

**MASTER OF ARTS PROGRAM IN
COUNSELING PSYCHOLOGY**

PROGRAM HANDBOOK

**SPECIALIZATION:
MENTAL HEALTH COUNSELING**

Fall 2009 to Spring 2010

**DEPARTMENT OF PSYCHOLOGY
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF HAWAII AT HILO**

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Master of Arts Program in Counseling Psychology

Program Description:

The Master of Arts in Counseling Psychology program is administered by the Department of Psychology in the College of Arts and Sciences at the University of Hawai'i at Hilo. The program was established in 2005 with the full approval and support of the University of Hawai'i System and the Hawaii State Legislature. It is a 60 semester hour program designed to provide multicultural, student-centered training in counseling psychology and meets the curricular requirements for licensure as a Mental Health Counselor in Hawai'i. The program currently is the only one in the University of Hawai'i System that is designed to train Mental Health Counselors at the master's degree level.

Counseling Psychology as a psychological specialty aims at facilitating personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders. (Society of Counseling Psychology, Division 17 of the American Psychological Association, <http://www.div17.org/>)

The field of Mental Health Counseling is a subspecialty within the profession of counseling. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. For more information about the field of mental health counseling, students may visit the website of the American Psychological Association (<http://www.apa.org/>), American Counseling Association (<http://www.counseling.org/>), and American Mental Health Counselors Association (<http://www.amhca.org/>),

Mission Statement:

The mission of UH Hilo is to offer high quality undergraduate and graduate programs. For graduate training in particular, a select group of programs are offered where need warrants and the university has strong expertise. Consistent with this overarching goal, the mission of the Master of Arts Program in Counseling Psychology is to help meet the mental health service needs of Hawai'i. The program is designed to train students to become knowledgeable, skillful, ethical counselors who will be able to help people in need of professional counseling services. For students who may wish to pursue a doctoral degree in psychology later, the program provides training in advanced statistics and research methodology. It also offers opportunities for students to gain research experience by participating in ongoing projects and/or by initiating their own research projects or by completing a master's thesis project. The program assigns a high priority to meeting the educational and personal needs of its students and is based on a scientist-practitioner model, with an emphasis on empirical research and evidence-based practices.

Program Goals:

The goals of the program are:

1. to provide students with the knowledge and skills to counsel clients from different ethnic, socio-economic, and educational backgrounds;
2. to provide students with a broad understanding of general counseling theory and practice, within a scientist-practitioner framework;
3. to provide students with the knowledge of the social, psychological, health, and economic problems that residents of Hawai'i face, along with the professional skills to help people cope with and manage these problems in the future;
4. to offer research training opportunities to students who are interested in pursuing a doctoral degree in counseling psychology or a related field.

Licensure:

The program curriculum meets the educational requirements for licensure as a Mental Health Counselor in the state of Hawai'i. Additional information can be obtained from the Hawai'i Department of Commerce and Consumer Affairs (<http://hawaii.gov/dcca/areas/pvl/programs/mental/>). Please note that, in addition to completing the M.A. program, the current law has other requirements, including earning a passing score on the National Counselor Examination for Licensure and Certification and accruing at least 3000 hours of post-graduate experience in the practice of mental health counseling.

For students who are interested in seeking licensure in other States, it is important to understand that the licensure requirements for each State may be different and the specific information can be obtained from the respective State's licensing bureau. The American Counseling Association also offers information about licensing at the following website: <http://www.counseling.org/Counselors/LicensureAndCert.aspx> .

Information about Professional Organizations:

As a mental health counselor training program housed in a Department of Psychology, we identify with both the American Psychological Association and American Counseling Association.

Below is information about APA that is available on its website (<http://www.apa.org/about/>).

Who We Are: Based in Washington, DC, the American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. With 150,000 members, APA is the largest association of psychologists worldwide.

APA Mission Statement: The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.

APA Vision Statement: The American Psychological Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as:

A unifying force for the discipline;

The major catalyst for the stimulation, growth and dissemination of psychological science and practice;

The primary resource for all psychologists;

The premier innovator in the education, development, and training of psychological scientists, practitioners and educators;

The leading advocate for psychological knowledge and practice informing policy makers and the public to improve public policy and daily living;

A principal leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural and international contexts; and

An effective champion of the application of psychology to promote human rights, health, well being and dignity.

Organizational Purposes: The objects of the American Psychological Association shall be to advance psychology as a science and profession and as a means of promoting health, education, and human welfare by

- the encouragement of psychology in all its branches in the broadest and most liberal manner
- the promotion of research in psychology and the improvement of research methods and conditions
- the improvement of the qualifications and usefulness of psychologists through high standards of ethics, conduct, education, and achievement
- the establishment and maintenance of the highest standards of professional ethics and conduct of the members of the Association
- the increase and diffusion of psychological knowledge through meetings, professional contacts, reports, papers, discussions, and publications

thereby to advance scientific interests and inquiry, and the application of research findings to the promotion of health, education, and the public welfare.

Below is information about ACA that is available on its website (<http://www.counseling.org/AboutUs/>).

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

ACA has been instrumental in setting professional and [ethical standards](#) for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

All of the faculty members adhere to the ethical codes of the APA and ACA and students are trained to do so as well. In addition, all of the students in the program are encouraged to join APA, ACA, and their divisions as Student Members.

In addition to APA and ACA, many of the faculty members also are members of related associations such as the Association for Psychological Science and Association of Behavioral and Cognitive Therapies. Students also are encouraged to join these organizations and participate in their professional activities.

Liability Insurance:

Liability insurance must be maintained throughout the practicum and internship. The requirement is for the students' protection, and applies to all students. Liability insurance can be obtained when a student becomes a Student Member of the American Counseling Association (<http://www.counseling.org/Students/>) or through separate purchase from the Healthcare Providers Service Organizations (<http://www.hpsso.com/>). Alternatively, student members of American Psychological Association can obtain liability insurance through American Psychological Association Insurance Trust (<http://www.apait.org/apait/>).

Prospects for Graduates:

Graduates of the program will be able to seek employment as professional counselors. Employment prospects for mental health counselors are currently good in Hawai'i and in many other areas of the United States. Employment opportunities in this field are expected to grow at a faster than average rate over the coming years. Professional counselors may find employment in a wide variety of settings, including the following:

- Community mental health clinics
- Public and private elementary and secondary schools
- Colleges and universities

- Correctional facilities
- Vocational rehabilitation centers
- Job training and career counseling centers
- Residential care facilities
- Drug and alcohol rehabilitation programs and agencies
- Private practice settings
- Mental hospitals and psychiatric wards
- General medical hospitals, clinics, and other healthcare facilities
- Employee Assistance Programs
- Child welfare and other family assistance agencies
- Military settings

Policy and Procedures for Recommending Students for Employment:

While the employment prospects for mental health counselors appear to be good, the program cannot provide any guarantees that its graduates will be employed in the field of mental health counseling. Graduates seeking employment may ask faculty members for letters of recommendation. It is then up to the individual faculty members to determine whether they will or will not write the letter of support.

Admission Policy

Admission Requirements:

To be eligible for admission to the Master of Arts in Counseling Psychology program, students must meet the following minimum requirements:

1. A baccalaureate degree from a regionally-accredited institution;
2. A cumulative GPA of 3.0 on a 4.0 scale;
3. A strong background in psychology or a closely related field, with a minimum of 15 semester hours of course work in psychology, strongly recommended are an introductory or survey of psychology, statistical techniques, research methods, and at least two 300-level or higher psychology courses. For these 15 semester hours, similar courses in closely related fields of study may also be acceptable;
4. At least one 3-semester-credit course in statistics and one 3-semester-credit course in research methods from any discipline;
5. A score of 550 on the TOEFL (required of applicants for whom English is not their native language and whose undergraduate degree was earned in a non-English speaking country).

Meeting the minimum requirements does not guarantee admission. Eligible applications are reviewed by the Psychology Graduate Admissions Committee, which uses multiple criteria for the assessment of applicants. Admission is selective. Priority may be given to students applying for full-time enrollment. Depending on program needs, a few outstanding applicants for part-time enrollment may be admitted.

Application Procedure:

The priority application deadline for Fall admission is February 1. Applications received in the UH Hilo Graduate Office of Admissions after the deadline are considered on a space available basis. Students who submit applications after the February 1 deadline may be ineligible for certain types of financial aid.

Complete applications that meet the minimum admission requirements are forwarded to the Department of Psychology's Graduate Admissions Committee, which reviews each application. Admission decisions are made by this committee and forwarded to the UH Hilo Graduate Office of Admissions.

The UH Hilo Graduate Office of Admissions receives applications and supporting documents and maintains the applications through final notification. In general, for applications received by the priority deadline, the Graduate Office of Admissions notifies each applicant of acceptance or rejection by March 1. Applicants must submit all of the following items:

1. UH Hilo Graduate application form;
2. Application fee;

3. Official transcripts from all colleges or universities attended (must be received directly from the institution or in a sealed envelope if submitted with your application);
4. Personal statement (see the program website);
5. Resume;
6. Three professional recommendation letters, which may use the special recommendation forms (not required, however) included with the application materials. The recommendations should be sent directly to the UH Hilo Graduate Office of Admissions by the referees;
7. GRE general test scores (sent to UH Hilo directly by the testing service).

In addition, international applicants must submit the following items:

- Supplementary Information Form for Foreign Students (<http://www.uhh.hawaii.edu/forms/index.php>);
- TOEFL scores (if English is not the applicant's native language);
- Official college transcripts in the original language accompanied by official translations into English.

Applications are considered only when all of the above documents have been received. For more detailed information and to download application forms, students may use the program website. Application forms also may be obtained from the UH Hilo Graduate Office of Admissions.

Transfer of Credits:

Requests for transfer of credits must be made during the first semester in which the student is enrolled in the program. Students need to obtain departmental approval for all credit transfers. Only credit hours with a grade of B or better from accredited universities are transferable. Credit hours for practicum and internship courses are not transferable. Transfer credit hours must have been completed within five years prior to admission. Students may transfer a maximum of 12 semester hours (or the equivalent). On rare circumstances, requests for an exception to the 12-credit limit could be considered by the program faculty. All requests for transfer of credits must be accompanied by a transcript and course syllabi.

Course Substitutions:

With permission from the program, students may enroll in up to two 400-level psychology courses and used these courses to meet graduate elective requirements.

Advisor Assignment:

All students will be assigned to a faculty advisor during the first week of their first semester. An effort will be made to pair the student with an advisor whose scholarly interests match. A change in student-advisor pairing may be considered by the program faculty if there is a reasonable justification. The advisor's role is to ensure that the student is progressing through the program in a timely manner and the program is meeting the needs of the student. The advisor also serves as the person who delivers formal feedback to students from the program and vice versa.

Program Curriculum

Program Curriculum (Mental Health Counseling Track):

The curriculum was designed to meet the requirements of the State of Hawai‘i licensure for mental health counselors. The number of required credits (60) is similar to other programs of its kind.

Total semester hours required: 60

Required courses (50 semester hours):

- PSY 601 (4) Applied Multivariate Statistics
- PSY 602 (3) Research Methodology and Program Evaluation
- PSY 603 (3) Psychological Assessment
- PSY 604 (3) Professional Identity, Ethics, and Legal Issues
- PSY 611 (3) Lifespan Human Development
- PSY 612 (3) Career Development
- PSY 613 (3) Psychopathology over the Lifespan
- PSY 620 (3) Counseling Theories
- PSY 622 (4) Group Work and Counseling
- PSY 623 (3) Social and Cultural Foundations
- PSY 624 (3) Counseling Skills
- PSY 640 (6) Counseling Practicum
- PSY 659 (9) Internship

Electives (10 semester hours required):

- PSY 614 (3) Family System
- PSY 641 (3) School Behavior, Adjustment, and Problems
- PSY 642 (3) Educational and Vocational Assessment
- PSY 643 (3) School and Career Guidance and Consultation
- PSY 644 (1) Person-Centered Therapy
- PSY 651 (3) Theories of Family Counseling
- PSY 652 (3) Couple Counseling
- PSY 656 (3) Child Maltreatment
- PSY 694 (3) Advanced Topics
- PSY 699 (3) Directed Studies
- PSY 700 (1-6) Thesis Research (repeatable)

Information about Plan A and Plan B Options:

To complete the 60 required semester hours, students may choose Plan A (thesis) or Plan B (non-thesis) option that can be completed in two years. Students who choose Plan B will accumulate the 60 credits via traditional coursework. For students who choose Plan A, they may sign up for PSY700, a repeatable 3-credit course, during the time they complete their thesis research.

For students who choose to pursue the Plan A option, below is a suggested timeline.

YEAR 1: Fall Semester:

1. A student interested in completing a research thesis should explore the areas of expertise of each faculty member in the department and identify appropriate persons to serve as chair and committee members. This should be done in consultation with the program director. Typically, there are three members in a thesis committee, two of whom must be tenured or tenure-track faculty members at UH Hilo. At least one of the committee members also must be a core faculty member of the counseling psychology program. With the approval of the chair, a committee may consist of more than three members.

YEAR 1: Spring Semester:

2. With supervision from the chair, the student completes a draft of the thesis proposal and submits it to the committee members two weeks before the defense date. To complete the literature review section of the thesis proposal, the student may complete a directed studies course under the direction of the chair.
3. The student defends the proposal.

YEAR 1: Summer:

4. The student obtains approval from the UH's Institutional Review Board.

YEAR 2: Late Fall Semester

5. With on-going supervision from the chair, the student completes data collection.

YEAR 2: Spring Semester

6. With close supervision from the chair, the student completes data analysis and a draft of the thesis. The draft should be sent to the committee members for their review two weeks before the defense date.

YEAR 2: Late Spring Semester

7. The student defends the thesis.

Curriculum Schedules (Total Number of Credits = 60):

Two-Year Plan A: Thesis Option

YEAR 1, Fall Semester:

PSY 601 (4) Applied Multivariate Statistics
PSY 604 (3) Professional Identity, Ethics, and Legal Issues
PSY 611 (3) Lifespan Human Development
PSY 620 (3) Counseling Theories
PSY 644 (1) Person Centered Therapy (elective)

YEAR 1, Spring Semester:

PSY 602 (3) Research Methodology and Program Evaluation
PSY 613 (3) Psychopathology over the Lifespan
PSY 622 (4) Group Work and Counseling
PSY 624 (3) Counseling Skills
Optional: Directed Studies (3)

YEAR 1, Summer:

If no Directed Studies in Spring, complete an Elective (3)

YEAR 2, Fall Semester:

PSY 603 (3) Psychological Assessment
PSY 612 (3) Career Development
PSY 623 (3) Social and Cultural Foundations
PSY 640 (6) Counseling Practicum
PSY 700 (3) Thesis Research

YEAR 2, Spring Semester:

PSY 659 (9) Counseling Internship
PSY 700 (3) Thesis Research

Two-Year Plan B: Non-Thesis Option

YEAR 1, Fall Semester:

PSY 601 (4) Applied Multivariate Statistics
PSY 604 (3) Professional Identity, Ethics, and Legal Issues
PSY 611 (3) Lifespan Human Development
PSY 620 (3) Counseling Theories
PSY 644 (1) Person Centered Therapy (elective)

YEAR 1, Spring Semester:

PSY 602 (3) Research Methodology and Program Evaluation
PSY 613 (3) Psychopathology over the Lifespan
PSY 622 (4) Group Work and Counseling

PSY 624 (3) Counseling Skills

YEAR 1, Summer:

Elective Course (3) (or Directed Studies or Thesis Research)

Elective Course (3) (or Directed Studies or Thesis Research)

YEAR 2, Fall Semester:

PSY 603 (3) Psychological Assessment

PSY 612 (3) Career Development

PSY 623 (3) Social and Cultural Foundations

PSY 640 (6) Counseling Practicum

YEAR 2, Spring Semester:

PSY 659 (9) Counseling Internship

Elective Course: PSY 694 (3) Advanced Topics Course

While most of the students entering the program choose either the Plan A or Plan B option that can be completed in two years, a small number of students elect to complete the program across three years. Hence, also included below is an outline of this three-year option.

Three-Year Option (either Plan A or Plan B)

YEAR 1, Fall Semester:

PSY 601 (4) Applied Multivariate Statistics

PSY 604 (3) Professional Identity, Ethics, and Legal Issues

PSY 620 (3) Counseling Theory

PSY 697 (1) Person Centered Therapy (elective)

YEAR 1, Spring Semester:

PSY 602 (3) Research Methodology and Program Evaluation

PSY 622 (4) Group Work and Counseling

(or PSY 613 (3) Psychopathology over the Lifespan)

PSY 624 (3) Counseling Skills

YEAR 1, Summer:

Elective Course (3)

(or PSY 699, Directed Studies; or PSY 700, Thesis Research)

YEAR 2, Fall Semester:

PSY 603 (3) Psychological Assessment

PSY 611 (3) Lifespan Human Development

PSY 612 (3) Career Development

(or PSY 623 (3) Social and Cultural Foundations)

YEAR 2, Spring Semester:

PSY 613 (3) Psychopathology over the Lifespan
(or PSY 622 (4) Group Work and Counseling)
Elective Course (3)
or PSY 699, Directed Studies; or PSY 700, Thesis Research)
Elective Course (3)

YEAR 3, Fall Semester:

PSY 623 (3) Social and Cultural Foundations
(or PSY 612 (3) Career Development)
PSY 640 (6) Counseling Practicum

YEAR 3, Spring Semester:

PSY 659 (9) Counseling Internship

Practicum/Internship Sites:

Practicum (PSY640) and internship (PSY659) are advanced courses designed to facilitate the student's integration of theory and practice in the therapeutic context. Through direct client contact at a Program-approved field placement, students will develop a sound conceptualization of client issues and counseling process, mastery of skills to apply their theoretical orientation, understanding of the role and function of professional counselors, and awareness of ethical and professional behavior. Issues related to counseling individuals from various cultural groups also will be a main area of focus. Evaluation of student trainees, supervisors, and training sites is another essential component to the experiential training sequence. The Practicum/Internship Trainee Evaluation Form can be found in Appendix 1.

Hawaii State licensing law requires a minimum of 300 hours of supervised client contact. Hence, students in practicum are required to complete a minimum of 40 hours of supervised client contact and students in internship are required to complete a minimum of 260 hours of direct service. If possible, students are encouraged to complete more hours during practicum so that there will be less pressure to reach the necessary 300 hours during internship. For both practicum and internship, students are required to receive a minimum of one hour per week of individual supervision from the onsite supervisor. In order to ensure a good practicum/internship experience, the instructor also will be consulting with the onsite supervisor periodically during the practicum and internship courses.

Below is a list of local agencies that recently have provided practicum and internship placements for the students:

Acadia Healthcare Hawaii
Alternatives to Violence
The Bay Clinic
Big Island HIV/AIDS Foundation
CARE Hawaii
Child and Family Services (Hilo and Kona)

Dr. Gay Barfield (private practice)
Hamakua Health Center
Dr. Bruce Hansen (private practice)
Hale Ohana Spouse Abuse Shelter
Hilo High School
Hospice of Hilo
Kamehameha Schools
Ka‘u High School
Ke Ala Pono Recovery Center
Kua O Ka La Public Charter School
Parker School
The Institute for Family Enrichment (TIFFE)
University of Hawai‘i at Hilo Counseling Center
The Hilo Veterans' Center
Waiakea Elementary School
Waiakea Intermediate School
Waiakea High School

Graduate Division Forms:

UH Hilo Graduate Division has four forms that must be completed before you can graduate from our program. Below is a description of each of these forms. These forms are shown in Appendix 2

Form 1: This form should be completed and signed by your advisor and the director of the program during the Fall semester of your first year. If you will be completing a thesis (Plan A) and have identified your committee members, you may have your committee members sign the form as well.

Form 2: If you are completing a research thesis (Plan A), this form should be completed after you defend your thesis proposal (typically late Spring semester of your first year). If you are not conducting a research thesis but completing your 60 credits via coursework (Plan B), you do not need to complete this form.

Form 3: If you are completing a research thesis (Plan A), this form should be completed after you defend your thesis (typically during the Spring semester of your second year). If you are not conducting a research thesis but completing your 60 credits via coursework (Plan B), you do not need to complete this form.

Form 4: This form must be completed when you have completed all of the program's requirements (60 credits including practicum and internship).

The four forms can be found in the appendix at the end of this handbook and also at <http://www.uhh.hawaii.edu/academics/graduate/graduateforms.php>.

Faculty Members of the Program

Core Faculty:

Bryan S. K. Kim, Ph.D., Professor of Psychology and Program Director

Dr. Kim received the Ph.D. in Counseling, Clinical, and School Psychology with an emphasis in Counseling Psychology from the University of California, Santa Barbara in June of 2000. He also has a Master of Education in School Counseling (1995) and a Bachelor of Education in Secondary Science Education (1992), both from the University of Hawai'i at Manoa. Dr. Kim is a Licensed Mental Health Counselor (MHC196) in the State of Hawaii. In terms of faculty positions prior to arriving at the UH Hilo in 2006, Dr. Kim was an Assistant Professor in the Department of Psychology at the University of Maryland, College Park from August 2000 to June 2002. In July 2002, Dr. Kim returned to UCSB as an Assistant Professor in the Counseling, Clinical, and School Psychology Program. In July 2005, he was promoted to Associate Professor with Tenure at the UCSB. Dr. Kim has over 60 publications and 80 presentations in the areas of multicultural counseling process and outcome, measurement of cultural constructs, counselor education and supervision, and immigrant experiences. His current research examines the effects of culture-specific counseling interventions and client enculturation/acclulturation (e.g., cultural values) on counseling process and outcome. Dr. Kim's interest in multicultural counseling psychology largely stems from his experiences growing up in Hawai'i as a 1.5-generation Asian American. Dr. Kim is currently Associate Editor of *The Counseling Psychologist*, the *Cultural Diversity and Ethnic Minority Psychology*, and the *Measurement and Evaluation in Counseling and Development*. In addition, he serves on the editorial boards of the *Journal of Counseling Psychology*, the *Psychotherapy Theory, Research, Practice, and Training*, and the *Educational Researcher*. In 2003, Dr. Kim received the "Early Career Award for Distinguished Contributions" from the Asian American Psychological Association. In 2005, Dr. Kim received the "ACA Research Award" from the American Counseling Association and "The MECD [Measurement and Evaluation in Counseling and Development] Editor's Award" from the Association for Assessment in Counseling and Development. In 2006, Dr. Kim received "The Fritz and Linn Kuder Early Career Scientist/Practitioner Award" from the Society of Counseling Psychology (Division 17 of APA). Most recently in 2008, Dr. Kim received the "Emerging Professional Award" from the Society of the Psychological Study of Ethnic Minority Issues (Division 45 of APA) and was awarded "Fellow" status by the APA.

B. Christopher Frueh, Ph.D., Professor of Psychology and Social Sciences Division Chair

Dr. Frueh received his Ph.D. in Clinical Psychology from the University of South Florida in 1992. His research focuses on clinical trials and mental health service delivery in a variety of medical and mental health settings. Over the past 17-years, Dr. Frueh has been Principal Investigator on 12 federally-funded research grants and Co-Investigator on 15 others, from funding agencies like National Institute of Mental Health (NIMH), Agency for Healthcare Quality and Research (AHRQ), Veterans Affairs (VA), and Department of Defense (DOD). In 2006 he was awarded an NIMH Mid-Career Development (K24-MH074468) grant titled "Mentoring/Career Development in PTSD Services Research"—to expand knowledge of

community violence in rural areas, improve services, and examine the impact of traumatic exposure on a range of relevant mental health, health and economic variables. He has authored over 150 professional scientific publications, held an endowed research position at Baylor College of Medicine, attained the rank of tenured professor at 3 different universities (Medical University of South Carolina, Baylor College of Medicine, University of Hawaii at Hilo), and held academic administrative appointments each of these universities. He reviews regularly for several different federally funding agencies (NIMH, DOD, VA) and about 25 different scientific journals.

Steve Herman, Ph.D., Assistant Professor of Psychology

Dr. Herman received his Ph.D. in Counseling Psychology from Stanford University in 1998 and is licensed to practice as a psychologist in Hawai'i. His areas of clinical and research interest include the study of professional judgments about the validity of allegations of child sexual abuse evaluations, juror decision making in criminal trials, behavioral medicine (especially psychosocial interventions for cancer and heart disease patients), mitigating the impact of financial catastrophes such as foreclosure and bankruptcy on mental health, career counseling, group counseling, the use of the computers and the Internet to facilitate psychological research and interventions, and positive psychology. He has two major current research projects focusing on a) mental health professionals' judgments about the validity of child sexual abuse allegations and b) the accuracy of jury verdicts in criminal trials. At UH Hilo, Dr. Herman teaches courses on ethics, counseling theories and skills, career counseling, group counseling, child maltreatment, and psychological assessment. He also supervises our master's students' practicum and internship experiences. In August 2008, Dr. Herman organized and co-presented a one-day continuing education workshop entitled "Forensic Child Sexual Abuse Evaluations: Research and Practice" at the annual convention of the American Psychological Association. He also organized a research symposium on the same topic at that convention.

Charmaine Higa-McMillan, Ph.D., Assistant Professor of Psychology

Dr. Higa-McMillan received her B.A. in Psychology at the University of Hawaii at Manoa in 1999 and her Ph.D. in Clinical Psychology from the University of Tulsa in 2004. Dr. Higa-McMillan is licensed to practice as a psychologist in the State of Hawaii. Before arriving at UH Hilo, Dr. Higa-McMillan completed a three year postdoctoral fellowship at UH Manoa where she served as a clinical supervisor and project co-director for a randomized controlled effectiveness trial examining evidence-based practices for children with anxiety, depression, and/or disruptive behavior problems in community clinics and school settings. She stayed on at UH Manoa as an Assistant Professor of Research where she studied public mental health services for children and adolescents enrolled in the Child and Adolescent Mental Health Division (CAMHD) in the Hawaii State Department of Health. She provided research and evaluation services to CAMHD as well as conducted clinical services research. Dr. Higa-McMillan has 19 peer-reviewed scientific reports, book chapters, and technical reports in the areas of childhood social anxiety and self-consciousness, measurement of anxiety in children and adolescents, dissemination and implementation of evidence-based practices for youth, and mental health services for children and adolescents. She also has over 12 empirical papers under review or in progress, has presented more than 40 times at national conferences, and reviews regularly for

five different scientific journals. Dr. Higa-McMillan was born and raised in Hilo and is excited to be back home.

Sunyoung Kim, Ph.D., Assistant Professor of Psychology

Dr. Kim received her Ph.D. in Clinical Psychology from Boston University in 2004. She also has a Masters in Psychology from the New School for Social Research in New York, and another Masters in Women's Studies from Ewha Womans University in Korea. She received her B.S. from the Seoul National University in Korea. Previous to joining at UH Hilo, Dr. Kim was a social science research associate at Stanford University School of Medicine, Department of Psychiatry and Behavioral Sciences, where she directed several treatment outcome studies on anxiety disorders funded by National Institute of Mental Health (NIMH) and Veterans Affairs (VA). Dr. Kim's research projects at Stanford investigate efficacy of capnometer-feedback-assisted breathing therapy for PTSD, panic disorder and other anxiety disorders. These projects measure psychological and physiological effects of the breathing therapy. Before she came to the U.S. to attend the graduate school in psychology, she taught women's studies at several universities in Korea. While in Korea, Dr. Kim worked at a research institute in which she carried out government funded research projects on sexual violence and crime. She co-founded the first rape crisis center in Korea (The Korean Sexual Violence Relief Center) with her colleagues, and volunteered at the center as a counselor. Dr. Kim's bi-cultural and interdisciplinary background shaped her interests in improving lives of marginalized individuals and cultivating diversity. Dr. Kim's research and clinical interests include treatment outcome of anxiety disorders including PTSD and panic disorder; cross-cultural approaches to trauma, resilience and mental health behaviors; women and minority issues in clinical psychology. She has received a number of fellowships and grants which include the international fellowship of the AAUW (American Association of University Women) that funded her doctoral dissertation on child abuse in Korea. She is licensed to practice as a psychologist in the states of New York and California.

Other Individuals who have contributed to the Program through Teaching or Service:

Gay Barfield, Ph.D., Lecturer in Psychology

Dr. Barfield received her BA from UC Berkeley, MA San Francisco State, and Ph.D. through Union Graduate School. A former experimental high school teacher, she became a Resident Consultant and staff member of the Center for Studies of the Person (CSP) in 1973 in La Jolla, California, founded by Dr. Carl Rogers. At CSP she co-created one of the first Women's Centers in San Diego County, as well as the Center's internationally recognized summer program, the "Living Now Institute." This annual 10 day seminar explored social, personal and political transformations from Rogerian perspectives with Rogers and many renowned guest speakers for 22 years. In 1984, she and Rogers founded at CSP the "Carl Rogers Institute for Peace," to apply person-centered principles to real and potential crisis situations. The Institute convened and facilitated peace-building gatherings in Central America, Northern Ireland, South Africa and the former Soviet Union. Leading international and national political leaders from 17 countries,

including sitting presidents and former presidents, policy-makers, diplomats and lay-persons of impact world-wide gathered to negotiate peace issues in the Central American conferences held in Rust, Austria in 1985. After the death of Dr. Rogers in 1987 she remained the Institute's Director, supported by Joan Kroc (the founder of McDonalds) and other donors. With the cooperation of the United Nations' University for Peace, and Costa Rican President Oscar Arias and former President Rodrigo Carazo, among others, she and her staff were able to convene the second Central American peace meeting in Heredia, Costa Rica in 1988. Including in the second edition of *Freedom to Learn for the 1980s* by Rogers, Dr. Barfield has published numerous chapters and articles in professional journals and in more recent texts about Rogers' current evolving approach. In 1992 she received a Human Relations Award from the County of San Diego for training neighbors, immigrants and community leaders to listen to one another more openly in a series of "Living Room Dialogues" on the inflammatory US/Mexican border issues. In Hilo, Hawaii she has taught in the Masters in Counseling Psychology program at UH Hilo since its inception, convening the Person-Centered Psychotherapy Course and facilitating the Group Psychology encounter practicum. She loves "mentressing" young therapists through an "inspired Rogerian gender egalitarian and socially conscious lens." Semi-retired, she continues her private practice in Hilo, contemplating further writings about her experiences over the past 40 years as a "gatherer," social activist and "stubborn idealist."

Dawna Coutant, Ph.D. Assistant Professor of Psychology

Dr. Coutant received a B.S. in psychology from Davidson College (1984) and received both a M.A. (1991) and PhD (1996) in psychology (with a specialization in social psychology) from Texas A & M University. She was the Assistant Director of Undergraduate Leadership Programs at the Center for Public Leadership Studies, George Bush School of Government and Public Service, Texas A&M University from 1994 – 1998, then an Assistant Professor at the University of Southern Maine from 1998 – 2000. At that time she made the transition to the University of Hawaii at Hilo (2000 – present). In 2008 Dr. Coutant was an invited professor at the University of Neuchatel, Switzerland where she taught a graduate course in cross-cultural psychology. She conducts research in the areas of immigration and inter-group relations, power imbalance and its effect on low power individuals, and cross cultural health issues. She has published journal articles in such journals as *Group Dynamics: Theory, Research, and Practice*, and co-authored more than five book chapters in Handbooks and well-respected edited books. In 2000, and 2003 she was P.I. of grants of approximately \$600,000 and \$750,000 for work to establish Lanakila Ka Pouhana, a program for Native-Hawaiian and part-Hawaiian at-risk youth ages 15-17. The program helped these young people finish high school, become more connected with their ethnic identity, and look for non-violent, non-drug related lifestyles. She was also a key collaborator on an additional \$750,000 grant from NIOSH, which established and supported a minor in Occupational Safety and Health at UH-Hilo. Currently Dr. Coutant is involved in two large international studies, the first involving youth in war-torn countries and the effectiveness of conflict resolution programs. The second project explores the impact of acculturation strategies of immigrants and the relationship with acceptance of host individuals and life satisfaction of immigrants.

Cheryl Ramos, Ph.D., Associate Professor of Psychology

Dr. Ramos received her Ph.D. from the University of Hawaii at Manoa. In addition to being a faculty member, Dr. Ramos serves as the Coordinator of Undergraduate Studies and Distance Learning for the Psychology Department. She teaches courses in community psychology, industrial and organizational psychology, program evaluation, and psychology undergraduate practicum. Her teaching has been recognized through several awards including: 2008 Taniguchi Award for Excellence and Innovation, 2007 Excellence in Teaching Award from the UHH Chapter of the National Society for Leadership & Success, 2007 Chancellor's Award for Outstanding Advising & Mentoring, and 2000 Chancellor's Award for Excellence in Teaching. Dr. Ramos' research activities have focused on the evaluation of community-based programs and issues related to health and education in rural Hawai'i communities. She is currently conducting research to examine the relationship between quality of life, culture, stressors (at the individual and community levels), and coping for young-adult and elderly long-term cancer survivors. Her previous study examined the health-related quality of life of recently diagnosed cancer survivors; Dr. Ramos is a four-time cancer survivor. Dr. Ramos is a member of the Community Psychology Practice Group, reviewer for the *Computers & Education*, *Ethnicity & Health*, and new *Global Journal of Community Psychology Practice* journals, and member of the Program Planning Committee for the Hawai'i – Pacific Evaluation Association. She is a member of the Board of Directors (and former President) of the Hawai'i Island Portuguese Chamber of Commerce. Cheryl was born and raised in Paauilo, Hawai'i and is the daughter of Abraham Ramos and the late Mary Ramos.

Errol Yudko, Ph.D., Associate Professor of Psychology

Dr. Yudko received a B.A. in biological sciences from the University of California at Irvine in 1991, and both M.A. (1994) and Ph.D. (1997) degrees in behavioral neuroscience from the University of Hawaii at Manoa. Dr. Yudko's post-doctoral research was spent in the Laboratory of Psychopharmacology at the University of Hawaii at Manoa. Dr. Yudko has worked as a research assistant for the Center for Memory and Learning at the University of California Irvine, research pharmacologist for the Department of Cognitive Neuroscience for Wyeth Research in the U.K., and as an ethopharmacologist for the Pacific Biomedical Research Center at the University of Hawaii at Manoa. Dr. Yudko's research interests include the effects of pharmacological agents on aggressive and defensive behavior in both humans and animals, the psychoneuroendocrinology of addiction, models of substance abuse prevention in adolescents, and the effectiveness of distance education. His interest in distance education led to his being the first recipient of the Taniguchi Award for Excellence and Innovation. His interest in substance abuse has led to his developing several substance abuse prevention programs targeted at adolescents of the Big Island of Hawaii. These interests have also led to his being PI on a \$750,000 grant from the DHHS that funds a program for Native-Hawaiian and part-Hawaiian at-risk youth who are attempting to finish high school. He co-authored a book on methamphetamine which is currently in its second edition. Dr. Yudko is a reviewer for the *Journal of Computing in Higher Education*, and has been an ad-hoc reviewer for the *Journal of Studies on Alcohol*, *Journal of Substance Abuse Treatment*, *Addictive Behaviors*, *Journal of*

Traumatic Stress, Substance Abuse Treatment, Prevention and Policy, Cultural Diversity & Ethnic Minority Psychology, and Computers & Education. Dr. Yudko is the author or co-author of 50+ peer reviewed publications, book chapters, and/or conference presentations.

Student Retention and Academic Appeal Policy

Student Responsibilities:

The student is responsible for acting in a manner consistent with the high ethical, legal and professional standards of the counseling field. It is expected that students will attend classes and perform assignments on time. The student is responsible for finding out about information missed due to absence from classes. Responsibility for assuring that performance remains within acceptable guidelines and that progress toward graduation is acceptable remains with the student, although the faculty advisor can provide helpful assistance. An active contribution to a positive climate, through good attitude and active participation in the Program and Department, are valued.

Faculty Responsibilities:

The faculty has the responsibility to treat students with respect, to provide a high quality curriculum, examination process, and training environment that fosters both competence in skills and in attitudes that approach counseling practice as the application of the scientific theories, methods, and results of scholarly investigations. Course requirements and grading considerations should be clearly described, and evaluations should be fair and should reflect the course material and stated objectives. Faculty should be available to students and should encourage the close involvement needed to provide mentoring relationships.

General Campus Policy on Student Retention at UH Hilo

According to the University of Hawaii at Hilo catalog (<http://www.uhh.hawaii.edu/catalog/>), policies governing graduate programs are as follows:

A cumulative grade point average (GPA) of at least 3.0 (on a scale where A = 4.0) in courses required by the graduate program is required in order to maintain satisfactory academic standing and graduate degree certification. When the cumulative GPA falls below 3.0, the student will be placed on academic probation. Once a student is placed on probation, the student has two semesters to attain a cumulative GPA of 3.0 or higher, or the student will be dismissed.

No credit is granted for graduate courses in which a grade lower than a B- has been received. Grades lower than a B-, however, will appear on the student's transcript and will be computed into the student's GPA, although the student may **NOT** use the course for degree requirements.

Graduate students who do not meet other academic/program standards will be dismissed from their graduate program. This process entails a warning letter from the chair of the graduate program to the student. If the necessary academic standards are not attained within a period specified by the graduate program, the graduate program's chair recommends to the appropriate Dean that the student be dismissed from the program. Students will be notified of the intended action. **Appeals of such action may be made in writing to the Vice Chancellor for Academic Affairs (VCAA) within ten business days.**

Additional Student Retention Policy of the Counseling Psychology Program

In addition to terminating students for academic reasons, students may be terminated from the Counseling Psychology Program for ethical violations and/or personal unsuitability for the profession. Faculty members provide students feedback about their performance, growth, and areas for improvement. Feedback from faculty members can be formal and informal. Formal feedback by way of written evaluations include Practicum/Internship Trainee Evaluation (Appendix 1) and Bi-Annual Student Evaluation (see Appendix 3). Informal feedback can be verbal or written, based on class assignments, discussions, etc. When intended for improvement, feedback should contain guidance on how to improve. Areas for feedback are teaching and training, research and scholarly activity, course work, clinical work, and service. Both faculty and students should be cognizant that the process of providing feedback is not to be malicious but to provide guidelines and goals to help students grow and develop.

All students are routinely evaluated in a formal manner on a bi-annual basis by the entire program faculty using the Bi-Annual Student Evaluation form (Appendix 3). This evaluation includes an evaluation of student's academic, professional, personal functioning. The results of this evaluation will be shared with the student and, if necessary, the faculty may decide that further monitoring is needed and a committee will be formed which will consist of the student's faculty advisor and two other faculty members who are familiar with the student. A meeting will be held with the student, where the concerns and recommendations of the faculty are clearly explained (both verbally and in written form) to the student. The student will have an opportunity to discuss her or his thoughts, feelings, and reactions.

A written plan for remediation will be approved by the full counseling psychology faculty and presented to the student (with a filed copy signed by the student). This plan will clearly specify what changes are expected and what time limits are operative. It will also include a statement indicating that failure to remediate may result in termination from the program.

Procedures for Handling Complaints:

Complaints involving other Students:

- Step One: In general, the Program expects that a student will attempt to first resolve disagreements or problems with other students by talking directly with them. This is consistent with APA and ACA ethical guidelines.
- Step Two: If this is not possible or successful, the student indicating the complaint will inform the Director of the Program of the conflict. An informal meeting of all students involved will be scheduled within fifteen days of the Director's notification of the conflict. All relevant materials will be presented at that time, including the nature of the complaint and any related issues. It is hoped that the problem will be resolved to the satisfaction of all participants during this meeting.
- Step Three: If the informal process proves unsatisfactory, a formal grievance, as specified by UH Hilo policies can be pursued.

Complaints involving Faculty Members:

- Step One: In general, the Program expects that a student will attempt to resolve disagreements or problems by the first meeting with the faculty member to discuss their concerns.
- Step Two: If this is not possible or successful, the student will inform the Director of the Program of the conflict or the Department Chair if the complaint involves the Director. This can be done verbally or in writing. An informal meeting of the student and faculty member will be scheduled with the Director or Chair. The meeting will be scheduled within fifteen days of the Director of Chair's notification of the conflict. All materials will be presented at that time, including the nature of the complaint and any related issues. It is hoped that the problem will be resolved to the satisfaction of all participants during this meeting.
- *In some cases, it may not be prudent for the student and faculty member to together meet with the Director (or the Department Chair). In this situation, the Director (or the Department Chair) will meet separately with the student and faculty to try to resolve the problem.
- Step Three: If the informal process proves unsatisfactory, a formal grievance, as specified by UH Hilo policies can be pursued.

Dismissal of Students from the Program:

The program seeks to graduate all matriculating students. Therefore, every reasonable effort will be made to help students succeed, including those who encounter difficulties. However, it is understood that some students may not be successful, and in some case, dismissal from the program may be necessary. Dismissal may be due to one or more of several problems, including but not limited to the following: inadequate academic performance; inadequate clinical performance; illegal or ethically inappropriate behavior; academic dishonesty (e.g., plagiarism, falsifying clinical hours), and mental health concerns that render service provision and/or academic success implausible.

Whenever a serious concern is raised about a student by another student, faculty member, or outside clinical supervisor, a judicious process will be followed to determine first the seriousness of the concern and, if necessary, an intervention to remediate the student or dismiss the student from the program. The following steps will be undertaken:

- Step One: The faculty initially will discuss the case with the Program Director.
- Step Two: The student will be informed by the Program Director that a meeting will be set to discuss the concern.

- Step Three: The student will meet with the Program Director, the student's academic advisor, and any other individual involved in the case. The intent will be to achieve an informal resolution.
- Step Four: If no informal resolution is achieved, the case will be reviewed by the program faculty as a whole.
- Step Five: The program faculty will meet to review the case and offer a disposition. In most cases, a remediation plan will be developed prior to a student's dismissal from the program.
- Step Six: Students have the right to appeal the committee's action through the university grievance procedures.

Appendix 1: Practicum/Internship Trainee Evaluation

UNIVERSITY OF HAWAII AT HILO
Department of Psychology
Counseling Psychology Program

Practicum/Internship Trainee Evaluation

Name of Trainee: _____ Date: _____

Practicum Site: _____

Practicum Supervisor: _____

Supervisor's License Type and Number: _____

Directions: The ratings of trainees should be based on your observations and/or reports of trainee performance received from staff and appropriate others. Evaluations should be based on his/her current level of progress and competence in the current practicum site. Circle the number of the scale that best describes the trainee's competence as given in the descriptions below. Rate each category independently. A description of the scale points is given below.

-1- Competence considered to be in need of further training and/or to require additional growth, maturation, and change on the part of the trainee in order for him/her to be effective in the various skill areas; trainee should not be allowed to function independently.

-2- Competence currently considered to be below average but which, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence at least at the minimal level necessary for functioning with moderate supervision required.

-4- Competence assessed to be above average; trainee can function independently with periodic need for supervision.

-5- Competence very developed and trainee can function independently with little or no supervision required.

-N- Insufficient data to provide an evaluation at this time.

Signatures. A copy of this evaluation will be filed in the trainee's permanent Program file. The signatures below attest only to the fact that the signees have seen the evaluation and reviewed its contents. A trainee's signature on this document does not in any way indicate that he or she either agrees or disagrees with the contents; only that the evaluation's contents were seen and reviewed. Trainees have the right at any time to file a response with the Program for placement into the trainee's permanent file. The signature of the Practicum Supervisor below attests to the fact that the trainee has completed all of the casework and associated responsibilities of the practicum according to the stated requirements.

Trainee: _____ Date: _____

Supervisor: _____ Date: _____

Revised 08/23/06

Trainee: _____

A. **Clinical and Relationship Skills**

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | <u>Relationship Skills</u> - established rapport, was aware of own impact on others, and showed respect for clients, colleagues, and staff in professional contexts.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 2. | <u>Assessment Skills</u> - demonstrated appropriate knowledge and use of assessment instruments; was able to appropriately interpret and discuss test results with clients and colleagues as well as integrate in intake reports.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 3. | <u>Diagnostic Skills</u> - incorporated multiple sources of data; showed sensitivity to client concerns; demonstrated good knowledge of DSM-IV; used diagnosis to establish client goals and make appropriate referrals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 4. | <u>Intervention Skills</u> - showed flexibility in using a variety of appropriate strategies to help clients work toward identified goals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 5. | <u>Crises Management</u> - recognized and handled clinical crises and emergencies in a professional manner.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 6. | <u>Consultation Skills</u> - worked effectively with significant others (family members, teachers, relevant professionals) to help meet client needs.
Comments: | N | 1 | 2 | 3 | 4 | 5 |

Average score for clinical skills: _____

B. Professional Presentation and Behavior

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 7. | <u>Professional Behavior</u> - showed readiness and ability to assume and discharge assigned duties; initiated opportunities to gain and share skills.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 8. | <u>Self Presentation</u> - presented self in a professional manner through physical appearance/dress, composure, organization, confidence, and desire to help.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 9. | <u>Management of Personal Issues in a Professional Manner</u>
– Controls personal stress, psychological dysfunction, or emotional reactions so they do not affect case conceptualization, professional interaction with clients and their families, or relationships with colleagues and other professionals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 10. | <u>Ethical Knowledge & Practice</u> - demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 11. | <u>Knowledge and Practice of Diversity Issues</u> - demonstrated understanding of diversity issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual preference, and religious concerns as they arose; sought consultation and additional knowledge from a variety of appropriate non-client sources to enhance relationship and practice.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| 11. | <u>Intake Report and Progress Notes</u> – completed intake reports and case notes in a timely manner, and included relevant professional information in a manner which could be used and interpreted by other professionals.
Comments: | N | 1 | 2 | 3 | 4 | 5 |

Average score for professional presentation: _____

C. **Supervision Behavior and Knowledge Demonstration**

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 13. | <u>Knowledge Base</u> - demonstrated good understanding of theories and research in psychology, human development, counseling/psychotherapy, assessment, and psychopathology.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | |
| 14. | <u>Written Communication Skills</u> - showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | |
| 15. | <u>Oral Communication Skills</u> - showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues.
Comments: | N | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | |
| 16. | <u>Supervisory Involvement</u> - sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements.
Comments: | N | 1 | 2 | 3 | 4 | 5 |

Average score for supervision behavior and knowledge: _____

Trainee: _____

D. Agency Behavior

17. **Program Development Skills** - developed alternative prevention or intervention programs to meet client or community needs. N 1 2 3 4 5
Comments:

18. **Agency Involvement** - attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities. N 1 2 3 4 5
Comments:

Average score for agency behavior: _____

19. **Other Feedback & Comments** -

Appendix 2: The four Graduate Division Forms described on page 14.

Form 1: For All Students

University of Hawaii at Hilo Graduate Division
Graduate Committee

_____	_____
Candidate's name	Student I.D. #
_____	_____
Candidate's Signature	Date

Signature of committee member acknowledges that:

- Committees must meet with the student at a minimum once a year. It is the responsibility of the student to arrange the meeting.
- Committee members are responsible for providing advice to the student, reading and commenting on the thesis, research papers, and/or examinations as required for the student's degree program, and approving the student's work in the completion of degree requirements.

In programs that do not utilize a committee system, only the signatures of the primary academic advisor and program chair are required.

<i>Signature/Print Name</i>	<i>Affiliation/Department</i>
_____	_____
Primary Academic Advisor	
_____	_____
Committee Member	
_____	_____
Committee Member	
_____	_____
Committee Member	

Graduate Program: _____ Degree Sought: _____

Graduate Program Chair's Signature _____ Date _____

To be submitted by the end of the second semester of graduate course work.
Copies to: Student; Graduate Division; Records Revised January 2007

University of Hawaii at Hilo Graduate Division Thesis/Dissertation/Projects Proposal

Candidate's name

Student I.D. #

Candidate's Signature

Date

Completion of this form acknowledges that the graduate committee has met and agrees that the thesis/projects proposal (summary attached) is appropriate for this degree. In programs that do not utilize a committee system, only the signatures of the primary academic advisor and program chair are required.

1. Attach a brief (1-2 page) summary of the approved thesis/projects proposal.
2. Indicate any other specific requirements as an attachment.

Signature/Print Name

Affiliation/Department

Primary Academic Advisor

Committee Member

Committee Member

Committee Member

Graduate Program: _____ Degree Sought: _____

Graduate Program Chair's Signature _____ Date _____

Completion required for registration in thesis course.

Copies to: Student; Graduate Division; Records

Revised January 2007

University of Hawaii at Hilo Graduate Division Thesis/Dissertation/Projects Completion

Candidate's name

Student I.D. #

Candidate's Signature

Date

The graduate committee has met and approves the submitted thesis/projects in partial fulfillment of the requirements for the Master's Degree at the University of Hawai'i at Hilo. In programs that do not utilize a committee system, only the signatures of the primary academic advisor and program chair are required.

Thesis/projects/dissertation title(s):

Signature/Print Name

Affiliation/Department

Primary Academic Advisor

Committee Member

Committee Member

Committee Member

Outside Examiner (required for Ph.D. dissertations)

Graduate Program: _____ Degree Sought: _____

Graduate Program Chair's Signature _____ Date _____

Copies to: Student; Graduate Division; Records

Revised January 2007

University of Hawaii at Hilo Graduate Division
Certification: Completion of Degree Requirements

The Graduate Program acknowledges that the candidate has fulfilled all of the requirements for the graduate degree indicated below. (Required signatures only include the Primary Academic Advisor, the Program Director and the Graduate Division for programs which do not utilize a committee system.)

Candidate _____ SID _____
Program _____ Date _____

Master's Degree: Plan A _____ Plan B _____

Doctoral Degree: PharmD. _____ Ph.D. _____

Plan A Thesis/Dissertation Title:* _____

Signatures

Print Name

Primary Academic Advisor

Committee Member (if appropriate)

Committee Member (if appropriate)

Committee Member (if appropriate)

Program Director/Chair

Date _____

*Submission of Thesis/Dissertation to Library w/appropriate fees: _____ Date: _____
Library Staff initials

Graduate Division approval _____ Date _____

Note: All graduation deadlines apply. Degree conferral will not be complete until **all** minimum UH-Hilo Graduate Division Policies have been met.

Original to: ___ UHH Graduate Division
Copies to: ___ Primary Academic Advisor ___ Student ___ Records Revised January 2007

Appendix 3: Bi-Annual Student Evaluation Form

**UNIVERSITY OF HAWAII AT HILO
Department of Psychology
Counseling Psychology Program**

Bi-Annual Student Evaluation Form

Name of Student: _____ **Date:** _____

Name of Advisor: _____

The Counseling Psychology Program's faculty members met on _____
(date) and agreed on the ratings shown below for each of the evaluation criteria.

(1) ACADEMIC PERFORMANCE: ___ Satisfactory ___ Unsatisfactory

(2) PROFESSIONAL/ETHICAL
BEHAVIOR: ___ Satisfactory ___ Unsatisfactory

(3) INTERPERSONAL FUNCTIONING: ___ Satisfactory ___ Unsatisfactory

(4) ADDITIONAL COMMENTS, IF ANY:

I have received a copy of this evaluation.

Student Signature

Date

Advisor Signature

Date