**INDIANA STATE UNIVERSITY**
**Counseling Psychology**
**Accreditation Self-Study**
**May 2010**

# Transmittal Pages
# Doctoral Programs: Self-Study Report for 2010

### *Note: Please include all required signatures*

☒ **Currently Accredited** (3 copies)          Date Submitted:    April 12, 2010
     OR
☐ **Applicant** (4 copies)


Institution/Program Name:    Indiana State University/ Counseling Psychology
Location (City/State): Terre Haute/ Indiana
Department Name:    Communication Disorders and Counseling, School, and Educational Psychology

Identify the traditional substantive area:
☐ Clinical   ☒ Counseling   ☐ School   ☐ Combined (list areas):

Degree Offered:  ☒ PhD   ☐ PsyD

Is the doctoral program part of a consortium?  ☒ No    ☐ Yes
*If Yes,* list all consortium affiliates:

Is the program seeking concurrent accreditation with the Canadian Psychological Association?
☒ No     ☐ Yes

The program is invoking Footnote 4:[1]        ☒ No    ☐ Yes


Name of Regional Accrediting Body: National Council for Accreditation of Teacher Education (NCATE)

Current Regional Accreditation Status:      Accredited (I&A)

Date of last site visit: **March 2-4, 2008** Total number of students in program this year: **30**

**PROGRAM CONTACT INFORMATION:** The following information will be used to update our database.  The individuals listed will receive copies of important program correspondence (i.e., site visit reports, decision letters).  Please add the contact information for any other individuals who should receive such correspondence (i.e., co-directors, accreditation coordinator, Provost, etc).  Signatures indicate that the self-study has been approved for submission and serve as an invitation to conduct a site visit to the program.
**Program Director:   Bridget Roberts-Pittman**
                    (Type name)                                    (Signature)

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[1] See Footnote 4 under Domain D regarding policies of religiously-affiliated institutions.

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*If signed by designee, provide the full name of that individual in addition to the name of the person for whom he/she signed.

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**Domain A: Eligibility**

**As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.**

**1. The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.**

*The Ph.D. program at Indiana State University in Counseling Psychology is designed to prepare students for the professional practice of psychology. The program has maintained continuous APA accreditation since 1980. On August, 5, 2008, university administrators made the decision to close the Counseling Psychology Program and expressed a commitment to the students that remained in the program. With the closing of the program, certain sections of this document could not be addressed. Areas such as recruitment and admissions are examples.*

**2. The program is sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States or, in the case of Canadian programs, the institution is publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing.**

*Indiana State University (ISU) is accredited by the North Central Association of Colleges and Schools (NCA) to offer bachelor, master's, educational specialist, and doctoral degrees. ISU has maintained continuous NCA accreditation since 1915. The Bayh College of Education (BCOE) is accredited by the National Council for Accreditation of Teacher Education (NCATE) to offer curricula for teachers and school services personnel at the bachelor, master's, educational specialist, and doctoral levels. The BCOE has maintained continuous NCATE accreditation since 1954.*

**3. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. It is represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient number and the facilities necessary to ensure meaningful peer interaction, support, and socialization.**

*The Ph.D. program in Counseling Psychology at Indiana State University is located in the Department of Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP) within the BCOE.*
*The Counseling Psychology program is one of three doctoral granting programs within the Department of CDCSEP. The department also includes one education specialist program, four master's degree programs, one undergraduate program and one unit that operates as a service unit for other programs, including those indicated above. The Department of CDCSEP is one of four departments within the BCOE. Other departments in the BCOE include the Department of Curriculum, Instruction, and Media Technology, the Department of Educational Leadership, Administration, and Foundations and the Department of Elementary, Early, and Special Education.*

*Administratively, the BCOE is comprised of the Dean, two Associate Deans, the BCOE Congress, and the Administrative Council. The BCOE Congress oversees policy for BCOE regarding curriculum requirements for programs. Each department has two representatives on Congress. The Administrative Council advises the Dean on matters concerning BCOE budgets, schedules, staffing, and program integrity. The Administrative Council includes department chairs, the BCOE Congress chair, and the Deans. Within the department, the chair is responsible for budgets, schedules, staffing, and personnel issues. The chair serves as spokesperson for the department.*

*Administrative oversight for the program is provided by the Counseling Area Committee, which is comprised of the core counseling psychology faculty, related departmental and associated faculty, and two student representatives (one student from the counseling psychology program and one from the Clinical Mental Health Counseling master's program). The Director of Training (DOT) serves as the spokesperson for the program.*

*Graduate programs at Indiana State University are administered by the Dean of the College of Graduate and Professional Studies (CGPS). The CGPS maintains responsibility for developing and monitoring policies and procedures for issues such as admissions, graduate faculty status, assistantships, fellowships and scholarships, graduate program requirements, research tools proficiency guidelines, doctoral preliminary examinations, standards for student conduct, and resolution of grievances taken beyond the BCOE. Overall policies and regulations governing all graduate programs are brought before the Graduate Council which is a standing committee of the University Faculty Senate. The immediate supervisor of both the Dean of the BCOE and the Dean of the CGPS is the Provost and Vice President for Academic Affairs who reports to the President and ultimately to the Board of Trustees.*

*The program is included in the University's operating budget and sufficient resources are provided to address program needs. The program receives adequate financial support to assist a core faculty and related departmental faculty to teach required and elective courses, to serve on doctoral committees, to conduct research, and to provide advising and mentoring for students progressing through the program. The department receives scholarship, assistantship, and fellowship resources sufficient to provide support for all doctoral students who apply for assistance (Assistantship Guidelines http://www.indstate.edu/sogs/doc/grad_assist_guidelines.pdf). Secretarial support is provided by a program Student Services Assistant. Adequate space is provided for departmental and program offices, faculty and student offices, student workspace, a computer lab, and a comprehensive clinic.*

*The Counseling Psychology program's mission is to produce the highest quality professional psychologists who value scientific investigations, engage in critical thinking, improve problem solving skills, and utilize highly effective intervention techniques. In addition, the program promotes interpersonal values such as compassion for others, self-awareness, genuineness, a commitment to social justice, and an authentic appreciation for diversity that support and inform professional relations with others. This mission is quite consistent with the University's mission to educate students to be productive citizens and to enhance individual's quality of life. The ISU mission incorporates such activities as instruction, research, creative and scholarly activities and public service. Primary strategic goals of the university include community engagement and experiential learning; major components of the Counseling Psychology Program. The Counseling Psychology program's mission is also consistent with that of the College of Education mission "to prepare and advance educational and human service*

*professionals for an ever-changing world" and the department mission to develop professionals such that they promote well-being, educate, and serve others. In 2009, ISU unveiled a strategic plan, The Pathway to Success (Appendix A). Mission and vision statements (Appendix B) for all levels as well as the strategic plan are listed below:*

- *Indiana State University's mission and vision statements and values: http://www.indstate.edu/strategic_plan/Mission%20Statement.htm (Appendix B)*
- *College of Education: http://BCOE.indstate.edu/dean/mission.htm (Appendix B)*
- *Department of Communication Disorders and Counseling, School, and Educational Psychology: http://coe.indstate.edu/cdcsep/mission.htm (Appendix B)*
- *Counseling Area: http://BCOE.indstate.edu/cdcsep/counseling/mission.htm (Appendix, B).*
- *Pathway to Success: http://www.indstate.edu/strategic_plan/ (Appendix A)*

**4. The program requires of each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution**.

*The program requirements begin on page 20 of the Graduate Catalog (Appendix C). The program requires students complete a minimum of 3 full-time academic years of coursework. Students enter the program with a master's degree. Further, students must complete at least two semesters in residence as defined in the Graduate Catalog (Appendix C, p. 21). The Counseling Psychology Program has defined residency as two consecutive semesters in residence on the Terre Haute campus in which full-time is devoted to the degree objective. During each of the residency semesters, students must complete a minimum of nine semester hours of graduate credit. The goal of the residency requirement is to insure students engage in a concentrated immersion in formal study that allows for appropriate peer and faculty interaction, support, and socialization. The program culminates with a required 2000 hour predoctoral internship (Counseling Psychology Doctoral Student Handbook, Appendix D). Students typically graduate with approximately 90 post-master's credit hours, including internship and dissertation hours. The average time for completion of the program is 4 years.*

**5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. Throughout this document, the phrase "cultural and individual diversity" refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status. Respect for and understanding of cultural and individual diversity is reflected in the program's policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. The program has nondiscriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.**

*The Counseling Psychology program is committed to and engages in actions that show respect for cultural and individual diversity. The BCOE has published a core value of Social Justice and Diversity which states "We work to create environments that support and enable all members of our community to thrive." The Counseling Psychology Program takes a proactive stance in affirming diversity and the program faculty and students were instrumental in developing the department's Diversity Statement, which states:*

*Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.*

*Currently, the visible ethnic diversity of our student cohort is 26%. Program faculty believe a diverse student cohort provides an atmosphere conducive to personal and professional growth among students and faculty alike.*

**6. The program adheres to and makes available to all interested parties formal written policies and procedures that govern: academic admissions and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions, and due process and grievance procedures for students and faculty. It has policies and procedures that are consistent with those of its sponsor institution that pertain to faculty and student rights, responsibilities, and personal development.**

*Explication of the policies and procedures applying to doctoral students enrolled in the counseling psychology program are included in the Counseling Psychology Doctoral Student Handbook which is updated yearly (Appendix D) and documents and forms related to the program are available from the program webpages (Appendix E; http://BCOE.indstate.edu/cdcsep/counseling/academicprograms.htm).*

*Written policies and procedures that govern admissions, degree requirements, and administrative and financial assistance are included in the Graduate Catalog (Appendix C; http://catalog.indstate.edu/index.php). Written procedures that govern student performance evaluation and feedback, advisement, retention, and termination decisions, and due process and grievance are included in the ISU Code of Student Conduct (Appendix F, http://www.indstate.edu/sjp/docs/code.pdf). In addition, The BCOE has policies and procedures related to faculty and student grievance issues (http://BCOE.indstate.edu/congress/RevisedPolicies2005.pdf). Further, the university has policy regarding academic integrity (Appendix G, http://www.indstate.edu/academicintegrity/facultyguide0910.pdf).*

*Written policies and procedures that pertain to faculty rights, responsibilities, and personal development are included in the ISU Faculty Handbook. This handbook is currently under review for editing changes. The Table of Contents is located at the following link: http://www.indstate.edu/adminaff/handbook/TableContents.pdf.*

| Item | Appendix | Page # |
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| Student selection and admission requirements | C | 7, 165 |
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**Domain B: Program Philosophy, Objectives, and Curriculum Plan**

**The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.**

1. The program publicly states an explicit philosophy of training by which it intends to prepare students for the practice of psychology. The program's philosophy, educational model, and curriculum plan should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. They must also be consistent with the following principles of the discipline:

    (a) Psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology; and

    *The program is committed to training professional psychologists for general practice in a variety of practice, teaching, and research settings. Upon completion, students are eligible for licensure as psychologists and are employed in a variety of settings, with most graduates practicing in public or private school systems. The program is listed in the ASPPB/National Register of Health Service Providers in Psychology publication of the Doctoral Psychology Programs Meeting Designation Criteria (http://www.nationalregister.org/designate_IN.html#INDIANASTATE).*

    (b) Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.

    *The program is specifically designed to be progressively more extensive and multifaceted. For example, students participate in practicum experiences that are deliberately*

*more complex as the student gains more knowledge, skills, and confidence. Further, the coursework is sequential in nature and follows the same progressive succession as the practica experiences. Early in the program, students take the sequence of assessment courses that offer both a theoretical as well as an applied foundation for further study. In addition to coursework, students are expected to complete written and oral preliminary examinations that include theoretical and clinical practice components as well as core areas of psychology. The program culminates with an internship experience where students demonstrate their knowledge and skills consistent with the program's goals and objectives.*

*Students start their program with an immersion into psychological foundations and then branch into applied skills and finally, into independent practice. This progression is most clearly noted in the progression of research training and fieldwork. Students begin with statistical analyses courses. Then, as their research interests develop, students are enrolled in advanced research methods including a choice of quantitative or qualitative methods. Next, students enroll in a dissertation preparation class. Finally, students conduct their dissertation. Further, students participate in a 2000 hour full-time internship. These opportunities allow interested students to pursue independent licensure.*

2. The program specifies education and training objectives in terms of the competencies expected of its graduates. Those competencies must be consistent with:

> (a) The program's philosophy and training model;
> (b) The substantive area(s) of professional psychology for which the program prepares students at the entry level of practice;
> (c) An understanding of professional issues, including ethical, legal, and quality assurance principles.

*The Counseling Psychology Ph.D. program utilizes a **scientist-professional model** of training in counseling psychology. Program faculty and students came to this decision after considering and evaluating our overall mission, goals, and our graduates' short and long term professional accomplishments within the current societal context for the practice of psychology. We believe the scientist-professional model contains understandings of science and practice that include and value a range of scholarly activities and a similarly wide range of clinical, educational, and consultative practices.*

*The scientist-professional approach to training is outlined in the <u>Model Training Program in Counseling Psychology</u> document that was jointly authored and adopted by CCPTP and Division 17 in the Spring of 1997 and revised in June 2005 (Joint Writing Committee, 2005). The philosophical themes outlined in this model include:*

> *(a) a focus on working within a developmental framework across a wide range of psychological functioning; (b) a focus on assets and strengths, regardless of level of functioning; (c) the inclusion of relatively brief counseling approaches; (d) an emphasis on person-environment interactions, rather than an exclusive focus on either person or environment; (e) an emphasis on prevention, including psycho-educational interventions; (f) emphasis on the educational and vocational lives of individuals; (g) a strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age,*

*ability, socioeconomic status and sexual orientation; and (h) evaluation and improvement through critical thinking and a commitment to the scientific approach.*

*This approach emphasizes the integration of science and practice, systematically evaluating and analyzing human behavior and experience, applying our understanding within the contextual framework of the individual, and continuously evaluating its effectiveness. We foster an attitude of scholarly inquiry and an appreciation for methodological diversity. This scientific process is equally applicable to the activities of the practitioner, consultant, academician, and researcher.*

*The Counseling Psychology Program applies this philosophy by focusing training and research on facilitating the personal, interpersonal, educational, and vocational development of individuals. We emphasize human development and personalized assessment in training experiences and de-emphasizing dichotomies such as sick vs. well and abnormal vs. normal. Our training program works to help individuals solve problems by making more effective use of resources and by highlighting individuals' personal and social assets and strengths, not just their sociopsychological liabilities. Theoretical and practical opportunities provide a wide range of clinical experiences that include long-term clinical approaches as necessary but emphasize brief counseling approaches.*

*We believe a particular strength of the program is our attention to the person-environment interactions in both our work with students and their work with clients and consumers. We focus on students as individuals and design educational experiences that take into account their contextual uniqueness. Specific coursework and practicum experiences are developed with the above in mind. There is a strong emphasis on training students as persons as well as scientists and professionals. In addition, we help students generalize this philosophy to clients. A major component of our training model is teaching students to focus on the individual needs of clients and personalize their approach based on specific contextual uniqueness of each client. We stress the importance to identifying environmental strengths and barriers and enhancing the environments in which clients' live. In addition, we work with students on understanding prevention as an important intervention for human distress.*

*Our training model also focuses on critical thinking. All students are expected to provide critical evaluations of their theoretical ideas, scientific analysis, and professional practice. We actively encourage exploration of epistemologies and viewpoints and expect students to be cognizant of alternate lifestyles and cultural differences. We expect our students to engage in planned problem-solving and to help clients achieve this same goal. We provide both monetary reward and public recognition for excellence in student achievement through two doctoral student awards and travel funds for the presentation of student research.*

*A basic philosophical tenet of our program is respect for others. We have a strong student focus that permeates our interactions with students and our evaluation of their interactions with others. When we interact with students, conduct evaluations, speak to students, and mentor students, we do so in terms of developmental level, level of preparation, culture, and personality.  We work to "fit" the program to the student while maintaining high standards in academics and clinical training. This includes a developmental focus to meet each student's needs and an attempt to create a unique program to meet each student's career goals. Though their programs of study appear to have limited flexibility, each student came with a unique*

*background and programs are designed with that uniqueness in mind. More flexibility is available in their practicum and assistantship assignments.*

*Faculty and staff value relationship with students. We work to foster collegiality and camaraderie between all individuals within the program. There is a respect and value for other theoretical orientations and world views. Faculty are actively involved with students' professional development including conference attendance, conference presentations, involvement in faculty meetings and student/faculty searches, assisting with APA self-study, etc. We cultivate an ethos of openness; openness to new ideas, new methods of scholarship, and new approaches to counseling, insofar as they meet our high standards for excellence. We have found that this openness, coupled with high standards, allows us to train and graduate diverse professionals with diverse interests and abilities.*

*There are two other doctoral level training programs in psychology on our campus. The Ph.D. in Guidance and Psychological Services: Specialization in School Psychology adheres to a scholar-practitioner model of training. The Psy.D. in Clinical Psychology describes its training model as practitioner-scientist in nature. Each program provides a different philosophical approach to training, focuses on different primary populations, and prepares psychologists to practice in various professional settings. The goals, objectives, and competencies associated with the Ph.D. program in counseling psychology are detailed in the following sections.*

## *Mission Statement*

*The Mission Statement of the counseling psychology doctoral program at Indiana State University is as follows: "The program's mission is to produce highly qualified professional psychologists who value (a) scientific investigations, (b) good critical thinking that increases problem solving skills, and (c) highly effective intervention techniques. In addition, the program promotes interpersonal values, such compassion, self-awareness, genuineness, a commitment to justice, and an authentic appreciation for diversity, which supports and informs our professional relations with others."*

## *Program Goals*

*Consistent with our mission statement, the counseling psychology program at the Indiana State University trains highly competent professional counseling psychologists to serve a variety of clientele in many different settings. Our students are highly competitive for internships and well prepared for entry level employment. We have developed three broad goals which each include several specific objectives and competencies and outcome measures. Goals are listed below and the suggested table with competencies and measurement outcomes is provided in Appendix H.*

***Goal #1.*** *The program produces highly competent general practice counseling psychologists who are able to work in a variety of practice, service, and educational settings.*

***Goal #2.*** *The program produces counseling psychologists able to understand, critically evaluate, and produce original research related to counseling psychology.*

***Goal #3.*** *The program produces graduates that exhibit professional values and display an understanding the professional identity of counseling psychology.*

3. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(a) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;

*Our students complete a comprehensive curriculum with a broad exposure to history as well as core behavioral components of psychology. The program's curricular plan includes experiences basic to psychological foundations, its history of thought, its development and current state, and its application to professional psychology. Students are exposed to the biological aspects of behavior, cognitive and affective aspects of behavior, and social aspects of behavior, primarily through EPSY 628 - Biological Bases of Behavior, COUN 595 - Cognitive-Affective Bases of Behavior and PSY 607 - Proseminar: Social Bases of Individual Behavior, respectively. Students utilize this information within their practicum and fieldwork experiences demonstrating understanding and the ability to apply the information in professional settings. Students are exposed to the history and systems of psychology primarily through COUN 633 - Theories of Counseling and COUN 833 - Introduction to Counseling Psychology. Students are exposed to psychological measurement; research methodology, and techniques of data analysis primarily through COUN 628 - Psychological Appraisal in Counseling I, COUN 728 - Psychological Appraisal in Counseling II, SPSY 666 - Cognitive Assessment & Intervention, COUN 620 - Foundations of Research, EPSY 612 - Statistical Methods, EPSY 710 - Introduction to Qualitative Methods and Inquiry, EPSY 712 - Inferential Statistics, EPSY 711 - Advanced Qualitative Methods and Inquiry, EPSY 713 - Statistical Design in Behavioral Research. Other courses, such as COUN 635 - Career Development and COUN 666 - Multicultural Counseling, also have important measurement components. Students utilize the above information within their practicum and fieldwork experiences demonstrating understanding and the ability to apply the information in professional settings. A copy of the program's curricular plan can be found in Appendix I. Copies of course syllabi are in Appendix J.*

*In a letter from the Commission on Accreditation (COA) dated December 14, 2009, the program was asked to address the following issue regarding COUN 595 in this self-study. The program's plan is to continue to offer one course that meets the cognitive and affective aspects of behavior. The course will be COUN 595. The COA deemed the previous syllabus submitted by the program to meet the affective aspects of behavior but not the cognitive aspects. The syllabus for COUN 595 has been modified to meet both requirements. The syllabus can be found in Appendix J. It should be noted that modifications were made to the syllabus in preparation for students who would need the course. All current students are beyond this point in their program of study. With the closing of the program, there is no plan to offer this course.*

(b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training

emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics;

*Professional issues are addressed across our curriculum. Students are exposed to the current body of knowledge in individual differences in behavior, human development, and psychopathology primarily through COUN 633 - Theories of Counseling, PSY 662 - Theories of Personality, PSY 668 - Advanced Psychopathology, and EPSY 721 - Seminar in Human Development. Students utilize the above information within their practicum and fieldwork experiences demonstrating understanding and the ability to apply the information in professional settings.*

*Issues such as ethical and legal issues are specifically addressed in the required course, COUN 738A: Ethics and Professional Practice and appear as appropriate in additional courses. For example, in the assessment courses, students are exposed to ethical and legal issues surrounding assessment as well as ethical decision-making models to adequately address the ethical and legal issues that could arise in the clinical settings. Further, such issues are critical components of fieldwork experiences (Syllabi, Appendix J). Students are monitored by faculty as well as on-site supervisors in regards to their adherence to APA's Code of Ethics as well as relevant state laws.*

(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions;

*Students are exposed to theories and methods of assessment and diagnosis primarily through COUN 628 - Psychological Appraisal in Counseling I, COUN 728 - Psychological Appraisal in Counseling II, SPSY 666 - Cognitive Assessment & Intervention, COUN 635 - Career Development, COUN 666 - Multicultural Counseling, and PSY 668 - Advanced Psychopathology. Students are exposed to the implementation of intervention and the evaluation of intervention efficacy primarily through COUN 533 - Techniques of Counseling, COUN 634 - Counseling Practicum, COUN 837 - Advanced Counseling Practicum, COUN 793A - Supervised Fieldwork, COUN 891 – Internship, COUN 633 - Theories of Counseling, COUN 635 - Career Development, COUN 666 - Multicultural Counseling, COUN 733 - Group Counseling, COUN 833 - Introduction to Counseling Psychology, and COUN 898 - Doctoral Student Seminar. Students are exposed to strategies for consultation with and supervision of others primarily through COUN 732 - Consultation and COUN 834 - Supervision of Counseling. Students utilize the above information within their practicum and fieldwork experiences demonstrating understanding and the ability to apply the information in professional settings (Syllabi, Appendix J).*

(d) Issues of cultural and individual diversity that are relevant to all of the above; and

*Students are exposed to the current body of knowledge regarding cultural and individual diversity throughout the program and are in components of most other course work. Students are required to take COUN 666 – Multicultural Counseling which specifically addresses diversity issues and cultural issues. In addition, the program incorporates diversity issues in practice settings and expects students to work appropriately with clientele from a variety of cultural backgrounds.*

*Cultural diversity is interwoven through all assessment courses and through content courses. All assessment courses include coverage of the influence of diversity upon the interpretation and appropriateness of assessment results. This includes assessment of cognitive, academic, and social-emotional issues. Students apply all of these skills in practicum, externship and internship. During these experiences, students are encouraged to seek out clients from different cultures (Syllabi, Appendix J).*

> (e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.

*The program has incorporated critical thinking, professional problem solving, and scholarly inquiry within our Mission Statement, Program Philosophy, and specific Program Objectives and our students are exposed to this material in a variety of ways. Specific course work where these attitudes are fostered include COUN 620 - Foundations of Research, EPSY 612 - Statistical Methods, EPSY 710 - Introduction to Qualitative Methods and Inquiry, EPSY 712 - Inferential Statistics, EPSY 711 - Advanced Qualitative Methods and Inquiry, EPSY 713 - Statistical Design in Behavioral Research, COUN 736 - Research Seminar, COUN 899 – Dissertation, COUN 833 - Introduction to Counseling Psychology, COUN 533 - Techniques of Counseling, COUN 634 - Counseling Practicum, COUN 837 - Advanced Counseling Practicum, COUN 793A - Supervised Fieldwork, COUN 891 - Internship. In addition, students are expected to be members of appropriate professional organizations (APA, APAGS, Division 17 of APA) and to attend appropriate professional conferences and workshops. To this end, faculty actively work with students to develop presentations for professional meetings and manuscripts for publication. The department, along with other units on campus, has developed local workshops that bring national speakers to campus. Students are always encouraged, and at times required, to attend those local workshops. Faculty model these attitudes by not only engaging in professional activities but by partnering with students when they do so. Students are also exposed to these attitudes through their participation in research teams whose members include both faculty and other students.*

4. Additionally, the program requires that its students receive adequate and appropriate practicum experiences. To this end the program should:

> (a) Place students in settings that: are clearly committed to training; supervise students using an adequate number of appropriate professionals; and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;

*Admission to the counseling psychology doctoral program requires that the student already have a master's degree in counseling or a related field.  Virtually all admissions to the program within the past seven years have completed a master's degree in community counseling, mental health counseling, counseling psychology, marriage and family therapy, clinical psychology, or school counseling.  Thus, the student enters the program having taken a practicum and, typically, a year of pre-master's degree internship.  Additionally, many new students have one or more years of professional counseling experience. It is within this context that students' clinical experience is evaluated.*

*The program has developed practicum experiences that are sequential, graded in complexity, and designed to prepare students for further organized training (please see Table 2). During the application process prospective students' clinical experiences are evaluated based on their application material and during interviews. Prior to entering the program, new students are required to submit an evaluation of their clinical work from a previous supervisor as well as a description of the types of clinical experience they have had. Incoming students are also required to provide a log of the number and types of practicum hours they have accrued. Program faculty examine this material and evaluate the quality and currency of the student's clinical work. During the student's first semester, two members of the counseling psychology program committee evaluate the clinical performance of students during video-taped mock interviews.  Based on these two sources of data (evaluation of their previous clinical work and their performance in their mock interviews) the committee then selects an appropriate first placement for those students.  Because we consider the hours they accrue in their master's program to be foundational for further graduate work, we assess this foundation, and build upon it in a deliberate fashion.*

*Placements for starting doctoral students vary in terms of level of skill required for effective treatment of the clientele. Students are placed in settings where their clinical skill will be consistent with the general clinical populations. The student's professional goals are also considered in making practicum placement decisions but do not override clinical skill assessment. The clinical practice coordinator also assists in verifying that all students have appropriate and adequate supervision from a doctoral-level supervisor.  Supervisors are carefully chosen for those students who are less experienced and program faculty are often selected to individually supervise these students. During the second semester, the students perform their practicum duties at their placement site.  They are also required to register for, and attend, their advanced practicum course.  In conjunction with the individual supervision they receive for their site, they also attend this advanced practicum class for group supervision of their clinical work.  Their work during this semester is carefully evaluated and monitored by the group supervisor, in conjunction with the individual supervisor, who reports on the student's performance during the regular review of students. Data for review comes from the student's performance in the class, as well as the instructor's observations of their work through their case presentations (a video or audiotape is required of the students when they formally present their cases). A review also takes place formally between the student and the on-site supervisor twice during the semester, once at midterm and again at the end of the semester. The individual supervisor fills out an evaluation form which asks for quantitative and qualitative review of the student's performance.  This evaluation is turned in to the advanced practicum instructor, who reviews them and informs the program committee of any concerns.  When there are issues with the student's performance at their practicum site, the training director meets with the student and clinical practice coordinator to develop a remediation plan and to select an appropriate site*

*with the level of supervision necessary to meet the student's needs. These students are then evaluated the following semester in their new placement. When the committee deems that a student is ready to move forward, they are give the opportunity to apply to more advanced sites which require a greater level of skill or independent supervised work.*

*From the third semester onward, the students are required to register for the fieldwork course during any semester when they are also providing clinical service. The same midterm and end of term evaluations take place for these students as well; with the same remediation cycle should a placement or a student's performance prove to be problematic (Clinical Practice Evaluation Form with Aggregated Data, Appendix M). In conjunction with clinical work, however, students at the fieldwork level are required to write an integrative assessment report, appropriate to their level of training, once per semester, as part of a larger case presentation. These case presentations and integrative assessment reports are also used as data to evaluate and review the progress of students.*

(b) Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of the practicum experience;

*Early in their program of study, students complete COUN 837 - Advanced Counseling Practicum. This experience allows for highly structured supervision of the students' clinical work. Upon completion of the course, students continue their clinical work in a more challenging fieldwork experience. Prior to applying for their pre-doctoral internship, students complete their preliminary examinations. This experience allows students to demonstrate their integration of coursework and practica/fieldwork.*

(c) Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives; and

(d) Describe and justify the sufficiency of practicum experiences required of students in preparation for an internship. It is the program's responsibility to describe and document the manner by which students achieve knowledge and competence in these areas. Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for students to satisfactorily progress through and graduate from the program, as well as evidence that it adheres to the minimum levels it has set.

*Objectives for the program include competency in assessment, intervention and application of these skills. Practica and fieldwork experiences are intended to move from a highly structured experience to a less structured and more independent experience. Practica start with highly structured experiences and are closely supervised by faculty before, during, and after interactions with clients. After completing the above practica, students enroll in COUN 793A- Supervised Fieldwork. This experience allows the students to become more independent in the delivery of psychology services. Supervision by on-site supervisors is still conducted, but independence becomes expected. Field supervisors complete the Clinical Practice Evaluation Form (Appendix M) at the end every semester on several areas related to competencies. Ratings*

*of 3 or better are considered demonstration of expected clinical practice at this level. Any low scores are addressed through remediation by the faculty supervisor.  Aggregated data from Fall 2009 is located in Appendix M.*

## Domain C: Program Resources

**The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals and objectives.**

1. The program has an identifiable core faculty responsible for its leadership who:

(a) Include a designated leader who is a doctoral psychologist and is a member of the core faculty. The program director's credentials and expertise are consistent with the program's mission and goals and with the substantive area of professional psychology in which the program provides training. (This leadership position could be held by more than one individual);

*The Ph.D. program is led by an individual designated as the Director of Training (Dr. Roberts-Pittman). Dr. Roberts-Pittman holds a Ph.D. in Counseling Psychology and is a licensed psychologist in Indiana. The Director of Training for Counseling Psychology is responsible for program retention, student progress and evaluation, and training issues related to the program. The Director of Training orients students to the program, offers initial program advisement to new students, and through the weekly Doctoral Student Seminar meetings coordinates general guidance and professional development experiences for all students as they progress through the program.  The Director of Training is responsible for maintaining files on students, coordinating internship placement, serving as a liaison to internship sites, and is the spokesperson for the program.*
*The program has three additional core faculty: Drs. Boyer, Coleman, and Elmore.  All core faculty have doctoral degrees in counseling psychology and three (Drs. Boyer, Elmore, and Roberts-Pittman) are licensed as psychologists in Indiana (Table 3a; Faculty Vita, Appendix K).*

(b) Function as an integral part of the academic unit of which the program is an element;

*Program faculty are identified as core, departmental, university, or adjunct. Core faculty have been trained as professional psychologists and all hold doctoral degrees in Counseling Psychology.  Core, departmental, university and adjunct faculty maintain Graduate Faculty Status with the CGPS. Core faculty meet weekly or twice monthly for the counseling area meetings to address student and programmatic issues and needs.*

(c) Are sufficient in number for their academic and professional responsibilities;

*The core faculty's responsibilities, including teaching, scholarship, and committee service, are significant contributions to the program. The faculty's teaching load normally includes three courses per semester. Dr. Roberts-Pittman receives a course release for one course during the academic year to allow time for advisement and other training responsibilities. Advisement and training responsibilities include developing students' courses of study,*

*monitoring progress during practica and fieldwork, conducting annual student evaluations, conducting preliminary examinations with other faculty, facilitating assistantship assignments, preparation for pre-doctoral internships, and handling competency issues with students when such situations arise.*

(d) Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives;

(e) Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals; and

*As a group, the core faculty members are eclectic in theoretical and philosophical orientation. The populations with which they have expertise include adults, college students, children, adolescents, and multicultural individuals (includes ethnic, cultural, sexual orientation, rural, homeless, hearing-impaired). The faculty are available to, and serve as role models for, student socialization into the discipline and profession. All core faculty have experience in direct service and most are involved in the supervision of students clinical training. Many of the scholarly efforts of the faculty involve student participation as co-authors/presenters. These efforts are often associated with research team projects.*
*In addition, through courses, research teams, or dissertation committees, students have many opportunities to interact with and be engaged by departmental, university, and adjunct faculty embracing other orientations including humanistic, Adlerian, integrative, feminist, behavioral, and postmodern.*

(f) Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession. In addition to the core faculty, other individuals who hold faculty appointments at the institution may be used to augment and expand students' educational experiences. These adjunct faculty should be held to standards of competence appropriate to their role/contribution within the program (see 1(d), (e), & (f) above).

*Core, departmental, university, and adjunct faculty all serve as role models for our students in a number of capacities. First, the core faculty members engage in professional activities such as direct service or supervision of direct services being provided to adults, children, adolescents, and families. Those professional activities, taken together, represent a comprehensive array of professional services including formal and informal assessments, intervention implementation and monitoring, individual and family therapy, as well as consultation and collaboration. Core, departmental, university, and affiliated faculty engage our students in research through participation on research teams, serving as members of dissertation committees, and conducting conference presentations with students. Adjunct faculty serve as role models as they are often involved with our students in other roles such as on-site supervisors, workshop leaders, or dissertation committee members. All faculty, including adjunct faculty, are required to maintain graduate faculty status. All non-tenured faculty, including adjunct faculty, submit portfolio materials for review at least annually. This review process allows the Department Chair, the BCOE Dean, and the Provost to evaluate the contributions of such members to the program and make necessary changes as needed.*

2. The program has an identifiable body of students at different levels of matriculation who:
    (a) Are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization;

*The program has 30 students at different levels of matriculation in the program. Sixteen students are on-campus, four are completing their pre-doctoral internships away from campus, and ten have completed internship and are finishing their dissertations (Tables 6 and 7). Of the on-campus students, two are fourth-year students, eight are third-year students, and six are second-year students. In the fall of 2009, the program re-admitted one student and she is included here as a second-year and she does appear in Table 6 without an ID#.*

*Eight students obtained internships for 2010-2011 and the eight remaining students will be applying for internship this coming fall. Also, in the spring of 2011, the remaining students will have their final course, COUN 834 – Supervision of Counseling. Thus, by fall of 2011, all remaining students in the program will either be on internship or completing their dissertations.*

    (b) By interest, aptitude, and prior achievement are of quality appropriate for the program's goals and objectives; and
    (c) Reflect through their intellectual and professional development and intended career paths the program's goals, objectives, and philosophy.

*Students enter the program with master's degrees in a related field in addition to having various clinical experiences prior to entering the program. Successful students demonstrate a commitment to becoming professional psychologists with an expertise in counseling psychology. Our students are exposed to a broad training foundation to prepare them to be successful in a variety of employment settings. Our graduates are employed in diverse settings such as academia, private practice, and hospitals (Table 9).*

3. The program has, and appropriately utilizes, the additional resources it needs to achieve its training goals and objectives. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program maintenance and development. The resources should include:

    (a) Financial support for training and educational activities;

*Tuition Assistance*

*Although Indiana State University has experienced financial cutbacks from state funding sources, level of funding for doctoral student assistantships and scholarships has remained stable. The dollar amount of each student receives has increased during the past several years in order to make our assistantship funding more competitive with similar universities, (CGPS, http://www.indstate.edu/sogs/finance_cost.htm). Currently, we are able to provide funding, for all counseling psychology students who request funding, for three years. Some of this stability has been enhanced by the department's ability to secure small, but consistent, training-service provision affiliations with local service provision sites (e.g., Rose-Hulman Institute of*

*Technology Counseling Service and Institutional Research Office, St. Mary of the Woods College Student Counseling Service, Ivy Tech Community College). Over the last several years, the counseling area  of the department has dedicated at least 56% of its assistantship/scholarship funds to counseling psychology doctoral students. Despite the program closing, the university and department continue their financial support of the program.*

## Additional Assistance for Students

*Several additional funding opportunities exist for students. The CGPS offers many awards and scholarships available for graduate students (http://www.indstate.edu/sogs/finance_cost.htm). Further, the program has two endowed scholarships, The Edward G. Roeber Memorial Scholarship and the Merle M. Ohlsen Scholarship. These awards are given annually to deserving third or fourth year students. Recipients of these awards are determined by the counseling area faculty.*

*Students may receive assistance to attend conferences and workshops through the department, the Counseling Psychology Doctoral Student Organization, the BCOE Office of Educational Research and Evaluation, and the CGPS.  Further, the BCOE offers funding for students (Appendix L, http://BCOE.indstate.edu/dean/BCOEscholarships.htm).*

## Assistance for Faculty

*Faculty receive financial support for attending conferences and workshops through the department, Blumberg Center for Interdisciplinary Studies in Special Education (http://www.indstate.edu/blumberg/) and BCOE funds.*

*Faculty can apply for Research/Creativity and Instructional Development Grants from the University Research Committee and the Center for Instruction, Research and Technology (http://www.indstate.edu/cirt/). Core and department faculty have been awarded research grants in the past. The department and university have regularly supported faculty sabbaticals.*

*Faculty development resources available from the department are limited. Travel funds of $400 are available for each faculty member. In addition, the Director of Training receives an addition $500 for travel expenses. Faculty who provide clinical supervision for students at three clinical practice fellowship sites in the community (Rose-Hulman, St. Mary of the Wood, and IVY Tech Counseling Centers) also receive and additional $500 in travel assistance. This amount is part of the training-service contract with these facilities.*

(b) Clerical and technical support;

*The department has one full-time clerical staff who serves as the Student Services Assistant for the program (Sandie Edwards). Additionally, the department has two Administrative Assistants (Karen Meeks and Mary Larimer) and an additional Student Services Assistant (Patty Snyder) who is primarily assigned to the programs in school psychology. All faculty members have personal computers in their offices. Laptop computers are available for checkout through the department office. The university also provides all faculty, staff, and students with computer accounts that allow email communications, provide Internet access, and permit research activities. Access is available from any computer that is connected to the university LAN system and from home computers with internet access when logged into a*

*personal university account. All faculty in the BCOE are also provided with PDAs  as an additional technological resource.*

*Most courses are taught in the BCOE where each classroom is equipped with a multi-media cabinet and drop down screen as well as large dry erase boards. The college also maintains two large computers labs for student use. The computer labs, located on the lower level, have internet access and printers. Also on the lower level is the Instructional Resource Center (IRC) staff.  The IRC provides access to an audio-visual cart including LCD projectors with state-of-the-art presentation capabilities in a portable format, curriculum materials, laptop computers available for checkout, as well as technical assistance from the Director of IRC. The IRC is open to students and faculty during working hours. Additionally, the Director of Instructional and Information Technology Services and his staff are available for technical assistance. Further, the Center for Instruction, Research, and Technology (CIRT), a university sponsored resource group for all members of the campus, hosts many professional development workshops for students, faculty, and staff through out the year (http://www.indstate.edu/cirt/).*

*Multiple computing labs are available for students within the College, and across campus. The labs include general purpose labs on the lower level of the BCOE, and in the Student Computing Center and Cunningham Memorial Library across campus.*

(c) Training materials and equipment;

*The program is included in the budgets of the department, college, and university. Program needs related to texts, assessment materials, and teaching and research supplies are provided through the department operating budget. Program needs related to equipment other than computers (e.g., audio-video equipment) are addressed through the BCOE equipment budget with additional resources provided by the department as needed. Computer related program needs are addressed through the BCOE Technology Committee, which provides faculty and student computers, statistics lab computers, and computer software and additional hardware.*

(d) Physical facilities;

<u>*Program and Area Facilities*</u>

*The College relocated during the summer of 2009 to a newly renovated building. Office space for department faculty is located on the 3rd floor of the BCOE.  All faculty have access to networked printers. The departmental office suite is located on the 2nd floor.  The department chair, Dr. Boyer, occupies an office on the 2nd floor within the departmental office suite.  This office houses the administrative assistants, student services assistants, mailboxes for faculty and doctoral students as well as two copy machines, a fax machine, a networked printer, and departmental supplies.*

*Office space for graduate students is more limited since the move to the new building. Graduate students with teaching assistantships have offices and so does the Counseling Psychology Doctoral Student Organization.  Other graduate students do have access to a large shared work and office space on the 3rd floor.*

*College of Education Facilities*

*The BCOE now houses a state of the art clinic space from which the three clinics within the department operate: The Counseling Clinic, The Porter School Psychology Center and The Rowe Center for Communicative Disorders.*

*The College of Education houses the Blumberg Center for Interdisciplinary Studies in Special Education on the lower level of the BCOE. The Blumberg Center is funded by endowment and grant monies and provides support for the Department of Communication Disorders and Counseling, School, and Educational Psychology. The Blumberg Center supports program activities, specifically those targeting individuals with exceptionalities, through research grants, professional development grants, travel monies for faculty and students, graduate assistant monies, workshops and seminars, access to professional materials, matching monies for external grants, and technical assistance for grant writing and research activities. Drs. Boyer and Krug serve on the Blumberg Steering Council, which oversees the activities of the Blumberg Center.*

*Additional facilities within the College of Education include classrooms on the 1$^{st}$, 2$^{nd}$, and 3$^{rd}$ floors and conference rooms on each floor. The Educational Student Services (ESS) office is located on the 1$^{st}$ floor. The Director of ESS, Dr. Judy Sheese, serves as the BCOE liaison to the Indiana Department of Education.*

*University Facilities*

*Cunningham Memorial Library is located a short distance from the College of Education. The library is easily accessible and provides a wide range of publications and computer reference systems as well as computing labs. Interlibrary loan and reference librarians are available at no cost to the student. Graduate students and faculty are provided generous checkout intervals for materials. In addition, many databases can be accessed on-line.*

*The Office of Sponsored Programs is located in Erickson Hall. The office offers assistance to students and faculty related to grant writing, the Institutional Review Board, and University research grants.*

*The Student Computing Center, a 24-hour computer lab, is located a short distance from the BCOE. Computers and printers are available for student use during working hours. Technical assistance is provided through a "computer help line." Scanning services are provided. There is also a Computer Store available to faculty and students where they can purchase peripherals and accessories for laptops.*

(e) Student support services; and

*Counseling Services*

*All students are eligible for free service in the Student Counseling Center, where full time psychologists are on staff. Minimal records (name, address, and other demographics) are maintained on doctoral students to enhance confidentiality.*

*Student Academic Services Center*

*In addition to providing advisement for open preference and conditionally admitted students, this center offers services to help students with academic problems. The area provides both tutoring in subject matter and assistance with more general skill development. Skills related to study, reading, note taking, theme writing, test taking, spelling, vocabulary, grammar, and mathematics are also taught. Student Academic Services also provides assistance to non-traditional age students (through the ACE program), student athletes, and students with disabilities. The services are free of charge to ISU students.*

*Writing Laboratory*

*The Writing Laboratory developed in cooperation with the Department of English, offers tutoring in all phases of English, special programs in research writing, and programmed materials for self-help instructions. This service is available to all ISU students.*

> (f) Access to or control over practicum training sites and facilities that are appropriate to the program's goals, objectives, and training model.

*One faculty member within the counseling area, Ms. Peg Byrer, serves as the Clinical Placement Coordinator. She works closely with Dr. Roberts-Pittman to arrange and maintain practicum and fieldwork experiences. Ms. Byrer makes the initial contact with sites to determine the appropriateness of the site as well as the site's needs (i.e., number of students). Ms. Byrer and Dr. Roberts-Pittman meet with the students as a group for students to rank their preferences and ask any questions related to placement. At the end of each semester, Ms. Byrer and Dr. Roberts-Pittman inquire about students' experiences at each site to ensure that such experiences match with the program's expectations. At the end of each year, students complete rating form regarding their on-site supervisor (Student Evaluation of Supervision, Appendix M). Also at the end of each semester, site supervisors complete the Clinical Practice Evaluation Form (Appendix N).*

4. A graduate program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:

> *Our program is housed within the BCOE of a regionally accredited institution and is not in the form of a consortium.*

## Domain D: Individual Differences and Diversity

**The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.**

1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.[4]

*The program at Indiana State University demonstrates respect for diversity through a variety of avenues. First, as a part of Indiana State University, the doctoral program supports the university's diversity. This includes the encouragement of minority applicants for every faculty position. This is done through encouragement statements in job descriptions and placement of ads in professional minority publications as well as personal contacts. In addition, we provide information to applicants regarding the value we place on diversity through the department, college, and university web pages. Examples include the prominence of issues of diversity in the Department's Mission and Diversity statements; the programs Mission, Goal, and Objectives statements; the Bayh College of Education's Mission, Value, and Vision statements; and the University's Mission and Core Value statements (Appendix B).*

*Core faculty members are all involved in recruitment activities through personal contacts with colleagues at other universities, recruitment/graduate information trips to other programs, and promoting the program while at professional conferences or gatherings. The Director of Training also uses the APA Minority Fellowship data to send personal invitations and program information to applicants interested in counseling psychology. We find, however, that personal contact with faculty members or students seems to be the most effective recruitment strategy and is heavily used to recruit students and faculty of diverse backgrounds.*

*The program is embedded in the Department of Communication Disorders and Counseling, School, and Educational Psychology. This department provides diversity in two different ways. First, the department is ethnically diverse with 20% of the faculty being of non-European American ethnicity. The second level of diversity involves engagement with other specializations. The students within the program interact and work with students from other specializations such as: school psychology, clinical psychology, and counselor education. Also, students are taking courses together, which exposes our students to other perspectives.*

2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. The avenues by which these goals are achieved are to be developed by the program.

*The program integrates issues of diversity into all aspects of the program. Diversity matters are addressed in classes, in clinical issues, and when assessing the environment of the program. When considering practicum/fieldwork placements the program works with students to*

*make certain they have experience working with diverse clinical populations during their training program. The counseling psychology program supports the tradition of recognizing and emphasizing the value of individual diversity and includes attention to diversity in course content, practicum, and scholarly activities. Objective #3.2 deals directly with developing competence in the area of cultural differences. The program requires students to (a) take a course in multicultural counseling, (b) integrate content related to diversity and individual differences into core coursework, and (c) include issues of ethnic, cultural, lifestyle, experiential, environmental, and social diversity in clinical practice settings. In addition, the program offers occasional specialty courses or workshops in areas such as: Gay, Lesbian, and Bisexual Issues; HIV/AIDS Counseling; Spirituality in Counseling; and Gender Issues in Counseling Women.*

*All students are involved in one of the research and scholarship teams within the department. Research topic within these teams focus on a variety of issues including ethnicity, gender, spirituality, and sexual identity. Team activities have resulted in conference presentations and the development of manuscripts for publication. Counseling Psychology students value the respect and attention given to issues of diversity. Internship training directors frequently comment on our students' sensitivity to and preparation for practice with diverse populations.*

## Domain E: Student-Faculty Relations

**The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences**.

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA "Ethical Principles of Psychologists and Code of Conduct"). The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

*Positive student-faculty relationships are viewed as critical to the success of our program as well as the professional development of our students. Students are treated as individuals who bring their own unique skills and talents to the profession of psychology. The interactions with faculty within the department serve as a microcosm of the "real world;" one goal is to successfully prepare our students to transition from the role of student to the role of professional psychologist. Faculty serve as role models and continually display professional behavior that exemplifies the highest standards of ethical practice. The program recognizes the rights of students and faculty to be treated with courtesy and respect. The faculty, staff, and students in the program work closely together in an environment that is respectful, collegial, and friendly, while maintaining and modeling appropriate boundaries that reflect the rights and responsibilities associated with different roles and stages of student development throughout the program. Respect for others, including the Ethical Principles of Psychologists and Code of Conduct, is incorporated into the training program immediately upon entering. A statement regarding courtesy and respect is included in the Doctoral Student Handbook (Appendix D). The*

*Handbook also details the Grievance Policy and Procedures for resolving problematic student-faculty interpersonal interactions. Page 65 in Doctoral Student Handbook identifies this specific information. Training students to develop appropriate ethical and professional behaviors as psychologists is an integral aspect of our program. Students are introduced to these aspects during New Student Orientation. In addition, their first course in the program, Introduction to Counseling Psychology, provides an introduction to ethical and professional principles and the role and function of professional psychologist and ethics committees. Attention to professional behavior, consistent with the <u>Ethical Principles of Psychologists and Code of Conduct,</u> is provided in each course, clinical practice experience, and research endeavor. The faculty view students as emerging professionals and developing colleagues; all interactions, formal and informal, are grounded in this underlying philosophy. All students are required to take COUN 738A – Ethics and Professional Practice*

*Professional behavioral expectations are reviewed on an ongoing basis through the Doctoral Student Seminar, a one hour class that all students attend every year they are on campus. The seminar and related meetings are conducted by the Director of Training. In addition to formal professional development activities, the seminar provides a regular opportunity to help students prepare for program milestones (e.g., Schedule of Study development, Proficiency preparation, Preliminary Examination preparation, proposal development, internship preparation). Professional conduct also is reviewed by the program committee and feedback is provided to students with their annual evaluation form.*

*Formal procedures detailing student conduct as well as grievance policies are presented in the Counseling Psychology Doctoral Student Handbook (Appendix D) which students are given during their new student orientation sponsored by the program. Further, the program introduces students to the APA Ethical Principles and Code of Conduct at the new student orientation as well as continually throughout the coursework.*

*Students are treated with respect and courtesy during each interaction with faculty. It is the responsibility of the faculty to provide a safe and secure environment for students to grow personally and professionally during their graduate training.*

2. Program faculty are accessible to students and provide them with a level of guidance are supervision that actively encourages timely completion of the program. The faculty provides appropriate professional role models and engages in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.

*Faculty members are accessible to students through organized events, such as department or student organization sponsored social events, classes, practicum/fieldwork, seminars, research teams, community service projects, grants, committee work, and guest lectures. Occasional informal lunches or other relaxed meetings of faculty-student research teams or project groups, for example, are not atypical. Faculty post office hours during regular semesters, but are willing to arrange appointments other than during posted hours, and generally maintain an open-door policy when they are in the department. Faculty work hard to be accessible to students and to serve as mentors and role models. Students are also provided with a department directory that lists names, addresses, phone numbers, and email addresses of all faculty, staff, students, and interns in the various department programs.*

*Students are expected to identify a doctoral committee chairperson and committee members within their first calendar year on campus. In consultation with their committee*

*chairperson, students develop a Schedule of Study (Appendix I) for formal approval by the committee. Upon acceptance by the committee, the Schedule of Study is submitted to the Director of Training for review and signature attesting that the courses listed (including transfer credits) will meet program requirements. Students typically complete coursework in three to four years of full-time study on campus. Students are expected to have their dissertation proposals accepted before leaving campus for internship training.*

*Core and department faculty members are involved in research/scholarship teams that encourage student participation. Students are required to participate in a research/scholarship team for one academic year. In this context, faculty members are available to students as mentors and co-collaborators. Faculty members are actively involved in local, regional, and national professional organization as leaders and members. The abbreviated faculty vitae detail these activities. Core faculty members are also involved in attending workshops, seminars, and professional meeting to enhance their professional development. Faculty involvement in professional organizations and continuing education serves as a role model for ongoing students' professional activity and development.*

3. The program shows respect for cultural and individual diversity among their students by treating them in accord with the principles contained in Domain A, Section 5 of this document.

*Respect for diversity is one value strongly held by the faculty of our program. This value is illustrated in many ways including the faculty's commitment to treat all students equitably and fairly as well as establishing and maintaining a climate and atmosphere of safety and security. Further, respect for diversity is embedded within many course syllabi and emphasized in the student handbook.*

4. At the time of admission, the program provides the students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. Students receive, at least annually, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should include:

- (a) Timely, written notification of all problems that have been noted and the opportunity to discuss them;
- (b) Guidance regarding steps to remediate all problems (if remediable); and
- (c) Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.

In all matters relevant to the evaluation of students' performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of students.

*At the time of admission, the program provides students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for termination.*
*The Doctoral Student Handbook (Appendix D) and Graduate Catalog (Appendix C) contain written policies and procedures regarding program and institution requirements and*

*expectations regarding students' performance and continuance in the program and procedures for the termination of students. At the time of admission, the program provides students with a copy of the Doctoral Student Handbook and the Graduate Catalog.*

*Students receive, at least annually (typically at the end of the spring semester), written feedback on the extent to which they are meeting the program's requirements and performance expectations. Guidelines associated with the evaluation procedure are detailed in the Doctoral Student Handbook (Appendix D, page. 32). A copy of the annual evaluation form is in Appendix N. The dismissal policy is located in Appendix D, page 57.*

5. Each program will be responsible for keeping information and records of all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Committee on Accreditation will examine programs' records of student complaints as part of its periodic review of programs.

*No formal grievances have been filed since the last accreditation visit.*

### Domain F: Program Self-Assessment and Quality Enhancement

**The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.**

1. The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:

(a) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);

*The Counseling Psychology program engages in ongoing systematic reviews in order to continually develop, improve, and refine the training provided students. Further, a dynamic interrelationship exists between student progress and program evaluation.*

*Methods for evaluation include program meetings, course evaluations, on-site supervisor ratings, annual student evaluations, preliminary exams, students' evaluation of the program, and alumni surveys. Areas for program improvement are discussed by the counseling area committee and plans of action are documented in minutes from the program meetings.*

*Program Meetings with Student Input*

*Faculty meet bi-weekly to discuss topics such as the program's training model and philosophy, goals, and objectives, program curriculum, course sequencing, program resources and support, and student evaluation procedures. In addition, program faculty meet in the context of periodic retreats, regularly scheduled program committee meetings, and faculty meetings that involve all departmental faculty.*

*Student representatives, elected by the students, attend both the departmental faculty meetings and counseling area meetings. These representatives provide valuable formative input regarding program quality and effectiveness. In addition, they are involved in the discussions related to program revisions and modifications.*

*Last, students have been involved in program self-evaluation via discussion groups and feedback session related to program philosophy, goals, and curriculum planning. These discussions have most often been in conjunction with the Doctoral Student Seminar class, which all students are required to attend while in the program.*

## Self-Study Process

*Core faculty are involved in developing, writing, reviewing, and evaluating self-study documents related to the counseling psychology program. During the self-study process, students met as a group and provided the program committee with feedback regarding the various aspects of the program related to the APA self-study.*

## Course Evaluations

*Students complete evaluations of all courses within the department and most program courses taken from other departments. Standard forms are used by the department and feedback is provided to the instructor once final grades are reported.*

## On-Site Supervisor Ratings

*At the end of each semester, on-site supervisors complete the Clinical Practice Evaluation Form and the form is shared with the DOT.  Evaluation data reviewed and shared during the Counseling Area meetings (Clinical Practice Evaluation Form and Table with Aggregated Data, Appendix N).*

## Annual Student Evaluations

*Students are evaluated annually across all aspects of their doctoral training.  Input is received by core faculty, associated faculty, dissertation committee chairpersons, and on-site supervisors.  Written evaluations are provided to the students (Appendix O).*

## Preliminary Exams

*Students complete their preliminary exams prior to applying for their pre-doctoral internship. The core counseling psychology faculty facilitate the exams with input from associated faculty. Students' performance on these exams assist the counseling psychology faculty in determining areas of weakness in regards to the overall efforts of the program to prepare professional psychologists.*

## Internship

*In their fourth or fifth year, students complete their pre-doctoral internship and representatives of the internship maintain contact with the DOT and provide quantitative as well as narrative feedback on the student's training goals and progress. Also, internship sites provide verification that students successfully completed their internship experience.*

## Program Evaluation

*In addition, all students leaving for internship provided evaluative feedback via an Exit Interview (Appendix P) conducted during the summer prior to leaving for internship. The Exit Interview is conducted by an outside individual who has no evaluative responsibilities within the program but is familiar with the program philosophy, goals, and curriculum expectations. Information gathered is then compiled by the interviewer and a report is provided to the Director of Training.*

## Alumni Survey

*Finally, after completing the program, alumni are asked to complete surveys regarding how well the program prepared them for their professional practice and to provide information regarding program strengths and weaknesses of the program. The alumni survey with data aggregated from most recent survey (Fall 2009) can be found in Appendix Q.*

(b) How its goals and objectives are met through graduate education and professional training (i.e., its processes); and

*The process by which the goals and objectives of the program are met include the integration of thematic content across areas, systematically applying theory to practice through linking didactic courses with fieldwork experiences, focusing on the application of science in practice and the importance of practice issues in science, and focusing on professional issues throughout coursework and other program requirements. The programs's objectives, assessment measures and outcomes are listed in Appendix R.*

(c) Its procedures to maintain current achievements or to make program changes as necessary.

*Procedures to maintain current achievement in research areas include continued encouragement of student research efforts, promotion of students who have experienced success in the area as role models, financial and instrumental support for students involved in conducting research projects and in disseminating results through conference presentations, and continued encouragement for students to propose and defend their dissertations prior to the completion of their internships. Faculty receive assistance from the Center for Instruction, Research, and Technology (CIRT) for transforming course delivery through web-based and hybrid formats. In addition, the CIRT staff are available to faculty and students to assist with technology needs in the area of research.*

2. The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, curriculum, and the outcome data related thereto, to ensure their appropriateness in relation to:

        a) Its sponsor institution's mission and goals;
        (b) Local, state/provincial, regional, and national needs for psychological services;
        (c) National standards of professional practice;

*The program engages in systematic review through processes required by NCATE, NCA, the College of Education Unit Assessment System, the University Program Review Process, and APA Commission on Accreditation. Furthermore, the program engages in ongoing assessment of goals, objectives, training model, curriculum, and policies and procedures in an effort to maintain excellence and to remain current with the discipline and the field. We believe systematic review to be an ongoing process impacted by external review processes.*

*Ongoing evaluations indicate the program is successful in achieving its goals. Appendix Q shows how our outcome data are related to program goals, objectives, expected competencies, and curriculum activities. Evaluations from practicum/fieldwork and internship supervisors suggest our students are knowledgeable and competent in clinical practice (Appendix N). Students are actively involved in understanding, evaluating, and producing professional research. Student involvement in professional presentations at national conventions is high. Generally, students are very successful in their comprehensive examinations and there is a high graduation rate within the program. Feedback regarding the goal of facilitating the professional values and exhibiting an understanding of the professional identity of counseling psychology indicates this is a strength of the program and student involvement in professional organizations is high.*

*One national outcome data point is the Examination for the Professional Practice of Psychology  licensing exam.  Data is available for the 2005-2009 period and the scores from our program reveal 74% of our graduates passed the exam during that time frame. This data indicate the program is effective in preparing students for professional practice as psychologists.*

*Program faculty are actively involved in leadership positions within the university, the local area, the state, and the nation. Specific examples of faculty involvement in professional committees and organizations can be found in the faculty Abbreviated Curriculum Vitae (Table 3 and Appendix K). This activity has allowed the program to keep informed of changes in national standards of professional practice and in local, regional, and national trends in the delivery of psychological service. It has also provided the opportunity to integrate various needs and goals of the program with the mission of the university and with the expectations for counseling psychology training programs. In addition, these activities allow faculty to complete self-assessments based on the most current body of knowledge related to the practice of counseling psychology.*

*As a part of the graduate survey mentioned previously, the program gathers information about job placement and career paths. Graduates provide information about program strengths and weaknesses related to their current employment duties (Alumni Survey, Appendix Q). Survey results indicate graduates' career paths are diverse and broad which supports the program's generalist training model.*

*Faculty model the importance of professional memberships by being active members in such organizations. Also, students are encouraged to enroll and attend national conferences*

*sponsored by APA. In addition, the program completes annual reports for APA. All students are enrolled in the Counseling Psychology Doctoral Student Organization (Constitution, Appendix S).*

*Support is available for students in terms of professional development in many ways. Students are advised early in the program regarding their eligibility to obtain their license as psychologists. Through regular meetings with the DOT, students develop a clear professional development plan and their course of study is built based on the students' plan. In regard to internships, students apply for APA or APPIC internships. Dr. Roberts-Pittman provides extensive support and assistance to the students as they apply for their pre-doctoral internships. Dr. Roberts-Pittman approves all internship sites and students may select a non-APA accredited site as long as licensed psychologists are available to conduct supervision and the internship meets all requirements for licensure in Indiana.*

(d) The evolving body of scientific and professional knowledge that serves as the basis of practice; and

*The program is committed to providing instruction and supervision on up-to-date knowledge in areas of science and practice. Students are supervised on a weekly basis in practicum and fieldwork experiences to ensure that assessment and interventions are in compliance with up-to-date and best practice standards.*

(e) Its graduates' job placements and career paths.

*Job placements and career paths of students are recorded and examined on an ongoing basis to assess the match between program mission, goals and objectives, and long-term outcomes. Examination of job placements (Table 9) indicates placements of graduates in clinic and academic settings.*

*Through alumni surveys, the program determines the job placements and career paths of students. Graduates are employed in a variety of settings (Table 9).*

## Domain G: Public Disclosure

**The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.**

1. The program is described accurately and completely in documents that are available to current students, prospective students, and other "publics." The descriptions of the program should include:

(a) Its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; and its education and training outcomes; and

(b) Its status with regard to accreditation, including the specific academic program covered by that status, and the name, address, and telephone number of the

Committee on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

*The program website is the main source of information for current students and members of the public (http://BCOE.indstate.edu/cdcsep/counseling/index.htm). The program's goals, objectives, and training model are available from the website. Much of this information can also be found in the Graduate Catalog (Appendix C). The website lists faculty, students, facilities and other resources. The Counseling Psychology Doctoral Student Handbook (Appendix D) outlines the program administrative policies and procedures as well as research and practicum experiences and expectations. This document can be accessed via the website as well.*

2. This information should be presented in a manner that allows applicants to make informed decisions about entering the program.

*Consistent with the Implementing Regulation C-20, our website and materials offer information about our program.*

## Domain H: Relationship With Accrediting Body

**The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.**

*The program has adhered to the CoA's policies and procedures as related to the program's recognition as an accredited program. All annual reports were filed in a timely manner. Correspondence with the COA is in Appendix T.*

2. The program informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality.

*Many changes have occurred including changes in faculty and in leadership as well as the closing of the program. The CoA has been notified of those changes and recent documentation can be found in Appendix T.*

3. The program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

*The program has paid all fees associated with the maintenance of its accreditation status in a timely manner.*