

**COUNSELING AND STUDENT
PERSONNEL PSYCHOLOGY
MASTER'S PROGRAM HANDBOOK**

**Department of Educational Psychology
College of Education and Human Development**

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**COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY
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COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY MASTER'S PROGRAM HANDBOOK

GENERAL INFORMATION

The Counseling and Student Personnel Psychology (CSPP) Program:

The primary objective of the CSPP M.A. program is to provide a fundamental body of knowledge and skills that prepares counselors and student personnel specialists for work in a variety of settings. Conceptually, the program is built on a synthesis of psychological approaches to human growth. This leads to a broad course of study but one with strong, unifying themes. The CSPP faculty are committed to addressing current social issues such as multicultural and diversity concerns, through a developmental framework.

In addition to the CSPP core faculty, professors from other academic and student affairs units are involved as adjunct faculty in teaching courses, advising students, serving on student committees, and supervising practica. This is one of the ways that CSPP taps the outstanding resources of the University of Minnesota.

The Master of Arts (M.A.) degree is a generalist program that emphasizes the practice of individual and group counseling and focuses on interviewing, counseling theory, assessment, ethics, and career development. The M.A. program frequently leads to the following types of occupations: college counselor or student development professional, school counselor, community agency counselor, career counselor, counselor in employee assistance programs, or human resource development specialist. To prepare students for these professional roles, the program emphasizes generic counseling and research skills. The M.A. program allows for specialization in school counseling and college student development.

Forms

For a list of the required forms and their locations, please see Appendix A. Most forms are available online. Copies of many forms are available near the CSPP student mailboxes on the first floor of Burton Hall.

Transfer of Coursework:

With the approval of the adviser and the Educational Psychology Director of Graduate Studies, the transfer of up to 40% of the degree coursework is permitted. Please refer to the Graduate School Catalogue for additional information on transfer-eligible credits (<http://www.grad.umn.edu/catalog/index.html>). The transfer of previous coursework is accomplished by the inclusion of the courses on the proposed degree program. To request that previous coursework be added to the degree program, students must fill out a CSPP Petition (see p. 3 and Appendix B).

Filing a Degree Program:

Degree program forms are available online, from the Graduate School, 316 Johnston Hall, or online (<http://www.grad.umn.edu/forms/g89a.pdf>). M.A. students should file the degree program form no later than the second semester of registration.

Two Ed Psych forms must be submitted with the degree program: a) An Ed Psych Examining Committee Consent Form which must be signed by all the members of the student's committee to ensure that they have agreed to serve on the committee, and b) Ed Psych Core Requirements Form (See Appendix A).

- 1) On the degree program form, complete the identification information in full and indicate that you are seeking the M.A., your major field (Educational Psychology), and your minor, supporting field, or specialty.
- 2) List courses (including transfer courses) in chronological order starting with counseling MA courses. Be sure to indicate the instructor's name (or institution if a transfer course). Attach a copy of any approved petitions.
- 3) Attach transcripts for any transferred coursework listed on your program. Unofficial transcripts are acceptable.
- 4) In addition to completed coursework, list all courses that you plan to take for completion of your master's degree. Changes *can* be made to this program after it is approved (see the section on Filing Graduate School Petitions, p. 3).
- 5) Total the number of credits taken in and outside the major, and record these where indicated at the bottom of the form.
- 6) Obtain your adviser's signature on degree program form and examining committee form, make a copy for yourself, and turn your program, examining committee form, and core requirements form in to CSPP's office supervisor in 206 Burton Hall who will forward it to the Graduate Advisery Committee (GAC) representative. The GAC representative will review your program to ensure that all CSPP requirements will be met and, if approved, will initial and forward your program to the Educational Psychology Director of Graduate Studies (DGS).
- 7) The DGS will review the program to ensure that all Ed Psych requirements will be met and will forward your program to the Graduate School.
- 8) The Graduate School will review and send copies of your approved program to you and to your adviser.
- 9) If any problem is noted within Steps 6-8, your degree program form will be returned to the CSPP program and a program representative will contact you.

Filing CSPP Petitions:

In order to ensure that your degree program has adequate breadth and depth, CSPP has specified a core of required courses. If you already have taken related graduate work in any of these required areas and believe that the program requirement would constitute a duplication, you may petition to substitute your previous **graduate-level** coursework into your program; this coursework cannot be part of your undergraduate degree. Obvious courses do not need to be petitioned (e.g., Social Psychology Theory, Statistics and Measurement, etc.).

Petitions may also be filed to request changes in program requirements other than course substitutions.

The procedure for petitioning a change in course requirements is as follows:

- 1) Fill out the CSPP Petition (Appendix B) in duplicate.
- 2) Meet with the professor who is teaching the course in question in order to determine if your previous course is an acceptable substitute. Ask the professor to sign the petition.
- 3) Meet with your adviser to determine if s/he will permit the substitution. Ask your adviser to sign the petition.
- 4) Submit the signed petition to CSPP's office supervisor in 206 Burton Hall. The chair of the Progress and Retention Committee (PRC) will bring your petition before that committee. Your petition **MUST** have the signature of the professor and your adviser before the committee will consider it .
- 5) The PRC will review your petition, and the chair of the PRC will inform you of the committee's decision. The approved petition will be placed in your CSPP student file.

It is **YOUR** responsibility to make sure that the petition form reaches the appropriate professor, your adviser, and the office supervisor in 206 Burton Hall who will direct it to the chair of the PRC.

Filing Graduate School Petitions:

The Graduate School has a petitioning process that is used primarily for making changes **to a previously approved degree program form**. These petitions are routed through CSPP's office supervisor in 206 Burton Hall to CSPP's GAC representative who determines if the change is consistent with CSPP requirements. The Graduate School petition is then forwarded to the Educational Psychology Director of Graduate Studies (See Appendix A).

REQUIRED COURSES

Master's students must complete the following courses or equivalents (see Appendices C, D, & E for examples of typical M.A. programs, pp. 17-19). The basic coursework for all M.A. candidates in the program is similar.

EPsy 5231	Introductory Statistics and Measurement in Education	(4 cr.)
EPsy 5415	Child and Adolescent Development & Counseling	(4 cr.)
EPsy 8132	Personality Development and Socialization	(3 cr.)
EPsy 8402	Individual Counseling: Theory and Applications	(3 cr.)
EPsy 8403	Social/Cultural Contexts: Counseling and Skills	(3 cr.)
EPsy 8404	Group Counseling: Theory, Applications, and Skills	(3 cr.)
EPsy 8405	Career Development: Theory, Skills, and Counseling Applications	(3 cr.)
EPsy 8406	Ethics	(3 cr.)
EPsy 8431	M.A. Research Seminar	(4 cr.)
EPsy 8501	Counseling Pre-Practicum	(3 cr.)
EPsy 8503	Counseling Practicum I	(4 cr.)
EPsy 8504	Counseling Practicum II	(4 cr.)
EPsy xxxx	Abnormal/Appraisal	(4 cr.)
	Learning/Cognition*	(3 cr.)

*See Appendix F in this handbook for approved courses in this area.

The Graduate School allows one-third of the course credits on the degree program to be taken S/N. However all courses (with the exception of transfer credits) listed in the degree program must be taken A/F.

The required courses meet Educational Psychology department requirements for an internal minor. An internal minor consists of 6 credits of non-CSPP core courses (i.e., two of the following courses - 5231, 8132, learning).

School Counseling:

Additional requirements for school counseling students are as follows:

EPsy 8435	Organization of the Comprehensive School Counseling Program	(3 cr.)
EPsy 8436	Crisis Management and Consulting in School Counseling	(3 cr.)

Students without an education/teaching background must take one course in education. See Appendix G for a list of course options. Please note: If a student successfully completes EPsy 5112, 5117, or 5616, s/he will meet both the Learning/Cognition requirement and the teacher preparation requirement.

PRACTICUM: Second Year M.A. Students

Masters students are required to complete two semesters of practicum during the second year. There are two options which are outlined below. Students in the School Counseling program, use Option II. All others should use Option I. Students pursuing Practicum Option I should refer to the Community Counseling Practicum Handbook for additional requirements and information on the practicum. Student pursuing Practicum Option II should refer to the School Counseling Practicum Handbook for additional requirements and information on the practicum. These handbooks will be distributed during the student's first year in the program.

OPTION I:

Register for: EPsy 8503 & 8504, sec. 1; 4 credits each; A/F

- Requirements:**
- 1) Spend a minimum of 350 hours each semester at the practicum site in direct service, supervision, and practicum-related activities.
 - 2) Meet individually with a site supervisor once a week for one hour. The site supervisor must hold as least an M.A. degree in a counseling-related field (counseling, clinical, social work, student personnel, etc.).
 - 3) Accrue 50 client contact hours during fall semester and 70 during spring semester. One client contact hour is calculated as follows: one 50-minute session, two 30-minute sessions, or four 15-minute sessions. Activities that count as client contact include *your provision of* individual or group counseling, advising, consulting, teaching, testing, and assessment. They *do not* include your *receipt of* any of these activities.
 - 4) Audio or video tape at least some of your sessions with clients.
 - 5) Meet two hours per week with a CSPP faculty member and doctoral student supervisor. Specific assignments to be determined by the faculty member.
 - 6) Turn in all required forms listed in the practicum handbook.

Site Selection: Each student is responsible for obtaining a practicum site. However, a number of potential sites have been identified by the program. They will be shared with you at a general advising meeting during your first year in the program. In addition, a list of possible sites and evaluations of these sites by former practicum students are available for review in Room 206 Burton Hall. Students may pursue one of the sites or develop their own practicum site. Most sites require resumes and interviews. Several require letters of recommendation. Application deadlines vary. **Students wishing to select a site that is not on the list must receive permission from the Masters Director of Clinical Training.**

Minimum Practicum Hours: 700 hours at site; 60 hours in practicum class.

OPTION II: School Counseling Practicum

Register for: EPsy 8503 & 8504, sec. 2; 4 credits each; A/F

- Requirements:**
- 1) Spend 400 hours at the educational level of your choice (high school, middle school, or elementary) and 150 hours at each of the other two levels under the direct supervision of a licensed school counselor.
 - 2) Meet individually with a site supervisor once a week for one hour. Your supervisor must hold at least an M.A. degree in counseling and have a current Minnesota school counseling license.
 - 3) Practicum hours are accrued whenever the student is at the practicum site, working with the supervisor or under the supervisor's direction. Duties and hours are determined by the student and the on-site supervisor.
 - 4) Audio or video tape two sessions at each of the practicum sites.
 - 5) Meet two hours per week with a CSPP faculty member and doctoral student supervisor. Specific assignments to be determined by the faculty member.
 - 6) Turn in all required forms listed in the School Counseling Practicum Handbook.

Site Selection: Each student is responsible for obtaining a practicum site. However, a number of potential sites have been identified by the program. They will be shared with you at a general advising meeting during your first year in the program. In addition, a list of possible sites and evaluations of these sites by former practicum students are available for review in Room 206 Burton Hall. Students may pursue one of the sites or develop their own practicum site. Most sites require resumes and interviews. Several require letters of recommendation. Application deadlines vary. **Students wishing to select a site that is not on the list must receive permission from the Masters Director of Clinical Training.**

Minimum Practicum Hours: 700 hours; 60 hours in practicum class.

CLIENT CONTACT HOURS: 1) If a student does not accrue the required hours during a semester, thereby receiving an incomplete practicum grade, the student may make up the needed hours after the semester ends, under the supervision of the faculty member who awarded the incomplete. 2) Students may continue to see clients between the end of fall semester and the beginning of spring semester and apply them to the number of hours required for the total practicum.

SECOND PRACTICUM SITE: Non-School Counseling students are expected to be in *only one* practicum setting for the entire academic year. There is one exception. If it is determined by

the student, the site supervisor and the practicum instructor that the student is unlikely to meet the minimum number of client contact hours through the one placement, the student may be allowed to select a second site. However, only the hours from that second site needed to meet the minimum requirements will be approved. The student must petition the CSPP Progress and Retention Committee for approval to do this practicum at the second site.

TERMINATION AT A PRACTICUM SITE: Students must petition to terminate at a practicum site. Prior to submitting a petition to the CSPP Progress and Retention Committee, the student must consult with the practicum instructor, who will then contact the site supervisor. The practicum instructor will provide written documentation of this contact, which the student will submit with the petition. **PLEASE CONSULT WITH STAFF AT THE PRACTICUM SITE BEFORE FINALIZING YOUR DECISION TO TERMINATE.**

LIABILITY INSURANCE

The University provides liability insurance coverage for students engaged in practicum if they are enrolled in a *credited* practicum sequence and are practicing within the scope of the practicum (e.g., following program and syllabus requirements and adhering to APA ethical codes and any ethical codes specific to the practicum site). Practicum students are covered between fall and spring semesters and also if the practicum was not completed (i.e., received an incomplete grade).

The University also provides liability coverage for students who are paid University of Minnesota employees and are providing services as part of their job description.

Students in other situations (i.e., other than credited practica or paid U of M employees providing services as part of their job description) should consult with their employer or supervisor to determine whether they are responsible for their own liability coverage.

The CSPP program strongly encourages purchasing liability insurance. See Appendix K for a list of two professional organizations that offer reasonable rates. Students should purchase *occurrence* coverage, as this type will cover students in situations where a person sues several years after the alleged incident. This is important because a new insurance company will not cover “preexisting incidents.”

PLAN B MASTER’S PROGRAM

The Graduate School recognizes two types of master’s programs within the University, designated “Plan A” and “Plan B.” The basic difference is that Plan A focuses on a large research project, whereas Plan B contains more coursework and a less rigorous research project. In CSPP, only Plan B is used, and the research project is completed as part of the M.A. Research Seminar, EPsy 8431.

M.A. COMPREHENSIVE EXAMINATION

The Graduate School requires a final examination for Plan B candidates. In the CSPP program, this exam is a comprehensive written examination at the conclusion of the student's program. The exam is offered in the spring and fall semesters each year. Students intending to take the exam should sign up in the CSPP office (206 Burton Hall). The exam consists of 200 multiple choice items distributed across the following areas:

- 1) Assessment (including measurement and statistics)
- 2) Career development
- 3) Counseling theory
- 4) Counseling practice
- 5) Personality and social development
- 6) Ethics and professional issues
- 7) Group counseling
- 8) Multicultural issues
- 9) Research (including measurement and statistics)

Students who answer 70% of the items correctly will pass. Students failing the M.A. comprehensive examination are automatically allowed to retake the exam. Students who have failed the exam a second time must request that the Progress and Retention Committee be convened to recommend whether or not the student may take the exam a third time.

M.A. PORTFOLIO

At the end of your program, the three faculty members who form your committee review a portfolio of your work and make an evaluation of it. The portfolio includes the following:

- 1) Results of your comprehensive written exam
- 2) A copy of your Plan B project
- 3) A current transcript
- 4) A copy of your degree program form
- 5) Practicum supervisor evaluations
- 6) M.A. Examination Report Form (This form is issued by the Graduate School when you inform them of the date of your examination. It should be signed by each committee member **at the time that s/he reviews your portfolio.**)

It is your responsibility to put your portfolio together and circulate **your complete portfolio** among your committee members. Put all the materials listed above in a 9 x 12 manila envelope provided by CSPP, with your name on the front. Give it first to your adviser, and then circulate it to the other two committee members. It should then be returned to the Office Specialist in 206 Burton Hall. CSPP will return your signed M.A. Examination Report Form to the Graduate School.

Your committee consists of your current adviser, one Ed Psych faculty member assigned to you by the program, and one faculty member from outside of Ed Psych assigned by the program.

COMMENCEMENT AND GRADUATION

Graduate School commencement ceremonies are held in late spring and late fall each year. Attendance is encouraged but not required. If you plan to attend, you must submit a **Commencement Attendance Approval Form** (see Appendix A) to the Graduate School (316 Johnston Hall) by the deadline specified in the class schedule. The form must be signed by your adviser and the Director of Graduate Studies for Ed Psych.

Degrees are awarded at the end of each month. In order to graduate in a particular month, you must submit the **Application for Degree Form** (see Appendix A) to Student Relations in 200 Fraser Hall by the first workday of that month. Then, all degree requirements must be completed and the M.A. Examination Report Form submitted to the Graduate School by the last workday of that month.

STUDENT PROGRESS AND RETENTION POLICY AND PROCEDURES

This policy is designed to help students know their rights and responsibilities and the avenues for addressing any conflict situations. This section outlines the standards for academic performance and professional conduct for students enrolled in the CSPP doctoral program. It also describes a policy for defining and addressing problematic performance. The procedure used by the program to evaluate student academic performance and progress, as well as the policy for readmitting students who have been dropped from the Graduate School/CSPP program are described next. Finally, a step-by-step guide to student grievance procedures is included.

Student Conduct Standards

Students are required to satisfy University standards for student conduct (see the Student Conduct Code Policy at <http://www1.umn.edu/regents/polindex.html>). In addition, they must meet the following CSPP student conduct standards:

- 1) Adhere to Minnesota Board of Psychology and American Psychological Association (2002) guidelines for ethical practices and professional conduct in all aspects of training (see Minnesota Board of Psychology Rules of Conduct in Appendix L and APA Ethical Principles of Psychologists and Code of Conduct in Appendix M).
- 2) Adhere to all University policies requiring non-discriminatory treatment of others in academic and professional settings without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, or sexual orientation. (All University Board of Regents Policies may be viewed at: <http://www1.umn.edu/regents/polindex.html>)

Performance Standards

Students are required to satisfy Department of Educational Psychology, Graduate School, and

University standards for academic and professional performance (see the *Educational Psychology Graduate Program Handbook* (<http://www.education.umn.edu/EdPsych/handbook/default.html>) and *Graduate School Catalog* (<http://www.catalogs.umn.edu/grad/index.html>)). In addition, they must meet the following CSPP minimum academic and professional standards:

- 1) Students must maintain a minimum GPA of 3.0
- 2) Students may not have more than two grades below a B- in the courses listed on student's Graduate School Degree Program Transmittal Form
- 3) Students may not have more than six credits of incompletes at any one time.
- 4) All requirements for the master's degree must be completed and the degree awarded within seven years.

The faculty reserves the right to terminate any student who fails to meet these standards of progress. Extensions may be granted to accommodate special needs of a given student. All extensions must be documented in a written contract between the student and the CSPP Progress and Retention Committee (PRC). The student should meet with her/his adviser to discuss preparation of the contract, which should specify all activities that must be completed and a timetable for their completion.

It is University, and therefore, CSPP policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented physical, sensory, learning, and psychiatric disabilities that may affect their ability to participate in to meet program requirements. Students with disabilities are encouraged to contact their adviser to discuss their individual needs for accommodations. Accommodations are determined through a consultative process with Disability Services, the student, the CSPP PRC, and other relevant members of the campus community. Students who suspect they may have a disability or who would like general disability information are encouraged to contact Disability Services (<http://ds.umn.edu/index.html>, 180 McNamara Center; Phone: 626-1333).

Problematic Performance Policy

The University of Minnesota Graduate Program in CSPP recognizes its responsibility to provide education and training that will promote student attainment of the knowledge, skills and competencies necessary to function as a competent counseling professional. Attainment of knowledge, skills, and competencies is a developmental process that occurs over time and varies from student to student. Program faculty are committed to providing instruction, feedback, and mentoring to students in a constructive atmosphere that allows students to meet the goals of the program and develop as a professional

The *Problematic Performance Policy* applies to rare situations in which a student experiences significant difficulties in attaining and/or in demonstrating the knowledge, skills, and/or competencies that will allow him or her to function as a competent counseling professional. This

policy is intended to be used with students who are not adequately progressing through the developmental process of becoming a counselor. The problems described in this policy occur rarely and therefore it is rarely necessary to implement the full procedures described in the policy.

Program faculty, including clinical training supervisors, accept multiple responsibilities in their role of educating counseling professionals. These responsibilities extend not only to the students in the program but also to the profession at large and to the public.

- Program faculty and clinical supervisors have a responsibility to teach and supervise students, which is typically done in the context of a collaborative relationship.
- These individuals also have a responsibility to protect the public from incompetent professionals and to maintain the accepted ethics and standards of the profession.
- Unfortunately, it is possible that some students are not capable of becoming competent professionals and therefore they will not be able to maintain the standards of the profession.
- In these cases, the program is obliged by the Minnesota Board of Psychology Rules of Conduct (Appendix L) and the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (Appendix M) to take action to protect the public as well as the profession.

Definition of problematic performance. Generally, problematic performance for a counseling student can be defined as any combination of personal characteristics, emotional difficulties, life situations, and/or lack of competence (knowledge or skills) that interfere with a student's ability to function in a professional manner.

In determining whether a student is exhibiting problematic performance, criteria that are considered include:

- The problematic performance is not restricted to one area of professional functioning.
- The student has difficulty acknowledging, understanding and/or addressing the problematic performance when it is identified.
- The problematic performance is not merely a reflection of the normal progression in competency and skills that is expected throughout training or specific deficits in knowledge or skills that can be rectified by academic or didactic training.
- The quality of student performance is consistently negatively affected by the problematic performance.
- The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

Examples of behaviors, which may be categorized as problematic performance are listed next. Note that this list provides examples, and is not intended to be definitive or all-inclusive.

- A violation of professional standards or ethical codes.
- Inability or unwillingness to acquire and demonstrate professional skills at an acceptable level of competency as judged by a clinical supervisor.
- Serious deficits in the areas of knowledge and application of professional standards.

- Behaviors that can be reasonably predictive of poor future professional functioning, such as extensive tardiness, carelessness with curricular requirements, poor compliance with supervisory requirements, etc.
- Interpersonal behaviors and intrapersonal functioning that impair one's professional functioning, such as psychopathology, inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems.

Evaluation of Student Performance

The CSPP program faculty conduct an annual review of all students during the spring. Students complete a Status in Training form (see Appendix H) to assist in this review process. Based on this review, students receive written feedback informing them as to their progress in the program.

It should be noted that faculty actions and decisions are not confined to the annual review. Evaluation of student performance is an on-going activity.

Evaluation of Teaching Assistants:

Students frequently assist in courses as paid or volunteer teaching assistants. Any student who serves in such a capacity in a CSPP core course must be evaluated by the students at the end of the course (See Appendix J for the TA Evaluation Form). Completed TA Evaluation Forms should be returned to the CSPP Office Supervisor in 206 Burton Hall.

Program Response to Student Violations:

If a CSPP faculty member has reason to believe that a student is in violation of any of the student conduct or performance standards or is exhibiting problematic performance, action will be taken by the CSPP program. Such action may include, but is not limited to, the following:

- 1) A CSPP faculty member will speak directly with the student and other involved parties, as appropriate.
- 2) In order to document faculty concerns regarding problematic student performance, the Evaluation of Student Problematic Performance Form contained in Appendix I will be completed and placed in the student's file.
- 3) All CSPP core faculty will be informed of the violation(s). Written documentation of this process of informing all core faculty will be done and kept in confidential student files.
- 4) The chair of the Department of Educational Psychology, as well as other faculty/professionals, will be informed of the violation(s), as appropriate.
- 5) The CSPP program faculty and other faculty/professionals will meet either to determine the steps necessary for the student to rectify the violation(s) or to terminate the student from the program. In the former case, faculty may require, for example,

additional coursework, repeating coursework, additional supervised practica, a leave of absence, psychological evaluation, and/or counseling. The student will receive a written statement detailing the violation(s) and the steps necessary to rectify the violation(s).

- 6) In the event that a student is not terminated, a written contract between the student and the CSPP program will be developed detailing the necessary steps for rectifying the violation(s) and specifying a timetable for their successful completion.
- 7) Disagreements about the resolution of any issue can be handled through University grievance policies (see p.12).

Readmission Policy

The Graduate School policy requires students to enroll no less than every Fall and Spring semester in order to remain on "active" status. The Graduate School also requires students to successfully complete the doctoral thesis within five years after successful completion of the preliminary oral exam. Failure to register for one semester or failure to complete the doctoral thesis within five years after successful completion of the preliminary oral exam will result in students being dropped by the Graduate School for inactivity. Whenever students have been dropped, they must file forms with the Graduate School to receive permission to resume work on their degrees. In CSPP, when a student has been dropped by the Graduate School for inactivity and has failed to register for two of the last three academic year semesters, the Progress and Retention Committee shall also review the student for readmission to the CSPP program.

Students will be *considered* by the PRC for readmission after they have:

- 1) Filed the required documents with the Graduate School.
- 2) Sent a letter to the chair of the PRC requesting readmission and describing their motivation and plan for completing the degree.

In response to the student's request, the PRC will: 1) determine if the student's past performance was satisfactory, and 2) determine if the program has the resources (e.g., an available adviser) to support the student as s/he pursues a degree. If there are no concerns regarding performance or resources, the PRC will offer to readmit the student contingent upon the student agreeing to the following requirements:

- 3) All readmitted students must meet the degree requirements in force *at the time of readmission*.
- 4) Doctoral degree students who were dropped seven or more years prior to their readmission must take the currently required CSPP *written* preliminary exam, whether or not they have previously taken the exam.

If, after considering the above policy and any petitions filed by the student, the PRC determines that additional coursework must be taken, the student will be required to include this coursework on the degree program form, and if the program has already been filed with the Graduate School,

the student will be required to file a revised program.

As with all CSPP requirements, students may petition the PRC for an exemption or substitution. Students should be aware, however, that the intent of the above requirements is to help ensure that individuals who graduate in a given year have completed equivalent programs. The burden of proof is, therefore, on the student to demonstrate that this equivalence can be achieved in an alternative way that is acceptable to faculty.

Student Grievance Process

It is the student's responsibility to be aware of the University's Student Academic Grievance Policy and Grievance Process Policy (See the University Board of Regents Policies website at: <http://www1.umn.edu/regents/polindex.html>).

If students have a grievance issue, the CSPP program recommends that they use the following resolution process which involves the student meeting with and attempting to resolve the issue with the faculty member. If the student has met with the faculty member and the problem has not been resolved, then the student should contact the CSPP program coordinator or the department chair. Students should be aware that there may be limits to confidentiality with any of these personnel.

Students also may by-pass this internal process and go directly to the University Grievance Policy and Procedures.

Alternatively, if a student does not choose to meet with the faculty due to the nature of the problem, the student may also directly contact the Student Dispute Resolution Center (612/625-5900, 107 Eddy Hall, sos@tc.umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid grievances, academic misconduct charges, student judicial issues) or to get assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements, unfair treatment, financial aid or billing problems). The Student Dispute Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. If students have been accused of violating University rules or feel that their rights have been violated, they are entitled to a due process hearing and representation of their choice. Students should be aware that there are time limits for taking action in some cases.

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the Office of Equal Opportunity and Affirmative Action at 612/624-9547 (419 Morrill Hall, www.EOAffAct.umn.edu).

For employment-related grievance issues, students may contact the University Grievance Office at 612/624-1030 (662 Heller Hall, ugo@tc.umn.edu). See the University's Grievance Procedure Policy at: <http://www1.umn.edu/regents/polindex.html>).

Please note that progress toward degree completion must halt during the time in which a grievance is in progress.

LICENSING REQUIREMENTS IN MINNESOTA

If you are completing a master's degree, you may be interested in pursuing licensure in one or more of the following licensure areas: Licensed Professional Counselor (LPC), School Counselor (K-12) Licensure, Licensed Psychological Practitioner (LPP), Marriage and Family Therapist (LMFT) or Alcohol and Drug Counselor.

For information regarding Licensed Professional Counselor licensing requirements, contact: The Board of Behavioral Health and Therapy (BBHT), <http://www.bbht.state.mn.us> or (612) 617-2177.

If you are planning to become a school counselor, please consult with the Director of School Counseling. For information regarding Licensed School Counselor licensing requirements, contact: Personnel Licensing Section, Minnesota Department of Education, http://education.state.mn.us/html/intro_licensure.htm or (651) 582-8691.

For information regarding licensing requirements for Licensed Psychological Practitioner (LPP), contact the Minnesota Board of Psychology, <http://www.psychologyboard.state.mn.us/license.asp> or (612) 617-2230.

For information regarding Licensed Marriage and Family Therapist (LMFT): requirements, contact: Minnesota Board of Marriage and Family Therapy, www.bmft.state.mn.us or (612) 617-2220.

For information regarding licensing requirements for Licensed Alcohol and Drug Counselor contact: Minnesota Department of Health, Health Occupations Program, <http://www.health.state.mn.us/divs/hpsc/hop/adc/> or (651) 282-6300.

NATIONAL CERTIFICATION REQUIREMENTS

Several national organizations provide opportunities for additional certification in various specializations in counseling and psychology. With a master's or doctoral degree in CSPP, you may qualify to be a National Certified Counselor (NCC) or Certified Clinical Mental Health Counselor (CCMHC).

For information regarding National Certified Counselor (NCC) and Certified Clinical Mental Health Counselor (CCMHC) requirements, contact: the National Board for Certified Counselors, Inc., www.nbcc.org or (336) 547-0607.

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Appendix A

Some of the forms listed below are available near the student mailboxes on the 1st floor of Burton Hall.

FORMS	Location of form	Obtain these signatures prior to delivery:	Deliver to:	Contact w/ questions
Degree Program Forms				
Degree Program Transmittal	Web/GS	-----	CSPP Office Supervisor	Adviser or CSPP Office Supervisor
Degree Program	Web/GS	Adviser	CSPP Office Supervisor	Adviser or CSPP Office Supervisor
EPsy Core Requirements	CSPP	-----	CSPP Office Supervisor	Adviser or CSPP Office Supervisor
EPsy Examining Committee Consent	Web (EPsy)	Adviser & Committee members	CSPP Office Supervisor	Adviser or CSPP Office Supervisor
CSPP Petition	Web (CSPP)	Adviser	CSPP Office Supervisor	CSPP Office Supervisor
Grad School Petition	Web/GS	Adviser	CSPP Office Supervisor	CSPP Office Supervisor
PRACTICUM FORMS	Refer to either the Community Counseling or the School Counseling Practicum Handbooks.			
MA Portfolio Checklist and Envelope	CSPP	NA	NA	CSPP Office Specialist
Final Examination Report Form	Pick up from Grad Schl	Adviser & Committee members	CSPP Office Specialist	Adviser
Commencement Attendance Approval*	Web/GS	Adviser	DGS Assistant	CSPP Office Supervisor
Application for Degree Form*	Web/OTR	-----	200 Fraser	Grad School

**These forms will be included in your Graduation Packet, which you can request online from the Graduate School.*

CSPP – Counseling and Student Personnel Psychology program forms: check the slots near the student mailboxes, if none there, then pick up from 206 Burton Hall. Many forms can also be sent via email. Email requests to: cspp-adm@umn.edu.

EPsy - Educational Psychology Department forms:
<http://www.education.umn.edu/EdPsych/forms> or pick up from 206 Burton Hall.

GS - Graduate School forms for doctoral students:
http://www.grad.umn.edu/current_students/forms/doctoral.html or pick up from 316 Johnston Hall. Grad School phone: 625-3490.

OTR - Office of the Registrar form:
http://onestop.umn.edu/Forms/pdf/App1_Degree.PDF or pick up from 316 Johnston Hall.

CSPP Office Supervisor, 206 Burton Hall, Phone: 626-0708.

DGS Assistant, 206 Burton Hall, Phone: 624-1698.

Appendix B

CSPP Petition

INSTRUCTIONS TO THE STUDENT

To ensure adequate breadth and depth in students' programs, CSPP has outlined a core of required courses. If a student has already taken graduate work in some of these required areas and feels that the program requirement would constitute a duplication, the student may petition to substitute his/her previous coursework into his/her program.

It is the responsibility of the student to make sure that the petition form reaches the appropriate professor, the adviser, and the committee. The student should complete the petition form in duplicate.

The procedure for petitioning a change in course requirements is as follows:

1. First, meet with the professor who is teaching the course in question in order to ascertain if there would be duplication. Have him/her sign this form.
2. Next, meet with your adviser to determine if s/he will permit the substitution. Have him/her sign this form.
3. Submit a petition to the Progress and Retention Committee. (The petition form on the reverse side must have the signatures of the professor and your adviser before the committee will consider it.)
4. The Progress and Retention Committee will decide whether or not to approve the student's request and may make stipulations regarding the student's program.
5. The result of the committee's decision will be added to the student's file, and the student will be informed of the committee's action.

PETITION FORM

Student's Name _____ Date _____

CSPP Status (check one): Ph.D. _____ M.A. _____

DESCRIPTION OF PROPOSED CHANGE:

RATIONALE SUPPORTING PROPOSED CHANGE:

To the Professor: I have reviewed the rationale for the proposed program change and approve it. It is my belief that the student has already acquired the knowledge and/or skills that are taught in my course, _____ (Course # and designator).

Professor's signature _____ Date _____

To the Adviser: I have reviewed the above rationale as stated by the student and as approved by the above named professor, and I am in agreement with the proposed change in the student's course requirements.

Adviser's signature _____ Date _____

ACTION TAKEN AND/OR STIPULATIONS BY PROGRESS AND RETENTION COMMITTEE:

Signature for Committee _____ Date _____
Chair

_____ Student notified

_____ Petition added to file

Appendix D
COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY
M.A. PROGRAM: PLAN B
SCHOOL COUNSELING

YEAR ONE

FALL SEMESTER

EPsy 5231	Intro Statistics & Measurement in Educ	4 cr.
EPsy 8402	Individual Couns Theory & Applications	3 cr.
EPsy 8405	Career Development Theory and Skills	3 cr.
EPsy 8501	Counseling Pre-Practicum	3 cr.
		13 cr.

SPRING SEMESTER

EPsy 8132	Personality Development & Socialization	3 cr.
EPsy 8404	Group Counseling Theory and Skills	3 cr.
EPsy 8431	M.A. Research Seminar	4 cr.
EPsy 8435	Org of the Comprehensive Sch Coun Prog	3 cr.
		13 cr.

SUMMER SESSION

EPsy 5415	Child & Adolescent Development & Coun Learning/Cognition*	4 cr.
		3 cr.

Summer Session: 7 cr.

YEAR TWO

FALL SEMESTER

EPsy 8406	Ethics	3 cr.
EPsy 8436	Crisis Mngmnt & Consulting in Sch Coun	3 cr.
EPsy 8503	Counseling Practicum I	3 cr.
		9 cr.

SPRING SEMESTER

EPsy 8403	Social/Cultural Contexts and Skills	3 cr.
EPsy 8504	Counseling Practicum II	3 cr.
	Abnormal/Appraisal	4 cr.
		10 cr.

Total: 52 semester credits

NOTE: Students without an education/teaching background must take one additional course in education. This requirement can be met by taking 1 of 3 Learning/Cognition courses (EPsy 5112, 5117 or 5616), thereby also meeting the Learning/Cognition requirement. See p. 24 for a list of additional courses that meet this requirement.

**Courses that meet the learning/cognition requirement may be taken at varying times throughout the program. See p. 20 for a list of acceptable courses.*

**NOTE: 1 credit must be taken outside of Educational Psychology (EPsy)*

Appendix E
COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY
M.A. PROGRAM: PLAN B
STUDENT PERSONNEL PSYCHOLOGY

YEAR ONE

FALL SEMESTER

EPsy 5231	Intro Statistics & Measurement in Educ	4 cr.
EPsy 8402	Individual Couns Theory & Applications	3 cr.
EPsy 8405	Career Development Theory and Skills	3 cr.
EPsy 8501	Counseling Pre-Practicum	3 cr.
		13 cr.

SPRING SEMESTER

EPsy 8132	Personality Development & Socialization	3 cr.
EPsy 8403	Social/Cultural Contexts and Skills	3 cr.
EPsy 8404	Group Counseling Theory & Skills	3 cr.
EPsy 8431	M.A. Research Seminar	4 cr.
		13 cr.

SUMMER SESSION EPsy 5415 Child & Adolescent Development & Coun 4 cr.

YEAR TWO

FALL SEMESTER

EPsy 8406	Ethics	3 cr.
EPsy 8503	Counseling Practicum I	4 cr.
	Learning/Cognition*	3 cr.
		10 cr.

SPRING SEMESTER

EPsy 5421*	Leadership and Admin of Student Affairs	3 cr.
EPsy 5451**	College Students Today	3 cr.
EPsy 8504	Counseling Practicum II	4 cr.
EPsy xxxx	Abnormal/Appraisal	4 cr.
	*Also listed as EdPA 5724.	
	**Also listed as EdPA 5704.	
		14 cr.

Total: 54 semester credits

**Courses that meet the learning/cognition requirement may be taken at varying times throughout the program. See p. 20 for a list of acceptable courses.*

**NOTE: 1 credit must be taken outside of Educational Psychology (EPsy)*

Appendix F

FOUNDATIONS COURSES THAT MEET REQUIREMENTS IN LEARNING/COGNITION

As you plan your program, you should select courses that further your mastery of psychology. With this in mind, select survey courses if you have not taken previous work in an area, and select more specialized courses when you have completed a survey course in an area. Educational Psychology requirements state that if a student has not had a survey course in a required area, a course designated “survey” below should be taken to meet the requirement.

Learning/Cognition:

EPsy 5101	Intelligence and Creativity (<i>survey</i>)
EPsy 5112	Knowing, Learning and Thinking (<i>survey</i>)
EPsy 5114	Psychology of Student Learning (<i>survey</i>)
EPsy 5115	Psychology of Adult Learning and Instruction (<i>survey</i>)
Psy 5014	Psychology of Human Learning and Memory (<i>survey</i>)
EPsy 5113	Psychology of Instruction and Technology
EPsy 5117	Problem Solving and Decision Making
EPsy 5616	Behavior Analysis and Classroom Management
EPsy 8111	Seminar: Knowledge and Skill
EPsy 8115	Psychology of Instruction and Technology
Psy 5015	Cognition, Computation, and Brain

Appendix G

SCHOOL COUNSELING COURSE OPTIONS

For Students without an Education/Teaching Background wanting to combine the education and Ed Psych – Learning/Cognition requirements should take one of the three starred courses below.

EPsy	5112	Knowing, Learning and Thinking (<i>survey</i>)*
EPsy	5117	Problem Solving and Decision Making*
EPsy	5135	Human Relations Workshop
EPsy	5151	Cooperative Learning
EPsy	5152	Psychology of Conflict Resolution
EPsy	5155	Group Dynamics and Social Influence
EPsy	5432	Foundations of Individual/Organizational Career Development
EPsy	5612	Understanding of Academic Disabilities
EPsy	5613	Foundations of Special Education
EPsy	5616	Behavior Analysis and Classroom Management*
EPsy	5656	Social and Interpersonal Characteristics of Students with Disabilities
EPsy	5657	Interventions for Social and Emotional Disabilities
EPsy	5801	Assessment and Decision Making in School and Community Settings
EPsy	5851	Collaborative Family-School Relationships
CI	5131	Introduction to Curriculum Studies
CI	5133	Curriculum Planning and Design
CI	5138	Multicultural and Moral Perspectives on Classroom Instruction
CI	5155	Contemporary Approaches to Instruction and Assessment
CI	5156	Techniques of Instruction
CI	5652	Integrating Culture in the Second Language Classroom
EdPA	5001	Formal Organizations in Education
EdPA	5341	The American Middle School
EdPA	5372	Youth in Modern Society
EdPA	5378	Experiential Learning: Theory and Practice
EdPA	5384	Collaboration in Heterogeneous Classrooms and Schools
EdPA	8002	Critical Issues in Contemporary Education

**This course also fulfills the learning/cognition requirement.*

Appendix H

*****Failure to complete this form by the deadline noted in the cover letter will result in a hold being placed on your fall registration.*****

PLEASE RETURN TO 206 BURTON HALL

STATUS IN M.A. GRADUATE TRAINING QUESTIONNAIRE, 2005-2006

Name: _____ Adviser: _____
Year started M.A. program _____ Are you in the school counseling program? Yes ___ No ___

1. Have you been enrolled in courses at the University during the past 12 months? Yes ___ No ___
If yes, list the courses:

If no, indicate *semester* and *year* of your last enrollment: _____

2. List *each* incomplete that you have accrued in the CSPP program and indicate the date by which you plan to complete the requirements for that course:

<u>Course</u>	<u>Credits</u>	<u>Completion Date</u>
---------------	----------------	------------------------

3. Briefly describe your academic plans for next year.

4. What is your anticipated date of graduation? _____

5. What are your professional goals upon graduation from CSPP?

6. Indicate the total number of *direct* client contact hours that you have completed in a supervised *counseling* experience in your M.A. program to date: _____

7. Did you do a practicum at any time during this academic year? Yes ____ No ____
If yes, indicate the following:

Name of practicum site:

Highest degree of your primary supervisor(s):

Credentials of primary supervisor(s) (e.g., licensure, diplomate):

Type of setting (use employment setting codes, see next page):

Types of services provided (use service activity codes, see next page):

Types of clients served (e.g., children, adolescents, adults):

8. Do you plan to do a practicum at any time during the next academic year? Yes ____ No ____
If yes, where will you do your practicum?

9. Please list the name of any scholarships, fellowships, travel funds, and/or professional awards that you have received during this academic year.

10. Please list any teaching experience that you had during this academic year.

11. Indicate which of the following sources of employment you held during this academic year at the University.

<u>Position(s)</u>	<u>% Time</u>	<u>% Tuition Waiver</u>	<u># Months</u>	<u>Funding Source</u>
TA _____	_____	_____	_____	_____
RA _____	_____	_____	_____	_____
GA _____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

12. List any other employment that you held during this academic year that was not affiliated with the University.

13. Please list any papers that you presented or co-presented during this academic year at national, state, or regional conferences.

14. Please list any articles that you authored or co-authored that were published (or in press or accepted) in a professional journal during this academic year.

15. Please list any presentations or manuscripts that you submitted over the past academic year that are not included above.

16. Please briefly describe any ongoing research projects you are involved in during this academic year.

17. Please list any grants (federal, state, local, or private foundation) that you received support from during this academic year.

18. Are you a member or affiliate of a national, state, or regional professional/research association?
Yes ___ No ___ If yes, please list.

19. Do you have or are you seeking certification as a Psychological Practitioner? Yes ___ No___

20. Do you have or are you seeking licensure as a Licensed Professional Counselor? Yes___ No___

21. Do you hold any other licenses or certifications? Yes___ No___
(If yes, please specify: _____)

Employment Setting Codes

1. Community Mental Health Center
2. Health Maintenance Organization
3. Medical Center
4. Military Medical Group
5. Private General Hospital
6. General Hospital
7. Veterans Affairs Medical Center
8. Private Psychiatric Hospital
9. State/County Hospital
10. Correctional Facility
11. School District/System
12. University Counseling Center
13. Academic Teaching Position
 - 13a. Doctoral program
 - 13b. Master's program
 - 13c. 4-year college
 - 13d. Community/2-year college
 - 13e. Adjunct professor
14. Independent Practice
15. Academic Non-Teaching Position
16. Medical School
33. Other (e.g., consulting), please specify
44. Student
99. Not currently employed

Service Activity Codes

1. Administration
2. Assessment
3. Consultation
4. Counseling/Psychotherapy
5. Research
6. Supervision
7. Teaching
8. Advising
33. Other (e.g., community-based intervention), please specify

Today's Date: _____

M.A. Anonymous Survey, 2005-2006

*** Please return separately to 206 Burton Hall*

Year started MA program: _____ In which program are you involved:

school counseling____ community counseling____

college personnel____ undecided____

Please evaluate your training in the CSPP program with respect to the following goals and experiences, using the Likert scales indicated.

	<u>Poor</u>	<u>Adequate</u>	<u>Excellent</u>	<u>NA</u>	
1) Attainment of basic knowledge and skills relating to counseling and student personnel psychology. Comments:	1	2	3	4	5
2) Attainment of basic knowledge in the foundational areas of statistics, measurement, personality theory, social psychology, and learning theory Comments:	1	2	3	4	5
3) Ability to practice your profession with supervision Comments:	1	2	3	4	5
4) Development of critical thinking skills Comments:	1	2	3	4	5
5) Development of basic counseling skills Comments:	1	2	3	4	5
6) Development of basic understanding of ethics Comments:	1	2	3	4	5

7) Development of self-reflective skills 1 2 3 4 5
Comments:

8) Supervised practicum experience 1 2 3 4 5
Comments:

9) Availability of academic advising by core faculty 1 2 3 4 5
Comments:

10) Effectiveness of instruction in CSPP courses 1 2 3 4 5
Comments:

11) Processes used to evaluate student performance 1 2 3 4 5
Comments:

12) In-program peer relationships 1 2 3 4 5
Comments:

Any additional comments?

Appendix I

**Counseling and Student Personnel Psychology (CSPP)
University of Minnesota**

Evaluation of Student Problematic Performance

Date _____

Name of Student _____

Name of Individual Completing This Form _____

Please circle the number which corresponds to your agreement or disagreement with each of the following items. Use the following scale: 1 = Below Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations, N = No basis for evaluation.

Interpersonal Competency

STUDENT:

1 2 3 N

1. Demonstrates willingness to engage in professional interactions with persons from diverse cultures.

Comments:

1 2 3 N

2. Exhibits flexibility and responsibility concerning appointments with others.

Comments:

1 2 3 N

3. Conveys feedback to others in an appropriate manner.

Comments:

1 2 3 N

4. Exhibits willingness and ability to share knowledge with others.

Comments:

1 2 3 N

5. Exhibits cooperative behavior.

Comments:

1 2 3 N

6. Conveys an interest in the welfare of others.

Comments:

1 2 3 N

7. Demonstrates a willingness to take interpersonal risks.

Comments:

Self-Awareness

STUDENT:

1 2 3 N

8. Demonstrates an awareness of and willingness to address personal prejudices and biases.

Comments:

1 2 3 N

9. Addresses issues of conflict that arise in classes, counseling sessions, and supervision.

Comments:

1 2 3 N

10. Appears to maintain a balance between personal and academic activities in his or her life.

Comments:

1 2 3 N

11. Recognizes the link between his or her personal behaviors and their consequences.

Comments:

1 2 3 N

12. Possesses an accurate awareness of his/her strengths and limitations.

Comments:

1 2 3 N

13. Manages his/her stress effectively and appropriately.

Comments:

1 2 3 N

14. Is aware of his/her affect and its impact on him/herself and others.

Comments:

1 2 3 N

15. Accepts responsibility for her/his actions.

Comments:

Openness to Growth

STUDENT:

1 2 3 N

16. Shows willingness to appropriately disclose personal concerns that may affect professional performance.

Comments:

1 2 3 N

17. Acknowledges feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing their feedback.

Comments:

1 2 3 N

18. Recognizes that being confronted by faculty and peers on personal or academic behavior may be an area for her/his own growth.

Comments:

1 2 3 N

19. Demonstrates a willingness to respect viewpoints that differ from his or her own.

Comments:

Professional Attitudes and Behaviors

STUDENT:

1 2 3 N

20. Understands and adheres to appropriate boundaries in the counseling relationship.

Comments:

1 2 3 N

21. Demonstrates appropriate behavior in classes.

Comments:

1 2 3 N

22. Maintains client/colleague/peer confidentiality as defined by the professional codes of ethics endorsed by the training program.

Comments:

1 2 3 N

23. Meets his/her personal and academic responsibilities in a timely and professional manner.

Comments:

1 2 3 N

24. Is capable of performing graduate level work (e.g., skills in counseling and research) in a professional manner.

Comments:

Please rate the student on the following personal characteristics relevant to the counseling profession using the following scale: 1 = Below Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations, N = No basis for evaluation.

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | N | 1. Openness |
| 1 | 2 | 3 | N | 2. Flexibility |
| 1 | 2 | 3 | N | 3. Positive attitude |
| 1 | 2 | 3 | N | 4. Cooperativeness |
| 1 | 2 | 3 | N | 5. Reliability |
| 1 | 2 | 3 | N | 6. Emotional stability |
| 1 | 2 | 3 | N | 7. Ability to manage stress |
| 1 | 2 | 3 | N | 8. Ability to process conflict |
| 1 | 2 | 3 | N | 9. Respect for differences |
| 1 | 2 | 3 | N | 10. Ability to express feelings appropriately |

Signature: _____

Date: _____

Evaluator: _____

Appendix J

**Counseling and Student Personnel Psychology (CSPP)
University of Minnesota**

TA Evaluation Form

Course Name & Number: _____

Semester & Year: _____

Teaching Assistant Name: _____

Instructor Name: _____

Please take the time to fill out this questionnaire thoughtfully. The information will provide useful feedback to the Teaching Assistant and to the instructor. Please rate the TA using the following scale: 1 = Below Expectations, 2 = Meet Expectations, 3 = Exceeds Expectations, N = No basis for observation

My TA

1 2 3 N

1. Conducts well organized class sessions.

1 2 3 N

2. Appears knowledgeable about the subject material.

1 2 3 N

3. Appears enthusiastic about the subject matter.

1 2 3 N

4. Helps me understand and learn what is expected in the course.

1 2 3 N

5. Helps me feel free to ask questions and express my opinions.

1 2 3 N

6. Recognizes when I am confused and tries to reduce the confusion.

1 2 3 N

7. Effectively guides discussion.

1 2 3 N

8. Makes effective use of visual aides (blackboards, overhead, slides etc).

1	2	3	N	9. Provides helpful comments on my assignments.
1	2	3	N	10. Is fair in grading.
1	2	3	N	11. Treats me with respect.
1	2	3	N	12. Provides active direction when I need assistance.
1	2	3	N	13. Is available outside of class time.
1	2	3	N	14. Overall, my TA is a good teaching assistant.

Comments: (Please list two of your TA's major strengths and two suggestions for improvement.)

Strengths:

1)

2)

Suggestions:

1)

2)

Appendix K

LIABILITY INSURANCE

American Counseling Association Insurance Trust
Professional Liability Insurance Program
5999 Stevenson Avenue
Alexandria, VA 22304-3300
1-800-347-6647, ext. 284; www.acait.com

American Psychological Association Insurance Trust
Professional Liability Insurance Program
750 First Street N.E., Suite 605
Washington, DC 20002-4242
1-800-477-1200 or 1-800-852-9987; www.apait.org

Appendix L

See www.psychologyboard.state.mn.us/statutes.asp?docid=55.

Appendix M

See www.apa.org/ethics/code2002.html.

Appendix N

See www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx.