

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

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

University of Minnesota

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

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2007-2008 KEY PROGRAM PERSONNEL

CSPP Program Coordinator and Ph.D. Training Director:
Dr. Michael Goh, 612-624-4885, gohxx001@umn.edu

School Counseling and Masters Program Clinical Training Director:
Dr. Kay Herting Wahl, 612-624-4577, kwahl@umn.edu

CSPP Office Supervisor:
Mary Farquhar, 612-626-0708, farqu008@umn.edu

CSPP Principal Office Specialist:
Emily Lindell, 612-624-6827, lind0449@umn.edu

Department of Educational Psychology
Director of Graduate Studies (DGS) **Fall Semester:** Dr. Sue Rose
Department of Educational Psychology
Director of Graduate Studies (DGS) **Spring Semester:** Dr. Jennifer McComas

Assistant to Ed Psych DGS:
Kathy Walter, 612-624-1698, kwalter@umn.edu

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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 program affiliates teaching courses, advising students, serving on student committees, and supervising practicums. 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 may be available near the CSPP student mailboxes.

Transfer of Coursework:

With the approval of the advisor 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/>). 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 Filing CSPP Petitions section below and Appendix B). Courses are eligible to be transferred in only if they meet the following criteria: a) were taken for graduate credit, b) were not taken as part of an undergraduate degree, and c) can be demonstrated to be the equivalent of CSPP required courses.

Filing a Degree Program:

Degree program forms are available 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 Transmittal form and Degree Program form no later than the second semester of registration.

- 1) On the degree program form, M.A. students will complete the identification information in full and indicate “M.A.” as the degree sought, “Educational Psychology” as the major field, and add the minor or related field. Most M.A. students will complete an internal minor (see Required Courses below). Enter the grade earned for all completed courses.
- 2) List courses (including transfer courses) in chronological order. 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 the program. Unofficial transcripts are acceptable.
- 4) In addition to completed coursework, students will list all courses that they plan to take for completion of the master’s degree. Changes **can** be made to this program after it is approved (see the section in this handbook on Filing Graduate School Petitions).
- 5) Total the number of credits taken in and outside the major, and record these where indicated at the bottom of the form.
- 6) Student should sign the Degree Program Transmittal form, obtain their advisor’s signature on degree program form, make a copy for their own records, and turn both forms in to CSPP’s office specialist who will forward it to the Graduate Advisory Committee (GAC) representative. The GAC representative will review each program to ensure that all CSPP requirements will be met and, if approved, will initial and forward the 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 the program to the Graduate School.
- 8) The Graduate School will review and send copies of the approved program to the student and to the student’s advisor.
- 9) If any problem is noted within Steps 6-8, the degree program form will be returned to the CSPP program and a program representative will contact the student.

Filing CSPP Petitions:

In order to ensure that each student’s degree program has adequate breadth and depth, CSPP has specified a core of required courses. If a student already have taken related graduate work in any of these required areas and believe that the program requirement would constitute a duplication, the student may petition to substitute a previous **graduate-level** coursework into her/his

program; this coursework **cannot** be part of the student's undergraduate degree. Obvious courses may not need to be petitioned (e.g., Social Psychology Theory, Statistics and Measurement, etc.), but written approval of such substitutions must still be submitted to the Assistant to the DGS to document that all department requirements have been met.

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).
- 2) Meet with the professor who is teaching the course in question in order to determine if the previous course is an acceptable substitute. Ask the professor to sign the petition.
- 3) The student will meet with her/his advisor to determine if s/he will permit the substitution. Ask the advisor to sign the petition.
- 4) Submit the signed petition to CSPP's office supervisor. The chair of the Progress and Retention Committee (PRC) will bring the petition before that committee. The petition **MUST** have the signature of the professor and the advisor before the committee will consider it.
- 5) The PRC will review the petition, and the chair of the PRC will inform the student of the committee's decision. The approved petition will be placed in the student's CSPP student file.

It is the **STUDENT'S** responsibility to make sure that the petition form reaches the appropriate professor, the student's advisor, and the office supervisor 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 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).

EXPECTATIONS REGARDING STUDENT SELF-DISCLOSURE WHILE ENROLLED IN CSPP:

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become very familiar and comfortable working with the process of individual's self-disclosure and introspection. Therefore, it is an essential training component of the CSPP program to provide assignments and classroom experiences that call for students (i.e., counselors-in-training) to self-disclose and personally

introspect about personal life experiences to an extent not expected in their academic disciplines. As such, the CSPP faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

These expectations are in accordance with APA whose comments regarding the ethics of requiring self-disclosure in an academic program are as follows: *Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others. (APA, 2002, 7.04).*

Because (1) and (2) above apply to our program, we require self-disclosure in our academic program. In summary, we require that our students be willing to engage in self-examination (i.e., to disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

* This statement has been adapted from the following other universities and/or Counseling Psychology Program statements: Auburn University, Miami University, University of Missouri-Columbia, and the University of North Dakota.

REQUIRED COURSES

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

EPsy 5231	Introductory Statistics & Measurement in Education	(4 cr.)
EPsy 5415	Child and Adolescent Development & Counseling	(4 cr.)
EPsy 8132	Personality Development & Socialization	(3 cr.)
EPsy 8402	Individual Counseling: Theory & Applications	(3 cr.)
EPsy 8403	Social/Cultural Contexts: Counseling & Skills	(3 cr.)
EPsy 8404	Group Counseling: Theory, Applications, & Skills	(3 cr.)
EPsy 8405	Career Development: Theory, Skills, & Counseling Applications	(3 cr.)
EPsy 8406	Professional Ethics for Counselors & Psychologists	(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 8407	Assessing & Counseling Clients With Psychological Disorders	(4 cr.)
	Learning/Cognition*	(3 cr.)

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

In addition to courses above, one credit must be taken outside Educational Psychology (EPsy).

The Graduate School allows one-third of the course credits on the degree program to be taken S/N. However, CSPP core courses and courses taken to fulfill Ed Psych core requirements must be taken A/F. This means that **all** courses, with the exception of transfer credits and the one credit taken outside the department, 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/Cognition).

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 FOR 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: Non-School Counseling Practicum

Register for: EPsy 8503- and 8504-001; 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 at 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 **the practicum student's provision of** individual or group counseling, advising, consulting, teaching, testing, and assessment. They **do not** include **the practicum student's receipt of** any of these activities.
- 4) Audio or video tape at least some 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 students at a general advising meeting during the 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 the CSPP Office. 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 Program Clinical Training Director.**

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

Option II: School Counseling Practicum

Register for: EPsy 8503- and 8504-002; 4 credits each; A/F

Requirements:

- 1) Spend 400 hours at the educational level of the practicum student's 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. The 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 students at a general advising meeting during the 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 the CSPP Office. 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 Program Clinical Training Director.**

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 who wish to terminate at a practicum site must petition to do so. 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 A 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 practicums 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 semester each year. The exam is typically scheduled from 9:00a.m.-1:00p.m. on a Saturday in April. Detailed information about exam date, location, and logistics will be emailed to students a few weeks before the exam. Students intending to take the exam must sign up in the CSPP office prior to taking the exam. Students have the option of using a translation or standard dictionary. Calculators are neither necessary nor allowed. 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 the master's program, the three faculty members who form each student's committee review a portfolio of the student's work and make an evaluation of it. The portfolio includes the following:

- A **blank** Examination Report Form
- A copy of the approved Degree Program Form
- An unofficial transcript
- A CSPP Degree Program Form Verification Form **signed** by the student
- The student's completed Status in Training Form

To acquire these items each student must:

- Request a Graduation Packet from the Graduate School via their website (http://www.grad.umn.edu/current_students/forms/grad_packet/masters/confirm.html) or pick one up in person on the third floor of Johnston Hall. Within this packet is the Examination Report Form (required for the portfolio) and the Application for Degree (see below for details on this form)
- Retain the copy of the approved Degree Program Form that will be provided to each student by the CSPP office specialist
- Print an unofficial transcript from One Stop
- Print out the CSPP Degree Program Verification Form and that the Status in Training Form that will be emailed to all students
- Retain the envelope from CSPP in which the approved Degree Program Form was provided—use this envelope to hand in the completed portfolio

After compiling and completing the above items, place them in the Portfolio envelope and deliver them to the CSPP office specialist by the announced deadline. CSPP staff will then add the following items which will be included in the faculty review:

- A copy of the Plan B paper

- The student's practicum supervisor evaluations for both semesters

CSPP staff will bring this completed portfolio to a CSPP faculty meeting. At this meeting the committee members will sign the Examination Report as well as review all the contents of the portfolio. CSPP staff will then return the signed Examination Report Form to the Graduate School before the end of May.

If a student fails to turn in a complete portfolio by the portfolio deadline set by the CSPP program, **that student**, rather than CSPP staff, will become responsible for obtaining the committee members' signatures and turning the M.A. final examination form to the Graduate School.

COMMENCEMENT AND GRADUATION

Commencement Ceremony:

Graduate School commencement ceremonies are held in late spring and late fall each year. Attendance is encouraged but not required. Students who plan to attend must have their advisor sign the **Commencement Attendance Approval Form** (http://www.grad.umn.edu/current_students/forms/masters.html) and then the student will submit the form to the CSPP office specialist. CSPP office staff will then obtain the DGS signature for the student. The spring semester deadline for submitting this form to the CSPP office is typically in February.

Please note that completing the Commencement Attendance Approval Form and attending the graduation ceremony have no bearing whatsoever on the actual awarding of the degree. In order to receive a Master of Arts degree the appropriate steps as specified by the Graduate School and CSPP must be completed.

Application for Graduate Degree:

In addition to passing the comp exam and submitting a portfolio to CSPP, all students must also submit an Application for Degree Form to One Stop before the M.A. degree can be awarded. The Application for Degree is part of the Graduation Packet from the Graduate School. Only the student's own signature is required on this form.

The student must submit this signed form to One Stop (200 Fraser Hall) on or before the first working day of the intended month of graduation. There are no exceptions to this rule. It is the **student's responsibility** to submit this form before the deadline. Failure to do so will delay the official award date for the degree and may create employment and licensure complications.

If Problems Arise:

After CSPP submits the signed Examination Report Form to the Graduate School, the Graduate School will let the student know if there are any holds, incompletes, or other issues that must be resolved before they can officially award the degree. The Graduate School will **email the student at the student's "umn.edu" email account** if there are any such outstanding issues.

Such email contact is the **only** correspondence the Graduate School will send regarding any complications. Therefore, it is essential that students continue to check their U of M email account until the degree is officially awarded. It is the student's responsibility to follow up on any outstanding issues. Again, failure to address any complications can delay or even prevent the awarding of the degree.

When and How a Degree is Formally Conferred:

If the student:

- Completes and submits the portfolio and all forms on time AND
- Continues to check the "umn.edu" email account and does not receive any correspondence from the Graduate School regarding complications THEN
- The student can expect to find the record of the formal degree award on her/his transcript (viewable online via One Stop) by the middle to end of the month **following** the intended month of graduation. This means that students who have filed all paperwork for a May confer date can expect to see the degree listed on their transcripts by mid- to late June.
- The actual diploma will be mailed to the student, but this may take up to 3 months after the degree has been granted.

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 master's 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/>) and *Graduate School Catalog* (<http://www.catalogs.umn.edu/grad/>). 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.

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 advisor 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 and to meet program requirements. Students with disabilities are encouraged to contact their advisor 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>, 180 McNamara Center; 612-626-1333).

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). These forms will be distributed at the conclusion of each term in all CSPP core classes that have TAs. Completed TA Evaluation Forms are to be returned to the Educational Psychology Department front desk following the class period in which they are completed..

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 practicums, 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 Student Conflict Resolution Center (612-624-7272, 211 Eddy Hall, sos@umn.edu, <http://www.sos.umn.edu>). See Student Grievance Process section below for more information

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 master’s degree within seven years. Failure to register for one semester or failure to complete the master’s degree within seven years 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 advisor) 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 requirement: **All readmitted students must meet the degree requirements in force at the time of readmission.**

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 Board of Regents Policies as they apply to students and student employees. (See the University Board of Regents policy website at <http://www1.umn.edu/regents/polindex.html>). For University grading policies see: <http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradingpolicy.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 Student Conflict Resolution Center or Office for Conflict Resolution.

If a student does not choose to meet first with a faculty member, the student may also directly contact the Student Conflict Resolution Center (612-624-7272, 211 Eddy Hall, sos@umn.edu, <http://www.sos.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). Students may also contact this office for 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 Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related grievance issues, students may contact the Office for Conflict Resolution (formerly the University Grievance Office) at 612-624-1030 (662 Heller Hall, conflict.resolution@umn.edu, <http://www1.umn.edu/ocr/>). See also <http://www1.umn.edu/ocr/policies.html> for additional Office of Conflict Resolution policy and procedures.

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,

LICENSING REQUIREMENTS IN MINNESOTA

Students completing a master's degree, may be interested in pursuing licensure in one or more of the following licensure areas: School Counselor (K-12) Licensure, Licensed Professional Counselor (LPC), or Licensed Professional Clinical Counselor (LPCC).

Licensed School Counselor:

Students planning to become a school counselor should consult with the School Counseling Director. For information regarding Minnesota K-12 Licensed School Counselor requirements, see the Minnesota Department of Education website:

<http://www.revisor.leg.state.mn.us/arule/8710/6400.html> or for the application go to: http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/index.html, (651) 582-8691.

Licensed Professional Counselor and Licensed Professional Clinical Counselor:

These licenses are the regulatory licenses for the counseling profession in Minnesota. Eventually, all counselors in MN will need the Licensed Professional Counselor (LPC) before being able to practice as a counselor. Also, legislation was passed during the 2007 state legislative session which extended the LPC to a Licensed Professional Clinical Counselor (LPCC).

The LPCC license tier meets standards currently being required to be designated as a Mental Health practitioner. Mental health practitioners are considered eligible to do mental health counseling, eligible for Medicare payments, payments by federal and state agencies, and payments by most insurance companies. Some insurance companies also recognize the LPC.

The website for the Minnesota Board of Behavioral Health and Therapy (BBHT) has FAQ and basic information about the LPC and the LPCC: <http://www.bbht.state.mn.us/>.

LPC requirements:

- 1) 48 semester credits from an accredited counselor training program and a 700 hour practicum or field experience. CSPP is accredited for counselor training by a regional agency and the BBHT.
- 2) Take and pass the National Counseling Exam (NCE). See the NBCC website for information about the exam and study materials. Also, see the CSPP office specialist to check out program study guides.
- 3) Obtain a position/job which includes counseling duties, and then:
 - a) Complete an application for the LPC from the BBHT, which includes a supervision plan. The plan must include the name of the supervisor for the 2000 hours (see the

- BBHT website for a list of approved supervisors). The supervision hours may be completed over a 2 or 4 year time span while on the job. (1 year working 40 hours per week, half time work for 2 years, or part time work for 4 years).
- b) Accumulate credits or CEUs to 60 credits within the 2 - 4 year period. Graduate credits earned prior completion of the M.A. or prior to the application for license will be accepted, e.g. CSPP students with 49 or 52 credits at graduation need only to add enough credits to reach the 60 credits within the 2 - 4 years after application for the LPC.
 - c) Continuing Education Units (CEUs) or (CECs) will also be accepted. One semester of graduate credit equals 15 CEUs, e.g. if a counselor has 59 credits, s/he could earn 15 CEUs to make up the one credit needed to reach 60.
 - d) Due to requirements for the LPCC, it is advisable to earn credits or CEUs in the areas of appraisal, diagnosis and treatment planning, evaluation, etc.
- 4) Cost of application = \$250 (non refundable); yearly renewal = \$200
 - 5) Renewal credits every 2 yrs. = 40 CEUs or a minimum of 3 graduate credits

LPCC requirements:

This additional tier of the license includes and exceeds the requirements of the LPC. The LPC is not necessary, but is easily obtained while working toward the LPCC. LPCC licensure requires:

- 4000 supervised hours of counseling (2000 in addition to the 2000 for the LPC)
- Credits or CEUs earned to reach the 60 credit number must include credits in appraisal, evaluation, diagnosis and treatment planning.
- Pass the National Clinical Mental Health Counseling Exam (NCMHCE) **or** the NCE **plus** the Examination for Clinical Counselor Practice (ECCP).

National Counseling Exam (NCE) and National Clinical Mental Health Counseling Exam (NCMHCE):

- For Minnesota exam dates, registration information, and exam costs see <http://www.bbht.state.mn.us/> under Licensing then Examination for Professional Counselors or the website for the National Board of Certified Counselors (NBCC) <http://www.nbcc.org/>
- These exams are typically offered 3 times per year in Minneapolis
- Registration and payment is usually required 7 weeks prior to the exam
- Applicants must have a completed master's degree prior to taking either test
- Students attempting to register for these exams after completing the program, but before the master's degree is officially conferred may need to acquire additional documentation from the Graduate School to prove eligibility, however:
 - It is up to the student to request and acquire any such documentation
 - CSPP and the Graduate School cannot control whether or not such additional documentation is accepted by the testing bodies for registration purposes

- If a counselor takes the NCE and then decides to become an LPCC, passing the Examination for Clinical Counselor Practice (ECCP) is also required

Examination for Clinical Counselor Practice (ECCP):

- For exam dates, registration information, and exam costs see <http://www.nbcc.org/>
- The ECCP is also an exam which is required for NBCC's Certified Clinical Mental Health Counselor specialty credential

Study materials for all exams are posted on the NBCC website. Study materials have also been purchased by CSPP and may be checked out by students from the CSPP office.

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., <http://www.nbcc.org> or 336-547-0607.

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Some of the forms listed below may be available near the CSPP student mailboxes.

Appendix A

FORMS	Location of form	Obtain these signatures prior to delivery:	Deliver to:	Contact w/ questions
Degree Program Transmittal Form	Web/GS	-----	CSPP Office Specialist	Advisor or CSPP Office Supervisor
Degree Program Form	Web/GS	Advisor	CSPP Office Specialist	Advisor or CSPP Office Supervisor
CSPP Petition	Web/CSPP	Advisor/Professor	CSPP Office Specialist	CSPP Office Supervisor
Internal Ed Psych Petition	Web (EPsy)	Advisor/Professor	CSPP Office Supervisor	CSPP Office Supervisor
Grad School Petition	Web/GS	Advisor	CSPP Office Supervisor	CSPP Office Supervisor
PRACTICUM FORMS	Refer to either the Community Counseling or the School Counseling Practicum Handbooks.			
Degree Program Form Verification Form and Portfolio Envelope	CSPP	-----	CSPP Office Specialist	CSPP Office Specialist
Final Examination Report Form*	Web/GS	-----	CSPP Office Specialist	Advisor
Commencement Attendance Approval*	Web/GS	Advisor	CSPP Office Specialist	CSPP Office Supervisor
Application for Degree Form*	Web/OTR	-----	200 Fraser	Grad School

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

CSPP – Counseling and Student Personnel Psychology program forms:

<http://education.umn.edu/EdPsych/CSPP/student.html>. You may contact the CSPP Office Specialist with any questions.

EPsy - Educational Psychology Department forms:

<http://www.education.umn.edu/EdPsych/forms>

GS - Graduate School forms for master's students:

http://www.grad.umn.edu/current_students/forms/masters.html or pick up from 316 Johnston Hall. Grad School phone: 612-625-3490.

OTR - Office of the Registrar form:

http://onestop.umn.edu/Forms/pdf/Appl_Degree.PDF or pick up from 316 Johnston Hall.

CSPP Principal Office Specialist, phone: 612-624-6827

CSPP Office Supervisor, phone: 612-626-0708.

DGS Assistant, phone: 612-624-1698

Appendix B

CSPP Petition

INSTRUCTIONS TO THE STUDENT

To ensure adequate breadth and depth in students' programs, CSPP has outlined degree requirements, including 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. The student may also petition changes in program requirements other than course substitutions.

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

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, the student will meet with her/his advisor 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 must have the signatures of the professor and the advisor 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.

* These steps also apply to petitions for changes in program requirements other than course substitutions with this exception: Students should begin with Step 2 and next proceed to meet with and request signatures from other relevant personnel, as appropriate (e.g., **Masters Program Clinical Training Director**). Then they should proceed to Step 3.

CSPP PETITION FORM

Student's Name _____ Date _____

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

Will this change a filed degree program: Yes No
If this changes a degree program, a Graduate School petition must also be filed.

Is this petition for the purpose of course substitution? If so, the professor whose course you are substituting must sign below:

To the Professor: I have reviewed the rationale for the proposed course 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) and the substitution of _____ (course # and designator) is sufficient.

Professor's signature: _____ Date: _____

OTHER PROPOSED CHANGE (not a course substitution):

RATIONALE SUPPORTING PROPOSED CHANGE:

To the Advisor: 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.

Advisor's signature _____ Date _____

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

Approved Not Approved

Signature for Committee _____ Date _____
Chair

_____ Student notified _____ Advisor 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 & 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 & 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	Prof. Ethics for Counselors & Psychologists	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.
EPsy 8407	Assess/Counsel Clients Psych Disorders	4 cr.
		10 cr.

Total: 52 semester credits—does not include 1 credit which all students must take outside the Educational Psychology Department (EPsy).

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.

*Courses that meet the Learning/Cognition requirement may be taken at varying times throughout the program. See Appendix F for a list of additional courses that meet this requirement.

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 & 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 & 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	Prof. Ethics for Counselors & Psychologists	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 8407	Assess/Counsel Clients Psych Disorders	4 cr.

**Also listed as EdPA 5724.

***Also listed as EdPA 5704.

14 cr.

Total: 54 semester credits—does not include 1 credit which all students must take outside the Educational Psychology Department (EPsy).

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

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>)
CPsy 8301	Developmental Psychology: Cognitive Processes
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 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 THE EDUCATIONAL PSYCHOLOGY DEPARTMENT OFFICE,
ATTN: CSPP OFFICE SPECIALIST
ATTACH AN UNOFFICIAL COPY OF YOUR TRANSCRIPT TO THIS FORM**

STATUS IN M.A. GRADUATE TRAINING QUESTIONNAIRE, 2006-2007

[for first year and second year non-graduating M.A. students]

Name: _____ Advisor: _____

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 last page):

Types of services provided (use service activity codes, see last 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 have or are you seeking licensure as a School Counselor? Yes ___ No___

22. 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 Center
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. masters 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
9. School Counselor
33. Other (e.g., community-based intervention), please specify

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

**PLEASE RETURN TO THE EDUCATIONAL PSYCHOLOGY DEPARTMENT OFFICE, ATTN:
CSPP OFFICE SPECIALIST
ATTACH AN UNOFFICIAL COPY OF YOUR TRANSCRIPT TO THIS FORM**

STATUS IN M.A. GRADUATE TRAINING QUESTIONNAIRE, 2006-2007
[for graduating M.A. students]

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

1. What is your anticipated date of graduation? _____
If you are expecting to graduate between May 2007 and August 2007, please **continue** with this form. If you expect to graduate in September 2007 or anytime later than that, please **discontinue** this form and contact Emily in the CSPP office to receive a different Status in Training form.
2. Briefly describe your plans for next year.

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

4. 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 _____

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

6. CSPP is interested in keeping in touch with our graduates. What is a **permanent** address that we can use to contact you in the future?

Name: _____

Street Address: _____

City/State/ _____

Postal Code: _____

Country: _____

Please remember to check that your correct permanent address is also listed correctly in the University-wide system by clicking on the Personal Information link via Student OneStop Home Page at: <http://onestop.umn.edu/onestop/index.html>

7. In the coming months, CSPP would like to send you a survey to find out about your current employment and suggestions for program improvement. What is your preferred email address for receiving this survey?

Please remember that you must continue to check your “umn.edu” email account until you have formally been awarded your degree (see accompanying letter for details on how you will know it has been awarded). If there are any problems with your degree requirements, the Graduate School will contact you **only via your “umn.edu” email account, not via the email address above.**

Today's Date: _____

M.A. Anonymous Survey, 2006-2007

*** Please return separately to the Educational Psychology Department Office, attn: CSPP Office Specialist***

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 1 2 3 4 5
Comments:

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: _____

Additional Criteria for Evaluation of Student Problematic Performance:

1. Openness to new ideas (rated from Closed [1] to Open [5])		
<p>Was dogmatic about own perspective and ideas.</p> <p>Ignored or was defensive about constructive feedback.</p> <p>Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p>	<p>Was amenable to discussion of perspectives other than own.</p> <p>Accepts constructive feedback without defensiveness.</p> <p>Some evidence of effort to incorporate relevant feedback received to change own behavior</p>	<p>Solicited others' opinions and perspectives about own work.</p> <p>Invited constructive feedback, and demonstrated interest in others' perspectives.</p> <p>Showed strong evidence of incorporation of feedback received to change own behavior.</p>
2. Flexibility (rated from Inflexible [1] to Flexible [5])		
<p>Showed little or no effort to recognize changing demands in the professional & interpersonal environment.</p> <p>Showed little or no effort to flex own response to changing environmental demands.</p> <p>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</p> <p>Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>	<p>Effort to recognize changing demands in demands in the professional & interpersonal environment was evident but sometimes inaccurate.</p> <p>Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</p> <p>Flexed own response to changing environmental demands when directed to do.</p> <p>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>	<p>Showed accurate effort to recognize changing demands in the professional & interpersonal environment.</p> <p>Showed accurate effort to flex own response to changing environmental demands as needed.</p> <p>Independently monitored the environment for changing demands and flexed own response accordingly.</p> <p>Attempts to understand needs for change in established schedule or protocol to avoid resentment.</p> <p>Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p>
3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])		
<p>Showed little or no engagement in collaborative activities.</p> <p>Undermined goal achievement in collaborative activities.</p> <p>Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input.</p> <p>Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Worked actively toward reaching consensus in collaborative activities.</p> <p>Was willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities.</p>

4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])		
<p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of feedback of supervisory feedback received.</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p>	<p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> <p>Showed some defensiveness to critique through “over-explanation” of own actions-- but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>
5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])		
<p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>	<p>Effort toward recognition of how own words and actions impacted others was impact on others through words and actions.</p> <p>Initiates feedback from others regarding impact of own words and behaviors.</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>
6. Ability to deal with conflict (rated from Unable [1] to Able [5])		
<p>Was unable or unwilling to consider others points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving - when directed.</p>	<p>Always willing and able to consider others points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem solving efforts in conflicts.</p> <p>Actively participated in problem solving efforts.</p>
7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])		
<p>Refused to admit mistakes or examine own contribution to</p>	<p>Was willing to examine own role in problems when informed</p>	<p>Monitored own level of responsibility in professional</p>

<p>problems.</p> <p>Lied, minimized or embellished the truth to extricate self from problems.</p> <p>Consistently blamed others for problems without self-examination.</p>	<p>of the need to do so.</p> <p>Was accurate and honest in describing own and others roles in problems.</p> <p>Might blame initially, but was open to self-examination about own role in problems.</p>	<p>performance.</p> <p>Invited constructive critique from others and applied it toward professional growth.</p> <p>Accepted own mistakes and responded to them as opportunity for self-improvement.</p> <p>Avoided blame in favor of self-examination.</p>
<p>8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])</p>		
<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Acted out negative feelings (through negative behaviors) rather than articulating them.</p> <p>Expressions of feeling were inappropriate to the setting.</p> <p>Was resistant to discussion of feelings in supervision.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> <p>Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate.</p> <p>Expressions of feeling usually appropriate to the setting--responsive to supervision when not.</p> <p>Willing to discuss own feelings in supervision when directed.</p>	<p>Was consistently willing and able to articulate the full range of own feelings.</p> <p>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting.</p> <p>Initiated discussion of own feeling in supervision.</p>
<p>9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])</p>		
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the well being of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment that could have put client safety and well being at risk.</p> <p>Used judgment that could have put client confidentiality at risk.</p>	<p>Maintained clear personal-professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>

10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])		
Often missed deadlines and classes.	Missed the maximum allowable classes and deadlines.	Met all attendance requirements and deadlines.
Rarely participated in class activities.	Usually participated in class activities.	Regularly participated in class activities.
Often failed to meet minimal expectations in assignments.	Met only the minimal expectations in assigned work.	Met or exceeded expectations in assigned work.
Displayed little or no initiative and creativity in assignments.	Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work.

Adapted from "The Professional Performance Review Policy (Rev. 5/05)" used by the College of William & Mary, Counselor Education Program, <http://www.wm.edu/education/programs/space/BulletinBoard/BulletinBoard.html>.

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

Minnesota Board of Psychology Rules of Conduct
Found on the Minnesota Board of Psychology's website:
<http://www.psychologyboard.state.mn.us/statutes.asp?docid=55>

Appendix M

APA Ethical Principles of Psychologists and Code of Conduct
Found on the American Psychological Association's website:
<http://www.apa.org/ethics/code2002.pdf>