology Doctoral Program at APU, and _____

(name, credentials, and license number of site supervisor) at

_____ (name of training site).

Starting date of internship: _____ Ending date of internship: _____

Anticipated absences that the student is not expected to be present at the internship site:

Supervisor contact preferences outside of supervision time:

Number of hours per week the trainee is expected to devote to this internship, including on-site and off-site work time: _____

Number of hours per week the trainee is required to be on-site: _____

Number of total hours trainee will complete at the internship site: _____

Has the internship student provided a copy of his or her liability insurance to the APU program director and the internship supervisor? y/n

Number of individual, face-to-face supervision hours per week provided by site (minimum 2 hours per week): _____

Number of total supervision hours per week (including individual, face-to-face hours): _____

Type of supervision (individual, group, both): _____

Is the supervisor listed above clinically responsible for the clients to whom the student is providing services? Yes No (If no, the supervisor should contact the APU PsyD Program Director.)

Is the supervisor listed above licensed in the state in which the student will be providing services? Yes No (If no, the supervisor should contact the APU DCT. If yes, in which field is the supervisor licensed?? _____)

The student will have _____ direct client contact hours weekly, approximately distributed as:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Individual therapy | _____ Intake assessment |
| <input type="checkbox"/> Group therapy | _____ Psychological assessment |
| <input type="checkbox"/> Marital and/or family therapy | _____ Neuropsychological assessment |
| <input type="checkbox"/> Consultation | _____ Other: _____ |
| <input type="checkbox"/> Crisis Intervention | _____ Other: _____ |

Additional student duties will include:

- | | |
|---|--------------------------|
| <input type="checkbox"/> Writing case notes | _____ Case conferences |
| <input type="checkbox"/> Administrative meetings | _____ Assessment reports |
| <input type="checkbox"/> Outreach Activities | _____ Other: _____ |
| <input type="checkbox"/> Training/Prof. Development | _____ Other: _____ |
| <input type="checkbox"/> Preparation for clients | _____ Other: _____ |

For assessment-related duties, please note the types of assessment the student will gain experience with and the specific functions the student will be performing with regard to each. Check all that apply:

Type of Assessment	Administer	Score	Interpret	Report	Feedback
Clinical Interview					
Intellectual/Cognitive Ability					
Academic Achievement					
Non-diagnostic Assessment					
Family Functioning Measures					
Projective Testing					
Neuropsychological Testing					
Other:					
Other:					
Other:					

Primary Internship Supervisor Contact Information

Name: _____

Phone: _____

Email: _____

The student will be evaluated at the mid-point and end of the internship by the internship site supervisor using the APU Internship Evaluation Form. The internship site supervisor will provide a copy of this student's evaluation to the APU DCT by the following dates:

The student will be evaluated on each of the following APU PsyD Goals and Objectives included on the Internship Evaluation Form.

Goal 1: Students will demonstrate competence in the theory and practice of <u>Evidence-Based Practice in Intervention</u>.	
<i>Objective 1.A.</i> Use of science to inform practice	
<i>Objective 1.B.</i> Case conceptualization and treatment planning	
<i>Objective 1.C.</i> Implementation of therapeutic interventions	
<i>Objective 1.D.</i> Therapeutic skills	
Goal 2: Students will demonstrate competence in the theory and practice of <u>Evidence-Based Practice in Assessment</u>.	
<i>Objective 2.A.</i> Diagnostic skill	
<i>Objective 2.B.</i> Instrument selection, administration and scoring	
<i>Objective 2.C.</i> Test interpretation and clinical formulation	
<i>Objective 2.D.</i> Report writing	
<i>Objective 2.E.</i> Communicating results	
Goal 3: Students will demonstrate competence in the knowledge and application of <u>Ethical and Legal Standards</u>.	
<i>Objective 3.A.</i> Understanding and application of ethical and legal standards	
Goal 4: Students will demonstrate competence in <u>Individual and Cultural Diversity</u>.	
<i>Objective 4.A.</i> Cultural consideration in the practice of psychology	
<i>Objective 4.B.</i> Cultural consideration in scholarly work	
<i>Objective 4.C.</i> Cultural consideration in professional interactions	
Goal 5: Students will demonstrate competence in <u>Research</u>.	
<i>Objective 5.A.</i> Utilization of research to inform scholarly work	
<i>Objective 5.B.</i> Knowledge of test construction, quantitative and qualitative research methods, and techniques of data analysis	
Goal 6: Students will demonstrate competence in <u>Professional Values and Attitudes</u>.	
<i>Objective 6.A.</i> Professional behavior	
<i>Objective 6.B.</i> Self-directed learning	
<i>Objective 6.C.</i> Self care	
Goal 7: Students will demonstrate competence in <u>Communication and Interpersonal Skills</u>.	
<i>Objective 7.A.</i> Communication skills	

<i>Objective 7.B.</i> Interpersonal skills	
Goal 8: Students will demonstrate competence in the theories and practice of Interdisciplinary Consultation.	
<i>Objective 8.A.</i> Theories of consultation	
<i>Objective 8.B.</i> Interdisciplinary consultation	
Goal 9: Students will demonstrate competence in the theories of Supervision.	
<i>Objective 9.A.</i> Theories of supervision	
<i>Objective 9.B.</i> Methods of supervision	
Goal 10: Students will demonstrate competence in Reflective Practice	
<i>Objective 10.A.</i> Self-awareness and self-reflection in clinical practice	

For Student: The signing of this internship training plan hereby releases faculty members and teaching assistants for the APU Graduate Internship course in the APU Counseling Psychology Graduate Program to disclose information regarding my performance and status as a student in the program and my performance in the internship course during the semester listed above. Communication between the APU Counseling Psychology Program Director and the internship supervisor is encouraged. The student also releases from any liability the internship site named herein and any of its personnel who act as internship site supervisors to respond to inquiries from faculty members of the APU Counseling Psychology Graduate Program concerning any and all matters related to my performance during my internship placement. I further authorize the release of any documents created or maintained by the internship site concerning my internship performance.

Signature of Internship Student

Date

Signature of Internship Site Supervisor

Date

Signature of APU Director of Counseling Training

Date

APU COUNSELING PSYCHOLOGY GRAD STUDENT EVALUATION FORM

Sample only; subject to change and review

Student: _____

Faculty Evaluator: _____

Dates of Evaluation: _____ to _____

Comments are required if "Concerns Identified" or "Does Not Meet Expectations" is checked.

I. Academic Performance

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

II. Development in Training Dimensions

1. Research - demonstrates the integration of science and practice

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

2. Ethics - responds ethically and meets legal standards

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

3. *Individual & Cultural Diversity* - demonstrates knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

4. *Assessment* - demonstrates competence in conducting evidence-based assessment consistent with the scope

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

5. *Supervision* - demonstrates knowledge of supervision models and practices

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

6. *Consultation and Interprofessional/Interdisciplinary Skills* - demonstrates knowledge and respect for the roles and perspectives of other professions and models of consultation

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

III. Personal/Professional Development and Growth

1. *Professional Values and Attitudes* - behaves in ways that reflect the values and attitudes of psychology and actively seeks and demonstrates openness and responsiveness to feedback and supervision.

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

2. *Communication & Interpersonal Skills* - demonstrates effective interpersonal skills, the ability to manage difficult communication well and appropriate professional written communication

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

3. *Emotional Development* - demonstrates emotional stability to handle the challenges of graduate training.

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

4. Able to identify areas of strengths and weaknesses and work on improvements

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

IV. Practicum/Internship Experiences

- Meets Expectations

- Concerns Identified
- Does Not Meet Expectations

V. Program Progress

- Meets Expectations
- Concerns Identified
- Does Not Meet Expectations

VI. Overall Evaluation for the Period

- Meets Expectations
- Minor Concerns Identified
- Significant Concerns Identified
- Remediations Plan Required
- Does Not Meet Expectations

Student Acknowledgement of Receipt

Date

Program Director Signature

Date

*An addendum may be attached if the student
disagrees with or wishes to add material to this evaluation.*

APU GRADUATE PSYCHOLOGY PROGRAM EVALUATION

Sample only; subject to change and review (minor variations will occur between programs)

<u>APU PsyD Program Evaluation:</u> <i>To be completed by student at end of each academic year and discussed with advisor during annual student review meeting</i>				
Student: _____ Advisor: _____				
Dates of Evaluation: _____ to _____				
This Program Evaluation is utilized by APU to continually improve and enhance the training program. All responses are reviewed by the APU Graduate Faculty Members, and your feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the Faculty Members to address the problematic item, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively. No retaliatory action will be taken against a student for rating any component "Poor" or "Fair."				
This evaluation period covers the previous academic year. What year are you in the program?				
<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>	
Please rank the following training activities provided through the program.				
Faculty lectures within academic courses				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Student presentations within academic courses				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Course material and content				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Practicum training experiences [if applicable]				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>N/A</i>

Practicum supervision (Site Supervisor) [if applicable]				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>N/A</i>
Practicum supervision (Faculty Supervisor) [if applicable]				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>N/A</i>
APU Graduate Program advising process				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Please provide additional comments/feedback about the training activities:				
<u>Overall Quality of Training in Major Areas of Professional Functioning</u>				
For the following questions, please consider education you have received through required coursework, clinical training experiences, and professional development opportunities.				
Evidence-Based Practice in Intervention				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Comments:				
Evidence-Based Practice in Assessment				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Comments:				

Ethical and Legal Standards			
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Comments:			
Individual and Cultural Diversity			
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Comments:			
Research			
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Comments:			
Professional Values and Attitudes			
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Comments:			
Communication and Interpersonal Skills			
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>

Comments:				
Interdisciplinary Consultation				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Comments:				
Supervision				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Comments:				
Reflective Practice				
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	
Comments:				
<p>Please provide additional comments/feedback about the training provided by the APU Graduate Counseling Psychology program in the areas of professional functioning for health service psychologists.</p>				

Please answer the following questions regarding your experience at APU.

Clarity of expectations and responsibilities for student

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
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Role of student as related to academic work

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
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Role of student at practicum site [if applicable]

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>N/A</i>
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Appropriate workload to meet educational needs:	<i>Yes</i>	<i>No</i>
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Please provide additional comments/feedback about your experience at APU:

Please answer the following question regarding your experiences with faculty feedback and supervision.

Helpfulness of feedback/supervision

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
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Ability of faculty/supervisors

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
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Frequency of feedback/supervision

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
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Faculty/Supervisors as professional role models

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
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Effectiveness of teaching

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Please provide additional comments/feedback about your feedback/supervision experience and provide explanations for any "poor" or "fair" ratings above:			
Please answer the following miscellaneous items regarding your student experience during the past academic year.			
Orientation [if you completed orientation this academic year]			
<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Comments/Recommendations for enhancement of Orientation experience.			
Please provide any other feedback and recommendations that you believe might be helpful or might improve the program.			
Please provide any feedback that you think would help improve this program evaluation survey:			
<u>Student's Signature</u>		Date: _____	
<u>Advisor's Signature</u>		Date: _____	

APPENDIX C: RESOURCES

From document, in alphabetical order.

- American Psychological Association: Office of Program Consultation and Accreditation - <https://www.apa.org/ed/accreditation/> & apaaccred@apa.org
- APPIC Match Program - <https://www.appic.org/Internships/Match/About-The-APPIC-Match>
- APU Disability Support Services - <http://www.alaskapacific.edu/disability-support-services/>
- APU Financial Aid - <https://www.alaskapacific.edu/student-financial-services/financial-aid/>
- APU IT Help Desk - ITHelpDesk@alaskapacific.edu
- APU Moseley Sports Center - <http://www.alaskapacific.edu/campus-life/moseley/>
- APU Outdoor Programs - <http://www.alaskapacific.edu/campus-life/outdoor-programs/>
- APU Student Government - <http://www.alaskapacific.edu/campus-life/student-services-and-activities/asapu/>
- Avoiding Plagiarism, Self-plagiarism, and Other Questionable Writing Practices: A Guide to Ethical Writing - <https://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>
- Consortium Library - <https://consortiumlibrary.org/> or 786-1871
- Consortium Library Ask-A-Librarian Service - <https://ask.consortiumlibrary.org/>
- Northwest Commission on Colleges and Universities (NWCCU) - <https://www.nwccu.org/>
- Student Liability Insurance (The Trust) - <https://www.trustinsurance.com/Insurance-Programs/Student-Liability>

APPENDIX D: ACKNOWLEDGEMENT FORM

This Graduate Handbook is for graduate students in Alaska Pacific University's Institute of Health and Wellness Counseling Psychology graduate program (encompassing both MSCP and PsyD). It provides information about policies and procedures for the management and completion of your degree. The content of this document is provided for general information and is believed to be accurate at the time of its writing but is subject to change as deemed necessary by the program or department faculty, university administrators, and/or University Board of Directors. An attempt will be made to inform you of any changes to this document; however, you will want to be in close consultation with your advisor to ensure you have the most current information. Occasionally errors in this handbook or other documents may be found. You will be informed of these errors when they are discovered, but in no case will the program be bound to follow an erroneous statement or policy. Otherwise, students should understand the current handbook to be an accurate reflection of current policies and procedures governing the program.

The Handbook is not meant to supersede any Alaska Pacific University policies or Standards of Student Conduct, APU graduate program policies and procedures or material in the APU Catalog, the Ethics Code of the American Psychological Association, or the laws and regulations governing psychology enforced by the State of Alaska's Board of Psychologist and Psychological Associate Examiners.

Students are responsible for familiarizing themselves with all information relevant to their program. We hope this handbook will serve you well in addressing frequently asked questions concerning the completion of our doctoral program in Counseling Psychology. The faculty members of the graduate program encourage students to place an emphasis on their own development. During the course of their tenure in the program, students will have opportunities to examine the relationship between self-development and professional competency. Some courses may include experiential components designed to foster student self-examination in relation to course content, competencies, and professional development. Courses and practica may include material and activities that require personal exploration about psychological, social, and cultural processes of human behavior. Students may be expected to share appropriate personal material in various classes and practicum situations (e.g., a family genogram). Students are expected to follow appropriate boundaries in determining such self-disclosures, recognizing class is not the appropriate place to process therapeutic goals.

Students must be aware that there are many personal and professional reasons that may prohibit them from earning a degree or becoming licensed to practice psychology. Therefore, the faculty of the program cannot guarantee either graduation from the program or licensure. However, we will make every effort to meet our obligations to each student to give you every opportunity to accomplish your goals.

***Please sign this acknowledgement page and return to the IHW Office Specialist and the
Graduate Counseling Psychology Program Director***

Handbook Acceptance

I understand that my educational success is a joint effort between the faculty and me, the outcomes of which cannot be guaranteed. Progress depends on many factors including my motivation, effort, and other life circumstances. I agree that I will be responsible for adhering to all of the policies in this Graduate Handbook and the policies of Alaska Pacific University. I also agree to adhere to the Ethics Code of the American Psychological Association and the laws and regulations governing psychology in the State of Alaska and wherever I complete my practica and internship.

I acknowledge that I have read this Handbook and if I had any questions about the contents of the handbook they have been answered to my satisfaction by my advisor or the Program Director(s).

Student Name

Student Signature

Date