

Name of Proposed Specialty: **COUNSELING PSYCHOLOGY**

Please check one:

- Petition for Initial Recognition
 Petition for Renewal of Recognition

Criterion I. Administrative Organizations. The proposed specialty is represented by a specialty council or one or more organizations that provide systems and structures sufficient to assure the organized development of the specialty.

***Commentary:** The evolution of a specialty generally proceeds from networks of psychologists interested in the area to the eventual establishment of organized administrative bodies which carry out specific responsibilities for the specialty and its practitioners. These responsibilities include governance structures which meet regularly to review and further describe the specialty and appropriate policies for education and training in the specialty*

1. Please provide the following information for the organization or specialty council submitting the petition:

Name of organization or specialty council:

Society of Counseling Psychology (Div.17 APA)

Address: **2598 East Sunrise Blvd, Suite 2104**

City/State/Zip: **Fort Lauderdale, FL 33304**

Phone: **800-440-4066**

FAX: **800-837-7321**

E-mail address: **dnolan@div17.org**

Website of organization: **http:www.div17.org**

2. Please provide the following information for the President, Chair, or representative of the organization or specialty council submitting the petition:

Name: **Mary O'Leary Wiley, PhD.**

APA membership status: **Fellow**

Address: **3701 Burgoon Road**

City/State/Zip: **Altoona, PA 16602**

Phone: **814-942-4045**

FAX:

E-mail address: **mary.oleary.wiley.17@gmail.com**

3. Please provide the following information for the organization or specialty council submitting the petition:

Year founded? **1946** Incorporated? Yes _____ No **XXX** State incorporated **NA**

Describe the purpose and objectives of the administrative organization or specialty council submitting the petition.

The Society of Counseling Psychology (SCP; Division 17 of the APA) serves as the “lead” organization and contact point for the Counseling Psychology Specialty Council (see note below for the specialty council’s member organizations). The use of the acronym “SCP” (by which the Society of Counseling Psychology/Division 17 of the APA is referred throughout this document) should not be confused with the similar acronym used for the designation of the Society of CLINICAL Psychology/Division 12 of the APA).

SCP is an organization that promotes the science and practice of Counseling Psychology through a broad array of professional goals and activities. Specifically, the mission of the Society is to (1) continue to define and promote the specialty of Counseling Psychology as the science and profession of psychology evolve and social issues change, (2) bring together psychologists who specialize and/or have an interest in Counseling Psychology, (3) advocate for Counseling Psychology within the field of psychology and in the public sphere, and provide leadership in all issues pertaining to the well-being and growth of Counseling Psychology, (4) support, encourage, and promote diversity of member characteristics, work settings, roles and activities, (5) promote the integration of science and practice and further evaluative, scientific and applied activities in Counseling Psychology, (6) define, promote and support the education and training of counseling psychologists throughout the professional lifespan, (7) establish and maintain standards of professional service offered by counseling psychologists, and (8) promote the application of Counseling Psychology in the public interest.

SCP serves as a home for all Counseling Psychology professionals (division members and affiliates) to connect, to collaborate, to coordinate their professional interests and activities, and to promote Counseling Psychology’s values and agenda within professional psychology generally.

Current SCP/Div17 bylaws are appended to this document. (See **APPENDIX A**; also review online at: https://www.div17.org/wp-content/uploads/SCP-Bylaws_Amended-August2017.pdf)

Outline the structure and functions of the administrative organization or specialty council (frequency of meetings, number of meetings per year, membership size, functions performed, how decisions are made, types of committees, dues structure, publications, etc.) using the table below. Provide samples of newsletters, journals, and other publications, etc.

Name of Organization	Society of Counseling Psychology
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Frequency of Meetings	Membership meets annually during the Business Meeting at the annual convention of APA. The Executive Board meets regularly (monthly or more often as needed) and twice annually in face-to-face meetings (once at midyear [winter] and once during the annual APA convention). The Presidential Cabinet meets weekly or more often as needed. Sections, Committees, and other governance groups meet regularly as needed.
Number of Meetings per year	A meeting of the membership occurs once annually during the APA convention.
Membership size	Approx. 2000 members and fellows and 1025 student affiliates.; approx. 3025 total
Functions Performed	<p>The Executive Board has general supervision of the affairs of the Society and carries out the specific functions and duties assigned to it by the organization’s bylaws and by actions of the members in annual or special meetings.</p> <p>The Executive Board may establish such rules and procedures for the management of the Society’s affairs as are consistent with APA and Division Bylaws and APA’s Association Rules. Such rules and procedures appear in the <i>Society Handbook</i>.</p> <p>The Executive Board is authorized to conduct ballots of the membership on matters and issues affecting Society policy.</p>
How are decisions made	Motions may be submitted by the Executive Board or “from the floor” by individual members. Decisions are by majority vote of members present at the annual meeting. Executive Board decisions are made by majority vote of the board.
Types of committees	<p>SCP/Div17 has an Executive Board whose members are the elected leadership plus 2 graduate student representatives. It also has both standing committees and Special Task Groups (STGs) that are appointed by the SCP Executive Board and/or its President.</p> <p>The Executive Board is comprised of the President, President Elect, Past President, Secretary, Treasurer, six Vice Presidents (VP for Professional Practice, VP for Scientific Affairs, VP for Education and Training, VP for Diversity and Public Interest, VP for International Affairs, VP for Communications), and American Psychological Association (APA) Council Representatives in the number provided by the Bylaws of the APA (currently 4), the chair of the Early Career Professionals (ECP) Committee, and the two current co-chairs of the Student Affiliates of Seventeen (SAS) from the SAS host institution.</p> <p>Standing committees include the Development Committee, the Elections Committee, the Fellowship Committee, Hospitality Space Committee, the Leadership Collaborative Committee, the Finance Committee, the Program Committee, the Awards and Recognition Committee, the Leona Tyler Award Committee, and the Strategic Investment Committee.</p>

	<p>Special Task Groups (STGs) vary across different SCP presidents and the needs identified in the division’s Strategic Plan.</p> <p>Additional important governance groups include the SCP Communications and Technology Board, SCP Member Interface Board, APA and External Interface Board, 16 Sections, and 13 Special Interest Groups.</p>
Dues Structure	Same as APA
Names of Publications	<i>The Counseling Psychologist</i> (http://tcp.sagepub.com/); <i>SCP Connect</i> (https://www.div17.org/scp-connect/); <i>Journal of Prevention and Health Promotion</i> (JPHP). See Appendix D for examples of the publications (<i>TCP</i> and <i>JPHP</i>).
Website	https://www.div17.org/

Present a rationale that describes how your organization or specialty council provides systems and structures which make a significant contribution to the organized development of the specialty.

The Counseling Psychology Specialty Council (previously called the Counseling Psychology Synarchy) is composed of representatives from ten stakeholder organizations that determine the dominant views and practices of the Counseling Psychology specialty. Collectively, the members of the specialty council publicly take stands in support of and with regard to professional education/training, practice, and social action relevant to the specialty and to the populations and settings it serves.

In addition to the Society of Counseling Psychology/APA Division 17 (SCP), membership includes representatives from the following: the Council of Counseling Psychology Training Programs (CCPTP), the Association of Counseling Center Training Agencies (ACCTA), the American Board of Counseling Psychology (ABCOP), the Association for University and College Counseling Center Directors (AUCCCD), the American College Health Association (ACHA) Mental Health Section, the Commission for Counseling and Psychological Services of American College Personnel Association (CCAPS), the International Association of Applied Psychology (IAAP) Counseling Psychology Division, and SCP’s national student organization, Student Affiliates of Seventeen (SAS).

The Counseling Psychology Specialty Council holds an annual meeting during the APA convention, hosted by SCP. SCP pays the annual dues to the Council of Specialties in Professional Psychology (CoS) and supports the travel of the Counseling Psychology Specialty Council/ Synarchy Representative to attend the annual CoS meeting in Washington, D.C. The Counseling Psychology Specialty Council elects a chairperson who serves a three-year term and represents the specialty on CoS. The Counseling Psychology Specialty Council has the responsibility to review and further describe the specialty and appropriate policies for education and training in the specialty. In addition to the annual meeting, the Counseling Psychology Specialty Council communicates and conducts business via a designated Listserv. **(Note: See Appendix B: Bylaws of the Counseling Psychology Specialty Council)**

4. Signatures of official representing the organization or specialty council submitting the petition:

<u>name</u>	<u>title</u>	<u>date</u>
Mary O’Leary Wiley	President	xx/xx/xxx

Criterion II. Public Need for Specialty Practice. The services of the specialty are responsive to identifiable public needs

Commentary: *Specialties may evolve from the professions’ recognition that there is a particular public need for applications of psychology. Specialties may also develop from advances in scientific psychology from which applications to serve the public may be derived.*

1. Describe the public needs that this specialty fulfills with relevant references. Under each need specify the populations served and relevant references.

Counseling Psychology as a psychological specialty facilitates personal and interpersonal functioning across the lifespan by addressing emotional, social, vocational, educational, health-related, developmental, and organizational concerns. By integrating theory, research, and practice, and with the knowledge, awareness, and skills to work with diverse populations, this specialty includes a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to function effectively. The specialty addresses typical, atypical, and dysfunctional development encompassing individual, family, group, systems, and organizational concerns. In addition to interventions focused on ameliorating more serious mental health problems, Counseling Psychology uniquely encompasses normal developmental issues and concerns from a strengths-based perspective, with particular expertise in vocational/career issues, prevention, therapy process and supervision, and a contextual approach that focuses on cultural and environmental influences and client diversity. Thus, there are multiple public needs met by counseling psychologists, most importantly by training therapists who are able to: work in culturally appropriate ways with diverse populations (including international communities); intervene knowledgeably in vocational, career, and workplace concerns; provide a strengths-based, normative developmental perspective on people and problems; engage in prevention with individuals, groups, organizations, and communities; and engage in research, advocacy, and educational activities that support strong therapist development.

References

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- The Counseling Psychologist*. (2019). Major Contribution/Special Issue: International forum. 47(3), 331-472.
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2. Describe what procedures this petitioning organization and/or other associations associated with this specialty utilize to assess changes in public needs.

Counseling Psychology has a long history of attending to societal needs and adapting to contemporary problems and issues reflected in society as a whole. Public needs are identified through practice, research, and public service. Some trends become obvious through clinical work and the kinds of problems that clients are presenting. For example, because many counseling psychologists work in college and university counseling centers, they often are on the front lines observing changes in the

problems and behaviors of young adults and ‘non-traditional’ students in higher education. These issues get addressed through the collaborations with others in the Specialty Council, through attention in training and supervision, and through advocacy targeted at specific populations (e.g., eating disorders among college women, coming out issues among lesbian, gay, bisexual, transgender, and queer [LGBTQ] college students). Often, these issues both catalyze and are informed in their treatment by Counseling Psychology research. In addition, public service and broader involvement with communities that characterize the professional commitments of many counseling psychologists further inform the specialty. Information regarding needs and interventions are further defined, refined, and shared through task forces, committees, workshops, conferences, journals, and books. *The Counseling Psychologist (TCP)*, SCP’s flagship journal, provides many published examples of how scholarly attention reflects changes in public needs and brings those needs to the awareness of counseling psychologists (examples of recent *TCP* publications can be found below).

The SCP governance structure supports changing and emerging needs through its organization, especially through the work of its Sections and Special Interest Groups (SIGs). Sections are formal structures in SCP designed to promote issues in areas of sustained interest, and Special Interest Groups are more informal groups representing a variety of interest areas that often arise based on a pressing public need or issue; in time, if interest remains strong, SIGs can become Sections. The following are the current sections: Advancement of Women, Ethnic & Racial Diversity, Health Psychology, Human-Animal Interaction, International Section, Lesbian, Gay, Bisexual & Transgender Issues, Positive Psychology, Prevention, Professional Practice, Psychotherapy Science Promotion, Supervision & Training, University Counseling Centers, and Vocational Psychology. At this time, the following are current SIGs: Higher Education Leadership, Adoption Research and Practice, Child and Adolescent, Couples and Families, Military Issues in Counseling Psychology, Older Adults and Aging, Organizational Counseling Psychology, PsyD Programs, Religious and Spiritual Issues in Counseling Psychology, and Rural Practice and Scholarship.

There also are Special Task Groups (STGs) convened to focus on a specific, time-limited task related to Counseling Psychology. The following are recent past and current STGs: Promoting Nonviolence; Counseling Psychology Competencies; Increasing the Visibility & Interactiveness of Our Convention Programs; Counseling Psychology Undergraduate Education; Counseling Psychology Doctoral Education; Globalization of Counseling Psychology; Exploring Privilege; Suicide Prevention; SCP Strategic Planning; SCP Communication Policies; Taking Action Against Racism; and Volunteerism.

An additional aspect of the SCP organizational structure that ensures currency in and response to pressing social needs is its designation of Vice Presidents that parallel the APA directorate structure and important initiatives. The Vice Presidents for Science, Practice, Education and Training, Diversity and Public Interest, International Affairs, and Communications track current issues related to their content area and are the SCP liaisons to the APA boards in relevant areas as well. As such, they are not only connected closely to APA’s networks of information, but also to other divisions and entities of the larger professional organization, and they often are SCP’s “first responders” when important social issues arise, both in informing SCP and garnering Counseling Psychology’s support, but also in providing their own expertise and guidance in collaborating with APA to respond quickly to public needs.

SCP’s national student organization, Student Affiliates of Seventeen (SAS), provides a parallel structure of governance for graduate students, through which students track and respond to changing social conditions as they impact Counseling Psychology training and the services graduate students provide (McGillen et al., 2020; Schoener & Colbert, 2019). Graduate student leaders regularly communicate

these observations to SCP professional members and student affiliates through participation on the SCP Executive Board, in SCP committees and STGs, and in SCP events.

In addition to participating in the annual APA convention with robust programming targeted at contemporary research, practice, education/training, and public advocacy issues, SCP also participates in a disciplinary conference every six years, co-sponsored and co-chaired by the Council of Counseling Psychology Training Programs (CCPTP) and the Association of Counseling Center Training Agencies (ACCTA). These conferences provide a venue to allow counseling psychologists to focus on pressing public needs that must be incorporated into Counseling Psychology research, practice, education & training, and advocacy activities. Although the Counseling Psychology 2020 Conference was cancelled due to COVID-19, the theme of “Counseling Psychology at 75 Years: Reflections on Shared Identity, Cultivating Change, and Building a Counseling Psychology of Liberation” generated webinars, discussion groups, and presentations (see references below for the conference program and three division events that were held virtually). Occurring within the context of two pandemics (of a virus and of racism), the focus on the conference was responding to social need for sustained anti-racist advocacy and for active dismantling of the systemic health and economic disparities highlighted by COVID-19. The 2014 Counseling Psychology Conference, “Counseling Psychology in Action: Future Opportunities and Challenges,” was held in Atlanta, GA and focused on Counseling Psychology’s active role in professional and social change. The 2008 International Counseling Psychology Conference, held in Chicago, IL with a theme of “Creating the Future: Counseling Psychologists in a Changing World,” focused on international issues, forging many connections still strong today and leading to the development of SCP’s Vice President for International Affairs position, now entering its second official three-year term. The 2001 Counseling Psychology Conference was held in Houston, TX with the theme of “Counseling Psychologists Making a Difference,” and the proceedings of this conference were published in *TCP* (Fouad, McPherson, Gerstein, Blustein, Ellman, Helledy, & Metz, 2004).

Finally, in addition to SCP, several of the stakeholder organizations that belong to the Counseling Psychology Specialty Council conduct annual or periodic national surveys and needs assessments. For example, the Association of University and College Counseling Center Directors (AUCCCD) conducts annual surveys on the status of college student mental health. The American College Health Association (ACHA) conducts an annual survey on college student health concerns, as well as targeted surveys on special topics. The results are regularly communicated to the Specialty Council and beyond, and they have garnered national attention for treatment issues regarding eating disorders, depression, suicide, and alcohol use/abuse. A recent survey was conducted by the Council of Counseling Psychology Training Programs (CCPTP) on member concerns, published in *TCP* (Rostosky, Scheel, & Clements, 2019), and another recent survey of counseling psychologists delineated many aspects of their professional activities and commitments over the past three decades (Lichtenberg, Hutman, & Goodyear, 2018). Such surveys point to areas of social need and professional capacity to handle social needs competently and effectively.

References

Counseling Psychology at 75 Years: Reflections on Shared Identity, Cultivating Change, and Building a Counseling Psychology of Liberation. (2020). Event cancelled.

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We Want to do More than Survive: Implications of Abolitionist Teaching and the Pursuit of Educational Freedom for Counseling Psychologists (2020). Love, B.
https://us02web.zoom.us/webinar/register/WN_ckJFblyjT46FrHklcd5Pkw

When We Fight, We Win! Implications for Counseling Psychology from Black Trans Intersectional Liberation Movements (2020). Moore, M., Celestial, J., Shavers, and Williams, T. https://us02web.zoom.us/webinar/register/WN_k7kFPLH2Q3antjeOO0mdr

3. Describe how the specialty attends to public need

Counseling Psychology has been at the forefront of advancing knowledge in the area of human diversity, providing some of the major leaders and seminal publications in this area (see below for examples). During the past decade, many of the APA guidelines for practice related to areas of diversity have been led by counseling psychologists. For example, built on the work of counseling psychologists, the *Guidelines for Psychological Practice with Boys and Men* were developed by several groups of individuals beginning in 2005 and continuing with updates and revisions through 2018. The *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People* (2015), the *Guidelines for Psychological Practice with Girls and Women* (APA, updated 2018), and the *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (APA, updated 2017) all were efforts led by and reliant on the scientific and practice contributions of counseling psychologists. The *Guidelines for Integrating the Role of Work and Career into Psychological Practice* (2016) also were developed by counseling psychologists, representing a long history of expertise in career and vocational work in the discipline. Likewise, Counseling Psychology's history and expertise in prevention led to the creation of the *Guidelines for Prevention in Psychology* (APA, 2014). In addition to their roles as leaders in developing practice guidelines in psychology, counseling psychologists and their research were vital to

several other practice guidelines. For example, guidelines for psychological practice that received large contributions from the field of Counseling Psychology were the *Guidelines for the Practice of Telepsychology* (APA, 2013), the *Guidelines for Psychological Practice With Older Adults* (APA, 2014), the *Guidelines for Practice with Lesbian, Gay and Bisexual People* (APA, 2011), the *Clinical Practice Guideline for the Treatment of PTSD* (APA, 2017), and most recently, the *Guidelines for Psychological Practice with People with Low-Income and Economic Marginalization* (APA, 2019).

Another example of the specialty adding to knowledge of human diversity, monitoring developments, and moving to meet emergent needs and changing demographics is its role as a co-founder and co-host of the National Multicultural Conference and Summit (NMCS). The NMCS, meeting bi-annually since its inception in 1999, addresses the status and mental health needs of historically marginalized groups and disenfranchised individuals, bringing together researchers, practitioners, scholars, and students to inform multicultural theory, research, and practice, and better serve our diverse country and the world (<http://www.multiculturalsummit.org/>). To solidify its commitment to this area, the Society of Counseling Psychology holds its midwinter meeting in conjunction with the NMCS, fostering ongoing professional development opportunities. In 2019 the conference theme was: *Truth to Power: Impact Through Community Voice and Action*. Counseling psychologists contributed many presentations to the program, including a Presidential contribution – a well-attended workshop on political advocacy.

Counseling Psychology has produced several important handbooks over time that function to keep the discipline current across a wide range of practice concerns. The *Handbook of Counseling Psychology* (Brown & Lent) was published through six editions beginning in 1984 and continuing through 2008. In addition, the more recent *APA Handbook of Counseling Psychology* (Fouad & Carter, 2012) and *The Oxford Handbook of Counseling Psychology* (Altaimer & Hansen, 2012) presented literature reviews and updates on important areas in the specialty, serving as a valuable resource on prevention and treatment of various problems. Examples of topics include health promotion/disease prevention and reduction, school violence and bullying prevention, preventing eating and weight related disorders, substance abuse prevention and treatment, suicide prevention, understanding and promoting work satisfaction, and understanding the impact of poverty and other forms of economic marginalization. *The Oxford Handbook of Feminist Multicultural Counseling Psychology* (Enns & Williams, 2013) and *The Handbook of Multicultural Counseling*, now in its fourth edition (Casas, Suzuki, Alexander, & Jackson, 2016) provide important summaries of topics relevant to counseling psychologists viewed through feminist and multicultural lenses; topics covered across the two volumes include: feminist and multicultural ethics, feminist multicultural psychology and poverty, women with disabilities, feminist multicultural perspectives on eating disorders, African and Afro-Caribbean American identity development, Latinx identity development, multiracial-heritage awareness and personal affiliation, counseling Muslims and Sikhs in a post-9/11 world, and activism and advocacy in feminist multicultural counseling psychology, to name just a few. In addition, there have been specific handbooks published on vocational/career issues in Counseling Psychology (beginning with Walsh & Osipow, 1983, and continuing with the third edition of Walsh & Savickas, 2005, through a forthcoming volume by Walsh, Flores, Hartung, Leong, & Savickas, in preparation). This record reflects vocational psychology's role as one of Counseling Psychology's cornerstones.

The Counseling Psychologist (TCP) (<http://tcp.sagepub.com/>) is the official publication of the Society of Counseling Psychology and one of the premier journals in the field, publishing high-quality, scholarly articles relevant to counseling psychologists, increasing the knowledge base of Counseling Psychology

through thoughtful debate and comprehensive coverage of new and developing areas of research and practice (e.g., telepractice, therapist expertise). The *TCP* Major Contributions or Major Sections (multiple articles focusing on aspects of a selected topic) are essentially special issues of the journal, and they exemplify how the specialty attends to public need and addresses issues of human diversity. The most current issue of *TCP* (August, 2020), for example, contains manuscripts that reflect the current climate of the mental health impact of racism. Three specific articles address the impact of race and church affiliation, the need for difficult dialogues to address social justice training, and transgender microaggressions. Other recent Major Contributions or Special Issues of *TCP* include such timely topics as: Therapist Expertise (2017), White Allies (2017), Social Change and Advocacy (2018), International Forum (2018, 2019), Leadership (2017, two issues), Gender and Sexual Minorities (2019), Oppression to Action (2019), Injustice in the Justice System (2019), Medically Unexplained Physical Symptoms (2019), Advances in Vocational Psychology (2019), and Integrated Health Care (2019). Practitioners can earn continuing education credits (CEs) for reading articles in *TCP*. In addition, many other CE opportunities exist through intentional programming during the annual APA convention, at various regional counseling psychology conferences, and through webinars offered through SCP. Examples of recent webinars include: Creating a Diverse Campus: Making a Difference in the Lives of All Students; Health Care Reform and the Role of Counseling Psychologists; Counseling Psychologists for Peace and Action: Putting Social Justice Theory and Research into Practice; and How to Advocate and Be an Ally When You Hold Power and Privilege.

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Criterion III. Diversity. The specialty demonstrates recognition of the importance of cultural and individual differences and diversity.

Commentary: *The specialty provides trainees with relevant knowledge and experiences about the role of cultural and individual differences and diversity in psychological phenomena as it relates to the science and practice of the specialty in each of the following areas: i) development of specialty-specific scientific and theoretical knowledge; ii) preparation for practice; iii) education and training; iv) continuing education and professional development; and v) evaluation of effectiveness.*

1. Describe the specialty-specific scientific and theoretical knowledge required for culturally competent practice in the specialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge.

Counseling Psychology has been at the forefront of psychology in recognizing and addressing the importance of cultural and individual differences and diversity. As such, diversity-related issues in Counseling Psychology are integrated into all professional activities in the specialty, including science, practice, education and training, and advocacy for social equity and justice.

The Counseling Psychology Specialty Education and Training Guidelines are found in the 2017 Model Training Program (MTP) in Counseling Psychology (Scheel et al., 2018; see **Appendix E** of this petition). One of the four core values included in the 2017 MTP is “diversity and social justice.” Building on this core value that provides meaning and direction for the work of counseling psychologists, one of the six clusters of the 2017 MTP focuses on “multiculturalism, diversity, and social justice,” delineating four characteristics of a model Counseling Psychology doctoral program:

1. Educates students to become effective practitioners with diverse clients, promoting healing and growth across social and cultural contexts;
2. Educates students to become competent in conducting culturally and methodologically valid research that contributes to multicultural and clinical applications and theory development;
3. Educates students to show interest in, and commitment to, research and practice that considers international contexts;
4. Educates students with a commitment to social justice demonstrated through a spectrum of professional activities as counseling psychologists.

It is also critically important to emphasize that *“to ensure that our students become multiculturally competent and social justice-oriented counseling psychologists, culture- and diversity-informed training is infused into all aspects of a counseling psychology program.”* (Scheel et al, 2018, p.19, emphasis added). In addition to incorporating diversity explicitly into the MTP, SCP also focused attention on articulating the nuances and challenges of the MTP values statement addressing diversity in a special issue of *The Counseling Psychologist* (SCP’s flagship journal) devoted to explicating the statement (Mintz & Bieschke, 2009), demonstrating that this value held by the specialty is not just words, but a guiding force in training, practice, science, and advocacy.

Although the Standards of Accreditation for Health Service Psychology (HSP) are not specific to Counseling Psychology, trainees in Counseling Psychology training programs must demonstrate competencies in individual and cultural diversity as one of the profession-wide competencies. As Scheel et al. (2018) highlighted, these competencies are expected to be infused into all aspects of the training program, including preliminary/comprehensive exams, coursework, research projects/dissertations, practicum experiences and evaluations, supervision experiences, clinical practice, outreach, and internship. The scientific and theoretical knowledge required for culturally competent practice for counseling psychologists includes advanced knowledge, awareness/self-reflection, and skills with regard to cultural and individual differences and diversity and the impact of these dimensions on psychosocial development, with focus on enhancing professional research and practice for preventive, developmental, and remedial intervention. Furthermore, social justice, advocacy, and intersectionality of these dimensions are woven together and integrated into training.

Outside of the training programs, the specialty has an intentional focus on the implementation of social justice and advocacy. Below are examples of recent presidential themes from SCP and conference themes from CCPTP, as well as “pillars,” or focus areas, of host institutions of Student Affiliates of Seventeen (SAS). These themes – and the initiatives that emanate from them – support the generation and acquisition of scientific and theoretical knowledge that is critical for culturally competent practice by counseling psychologists:

- SCP President Anneliese Singh, “Building a Counseling Psychology of Liberation”

- SCP President Ruth Fassinger, “Counseling Psychology: Community, Courage, and Change”
- SCP President Arpana Inman, “Leadership Through Advocacy: Influencing and Advancing Change”
- 2019 CCPTP Conference Theme: “Self-Reflectiveness: Enhancing Diversity, Inclusion, and Social Justice as Training Directors and in Our Programs”
- 2018 CCPTP Conference Theme, “Social Justice Advocacy Training to Impact Universities, Communities, and Our Nations”
- 2017 CCPTP Conference Theme, “Clinical Reflections on Our Cultural Competencies and Expanding Our International Perspectives”
- SAS host institution at University of Missouri–Columbia (2019–2022), Equity and Justice Pillar
- SAS host institution at Ball State University (2016–2019), Social Justice and Advocacy Pillar

Most recently, as we face two pandemics — COVID-19 and racism — counseling psychologists are responding to these pandemics in a way that exemplifies cultural competence. For example, Dr. Della Mosley (Counseling Psychology faculty member) and Pearis L. Bellamy (Counseling Psychology doctoral student), along with several additional counseling psychologists, created a comprehensive, week-long, virtual training entitled “Academics for Black Lives” to foster accountability and growth for non-Black people and enhance healing and wellness for Black people.

(<https://www.academics4blacklives.com/about>). More than 11,000 participants from more than 15 countries have engaged in this training to date. Counseling Psychology graduate students in national leadership roles in the American Psychological Association of Graduate Students (APAGS; e.g., APAGS Chair Blanka Angyal, APAGS Committee on Sexual Orientation and Gender Diversity [CSOGD] Chair Meredith Maroney, APAGS Committee on Racial and Ethnic Diversity [CARED] Member Terrill Taylor) have collaborated with APA staff to provide national programming and public advocacy focused on these conditions.

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2. Describe how the specialty prepares psychologists for practice with people from diverse cultural and individual backgrounds (e.g., through coursework, supervised practice, continued professional development, etc.) and how competence is demonstrated.

In addition to diversity-infused training that is articulated in the Model Training Program for the specialty, Counseling Psychology maintains its diversity focus throughout the professional lifespan of SCP members, from graduate students through seasoned leaders in psychology. On the one end of the spectrum, SCP/Division 17 has a significant student presence in governance through its large national student organization of Student Affiliates of Seventeen (SAS), and one of SAS’s four pillars or focus areas

of professional activity historically has focused on diversity and social justice. On the other end of the professional spectrum, several counseling psychologists have led significant efforts that are related to diversity and social justice that have had broad impact in the larger discipline of psychology. For example, SCP Past President Dr. Linda Forrest chaired the BEA Virtual Working Group on Restrictions Affecting Diversity Training in Graduate Education. Drs. Melba Vasquez and Rosie Phillips Davis, both counseling psychologists and former APA presidents, led important efforts focused on immigration and deep poverty, respectively. Dr. Sandra Shullman, a counseling psychologist and 2020 APA President, is leading the organization's efforts in responding to challenging equity issues brought sharply into focus by the COVID-19 and racism pandemics. Drs. Davis, Vasquez, and Dr. Derald Wing Sue (also a counseling psychologist) were co-founders of the National Multicultural Conference and Summit, a biennial event that draws significant numbers of students and professional psychologists committed to a multicultural psychology, and Dr. Shullman and Dr. Ruth Fassinger (also a counseling psychologist) are among the co-founders of APA's Leadership Institute for Women in Psychology. Counseling psychologists have led and participated in the development of several practice Guidelines that are specific to cultural and individual diversity; these include girls and women, boys and men, lesbian/gay/bisexual people, racial and ethnic minorities, transgender and gender non-conforming people, people with low income those who experience other forms of economic marginalization, and older adults.

Most recently, in its Strategic Plan (developed and implemented 2018-2020), SCP identified six strategic goals for the organization. One of these strategic goals specifically addresses advocacy and diversity, as it states: "Support Counseling Psychologists' Advocacy to Promote Client and Community Well-being, Equity and Justice." The four objectives of this strategic goal are to: a) increase capacity to be an informational resource on equity, advocacy, and social justice issues; b) create mechanisms to assist Counseling Psychology training programs wishing to build capacity in the Scientist-Practitioner-Advocate model of professionalism and training (Fassinger & O'Brien, 2000; Mallinkrodt, Miles, & Levy, 2014); c) develop an advocacy framework to articulate the "Advocate" component of the Scientist-Practitioner-Advocate model of professionalism and training based on Counseling Psychology values, ranging from individual to systems levels of engagement, and integrative of multiple professional roles (e.g., practitioners, scholars, consultants, educators, policy makers); and d) foster Counseling Psychology's increased engagement in advocacy activities. SCP is continuing to implement its strategic plan vigorously, with an expectation that elected leaders address the strategic goals in planning their initiatives and activities.

APA accreditation requires competence in individual and cultural diversity at all levels of training (i.e., doctoral, internship). Although the accreditation standards are not specific to Counseling Psychology, trainees must demonstrate competence in individual and cultural diversity by the time they graduate through coursework, clinical practice, and research. After graduation, most states require continuing education in diversity for licensure. Counseling psychologists are among those who are providing leadership in this area at all levels. For example, the *Handbook of Multicultural Counseling Competencies* (Cornish, Schreier, Nadkarni, Metzger, & Rodolfa, 2010) is a critical resource for counseling center internship programs in creating training models of multicultural counseling for APA accreditation, along with other multicultural counseling handbooks by counseling psychologists (e.g., Casas, Suzuki, Alexander, & Jackson, 2016; Miville & Ferguson, 2014). Moreover, in addition to general Counseling Psychology handbooks that guide the specialty and keep professionals current in pressing social issues and changes, counseling psychologists also have a specific handbook for feminist multicultural

Counseling Psychology (Enns & Williams, 2013), reflecting the strong influence of those two overarching perspectives on the discipline.

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3. Describe how the specialty is monitoring developments and has moved to meet identified emergent needs and changing demographics in training, research, and practice (e.g., through research, needs assessment, or market surveys).

In 2018, Lichtenberg, Hutman, and Goodyear conducted a national survey of counseling psychologists and provided group comparisons based on division membership and career stages (i.e., early career, mid-career, and senior-level professionals). Based on the comparison of this survey with the previous ones, Lichtenberg and colleagues found that gender composition and racial and ethnic diversity have changed for counseling psychologists during the past three decades. More specifically, there has been a decrease of male counseling psychologists and non-Latinx white members. This survey (consistent with the broader psychology field) found ECPs to be more diverse than senior counseling psychologists and more likely to endorse diversity and social justice as core to their professional identity. Counseling psychologists continue to identify primarily as academics or clinical practitioners. In 2017-2018, Rostosky, Scheel, and Clements (2019) surveyed 95% of Counseling Psychology training programs about their training, and found at least half of training directors indicating that individual and cultural diversity, along with ethics, research methods, and advanced integrative knowledge, were integrated throughout the curriculum.

Based on changing and emergent needs, the division's journal, *The Counseling Psychologist*, publishes Major Contributions and Major Sections, which are essentially special issues with multiple articles devoted to a particular topic, and they are aimed at keeping counseling psychologists current. Some examples include: Gender and Sexual Minorities (2019), Oppression to Action (2019), White Supremacy and Counseling Psychology (2019), Injustice in the Justice System (2019), International Forum (2019, 2018), Social Change and Advocacy (2018), Gender and Sexual Orientation (2017), Sex Positivity (2017), White Allies (2017), Non-Traditional Teaching Methods for Social Justice (2014), and The Relevance of Counseling Psychology in Addressing Major Social Issues (2013). These special issues address changing demographics and the needs of the individuals we serve, teach, and with whom we consult. Practitioners can earn continuing education (CE) credits for reading articles in *TCP*. Moreover, even when *TCP* is not offering a Major Contribution, Major Section, or Special Issue, the journal is replete with diversity-focused articles. As but one example, the May 2020 volume contains five regular articles, and all of them are focused on diversity (multicultural competence, internalized racial oppression and health, Asian/Asian American women's disordered eating, racial microaggressions and psychological adjustment, and characteristics of Chinese international students). This demonstrates the strong orientation toward diversity in the specialty, as reflected in its flagship journal.

In addition, many other CE opportunities exist through intentional programming during the annual APA convention, at various regional Counseling Psychology conferences, and through webinars offered through SCP. Examples of recent webinars with a diversity focus include:

- Creating a Diverse Campus: Making a Difference in the Lives of All Students
- Health Care Reform and the Role of Counseling Psychologists
- Taking Action Against Anti-Semitism: An Intergenerational Dialogue
- Believing Black Lives Matter: Integrating Strategy and Spontaneity in Social Movement for Students and Early Career Professionals
- Counseling Psychologists for Peace and Action: Putting Social Justice Theory and Research into Practice
- How to Advocate and Be an Ally When You Hold Power and Privilege
- The Advocacy Toolkit – Psychologists and Legislative Advocacy at State/Local Levels
- Applying Psychology to Policy and Advocacy

- Watch What We Do Not What We Say: White Allies Centering Liberation to Dismantle White Supremacy
- Liberation through Reclaiming Our Immigrant Stories and Putting Privilege to Action
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4. Describe how the education and training and practice guidelines for the specialty reflect the specialty’s recognition of the importance of cultural and individual differences and diversity.

As noted above, the Counseling Psychology Specialty Education and Training Guidelines are found in the 2017 Model Training Program (MTP) in Counseling Psychology (Scheel, Stabb, Cohn, Duan, & Sauer, 2018; see **Appendix E**). One of the four core values included in the 2017 MTP is “diversity and social justice.” This core value is described:

We encourage our training programs to promote respect for diversity and inclusiveness in all that we do. We are encouraged to promote training environments representing safety, trust, and respect to all members of the training community. Furthermore, trainers and trainees should acknowledge the presence of bias and prejudice in themselves as well as society, and work to guard against its oppressive effects through self-examination and critical thinking about personal values and beliefs. Assumptions should be evaluated on the basis of scientific data, standards of professional practice, and the promotion of mutual respect and cooperation. Goals of training programs should include inclusiveness and respect for intersecting identities. Programs are directed to advocate and work for social justice to prevent societal oppression. Embracing diversity and social justice can only happen when we work together with sensitivity and openness. (Scheel et al., 2018, p 10-11)

Criterion IV. Distinctiveness. A specialty differs from other recognized specialties in its body of specialized scientific knowledge and professional application.

Commentary: *While it is recognized that there will be overlap in the knowledge and skill among various specialties in psychology, the petitioning organizations must describe the specialty in detail to demonstrate that it is distinct from other recognized specialties in the knowledge and skills required or the need or population served, problems addressed and procedures and techniques used.*

1. Identify how the following parameters differentiate and where they might overlap with other specialties. Describe how these parameters **define professional practice** in the specialty.

Counseling Psychology is a generalist health service (HSP) specialty in professional psychology that utilizes a broad range of culturally-informed practices to help people improve their well-being; prevent, ameliorate, and alleviate distress and maladjustment; resolve crises; and increase their ability to function better in their lives. The broad breadth and scope of Counseling Psychology as a specialty means that populations, services, problems addressed and procedures/interventions used necessarily overlap with a number of other (HSP) specialties—e.g., Clinical Psychology, School Psychology, Geropsychology, Couples and Family Psychology, Consulting Psychology, Community Psychology, and Rehabilitation Psychology, as well as Behavioral-Cognitive Psychology, Clinical Health Psychology and Clinical Child and Adolescent Psychology. That said, Counseling Psychology is distinct from other applied mental health provider specialties in its focus on normative life-span

development and a strengths-based practice perspective; its expertise in work and career issues; its reliance on a contextual approach to intervention, with a focus on therapy process and the therapeutic alliance; its grounding in cultural and sociopolitical context and client diversity; its emphasis on prevention and education in addition to amelioration; its variety of intervention foci, from individuals to systems; its attention to training and supervision based on an articulated model training program; and its enduring commitment to advocacy and social justice.

With the above acknowledgement of Counseling Psychology's overlaps with and its distinctiveness from other practice specialties, the remainder of this section focuses on the populations served, problems addressed, and procedures/techniques used by those in this specialty. The specialty does not claim these to be unique to or limited to Counseling Psychology, but it does emphasize the unique orientation and treatment focus of the specialty.

a. populations

Counseling Psychologists serve persons of all ages and cultural backgrounds in individual, group (including couples and families), workplace, organizational, institutional, and community settings. Examples of developmental issues treated by counseling psychologists include children who have behavioral problems; late adolescents facing educational and career decisions or identity-development concerns; adults experiencing relationship or family difficulties, career changes, substance abuse, or systemic challenges such as sexism, racism, heterosexism, and ableism; and older adults encountering retirement or illness. Counseling psychologists work with groups and communities to assist them in addressing or preventing many of these same problems, as well as to improve the personal and interpersonal functioning of individual members. Counseling psychologists also intervene in organizations, institutions, workplaces, and communities to enhance their effectiveness, climate, and the success and well-being of their members.

b. problems (psychological, biological, and/or social that are specific to this specialty):

Counseling psychologists focus on normative developmental issues and challenges faced by culturally diverse and identity-diverse individuals across the lifespan, as well as systemic challenges (such as prejudice and discrimination) experienced in groups, workplaces, organizations, institutions, and communities. Counseling psychologists use strengths-based perspectives and practices to prevent and ameliorate emotional, relational, physical/health-related, social, cultural, vocational, educational, and identity-related problems, enacted within a strong social justice orientation to their professional work.

c. procedures and techniques

The procedures and techniques used within Counseling Psychology include, but are not limited to:

1. Individual, couples/family, and group counseling and psychotherapy.

2. Crisis intervention, disaster, and trauma management.
 3. Assessment techniques for the identification or diagnosis of psychological problems and disorders.
 4. Education and prevention activities.
 5. Consultation and intervention in workplaces, organizations, institutions, and communities.
 6. Interventions related to work and career issues.
 7. Therapy process and outcome assessment (e.g., client progress, therapeutic alliance), as well as program/services evaluation (e.g., counseling usage, attrition).
 8. Training (based on an articulated Model Training Program)
 9. Clinical supervision.
 10. Construction and validation of psychological instruments and assessment tools.
 11. Scientific investigations utilizing a range of research methodologies.
 12. Advocacy for equity and social justice for individuals, groups, organizations, institutions, and communities.
2. In addition to the professional practice domains described above, describe the **theoretical and scientific knowledge** required for the specialty and provide references for each domain as described below. For each of the following core professional practice domains, provide a brief description of the specialized knowledge that is required and provide the most current available published references in each area (e.g., books, chapters, articles in refereed journals, etc.) While reliance on some classic references is acceptable, the majority of references provided should be from last five years and should provide scientific evidence for the theoretical and psychological knowledge required for the specialty.

Of particular importance to the specialty of Counseling Psychology is an understanding of and capacity to engage in contextualized, culturally informed intervention, assessment, prevention, training, and research that are based on both scientific evidence and the lived experiences of those served by counseling psychologists. Counseling psychologists focus on healthy aspects and strengths of clients (whether they are individuals, couples, families, groups, organizations, or communities); environmental/contextual influences (such as cultural, sociopolitical, gender, racial, ethnic, sexual orientation, and socioeconomic factors) that shape people's lived experiences and concerns; the role of career and work in peoples' lives; therapy processes and outcomes, particularly the therapeutic alliance; and advocacy for equity and social justice at all levels, from individuals to systems.

a. assessment:

1. Knowledge of theories and scientific bases of psychometric assessment of human

behavior, including developmental tasks and stages of human development across the lifespan; objective and projective assessment using psychological tests; and both formal interview protocols and informal methods such as card sorts and checklists to assess specific conditions or experiences.

2. Competence to design research to evaluate the reliability, validity (including ecological validity), applicability (including limitations), and accuracy of existing tests and measurements, as well as to develop new measures.
3. Competence to select, administer, and interpret tests consistent with the environmental contexts of culturally diverse and identity-diverse clients.
4. Competence to select and apply a variety of assessment methods designed to describe, conceptualize, and characterize client concerns, as well as to enhance professional decisions and the delivery of services.
5. Competence to assess therapy process and outcomes.
6. Competence to assess vocational/career development and concerns.

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b. intervention:

1. Knowledge of theories and scientific bases for activities that promote positive client development or change, reflecting a range of psychological theories, procedures, and techniques that address individuals, families, groups, organizations, communities, and systems.
2. Competence to select and implement appropriate preventive or ameliorative interventions in the context of lifespan development, individual differences, cultural context, and a

strengths-based perspective.

3. Competence to select and implement appropriate preventive or ameliorative interventions in the context of lifespan development, individual differences, cultural context, and a strengths-based perspective specifically in the domain of work and career.

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c. consultation:

1. Competence in enacting effective and appropriate consultation processes and methods, including psychoeducation skills, technology of knowledge dissemination, effective leadership models and practices, ethical issues, evaluation, and incorporation of advocacy for equity and social justice.
2. Knowledge of theories and research that emphasize systems and learning approaches, context and person-environment interaction, and participatory models of engagement in implementing individual, group, organizational, institutional, and community interventions.

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d. supervision

1. Knowledge of and supervised experience in supervision methods, basic administrative principles and methods, and ethics and professional standards.
2. Specific training emphasis on developmental, growth-oriented, strengths-based approaches; case management; and multicultural awareness, knowledge, and skills.

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e. research and inquiry:

1. Competency in designing and evaluating culturally informed research, including dimensions of reliability, construct validity, criterion and content validity, generalizability, and applicability to specific questions, including those related to practice.
2. Understanding of and appropriate selection and evaluation of a range of methodological approaches, including (but not limited to) quantitative, qualitative, mixed-methods, case study, and participatory action approaches.
3. Training that includes substantial experience with both research and professional practice, emphasizing their integration.
4. Particular focus on and grounding in vocational/career and multicultural/diversity research.

Selected References:

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f. public interest:

1. Know and practice within the established ethical codes and professional standards of psychology.
2. Know and practice within the established legal parameters of the relevant jurisdiction.
3. Appreciate, respect, and design appropriate interventions for the full range of human diversity including gender and gender expression, age, race, ethnicity, sexual orientation, socioeconomic status, physical and mental (dis)ability, country of origin, and other demographic and identity-related variables.
4. Advocate for individuals and classes of individuals who have been marginalized, harmed,

- oppressed, and/or discriminated against.
5. Work for and within communities and systems to promote equity and social justice through research activities, preventive and ameliorative interventions, education and training, and advocacy in public and policy arenas.

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g. continuing professional development

1. Understand the evolving nature of knowledge and practice in psychology, the reciprocal roles of research informing practice and practice guiding research, and the ethical importance of lifelong learning for responsible psychological practice.
2. Commit to on-going development in professional competence through processes that include, but are not limited to, continuing education (both formal and informal), self-reflection, review of professional literature, personal consultation and mentoring, and peer review.

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h. Additional relevant core professional practice domains:

Although noted throughout the above summaries, it is worth noting again specific competencies emphasized in Counseling Psychology:

1. Competence in research, practice, and training in vocational and career issues.
2. Competence in research, practice, and training in prevention.
3. Competence in research, practice, and training in multiculturalism and diversity, including international populations.
4. Competence in research, practice, and training in advocacy for equity and social justice.
5. Emphasis on strengths-based perspectives in research, practice, training, and advocacy.
6. Emphasis on contextualized, culturally informed, process-focused approaches to counseling and psychotherapy.

3. Identify **professional practice activities** associated with the specialty in each of the following domains and how they differentiate and where they might overlap with other specialties.

As explained above, Counseling Psychology relies on a broad range of culturally-informed practices to help people improve their well-being; prevent, ameliorate, and alleviate distress and maladjustment; resolve crises; and increase their ability to function better in their lives. In this sense, it is similar to other applied mental health provider specialties, and counseling psychologists can be found in many of the same work settings as professionals from other specialties—working with similar populations, using similar interventions and assessment techniques, and engaging in similar continuing professional development activities as other health service psychologist (HSPs). However, Counseling Psychology is distinct from other applied mental health provider specialties in its focus on normative life-span development and a strengths-based practice perspective; its

expertise in work and career issues; its reliance on a contextual approach to intervention, with a focus on therapy process and the therapeutic alliance; its grounding in cultural context and client diversity; its emphasis on prevention and education in addition to amelioration; its variety of intervention foci, from individuals to systems; its attention to training and supervision based on an articulated model training program; and its enduring commitment to advocacy and social justice. These values and commitments are emphasized in training that is built on the articulated Model Training Program used throughout Counseling Psychology (Scheel, et al., 2018) and emphasized in the professional activities that the Society of Counseling Psychology, (Division 17 of APA) conducts for and on behalf of its members. Thus, counseling psychologists reasonably can be expected to bring to their work settings a set of values that emphasize lifespan development in cultural context; strengths-based perspectives on problems; attention to work and career issues (including mentoring and supervision of professionals-in-training); educational and preventive activities for individuals, groups, and systems; attention to therapy process and the therapeutic alliance; and cultural competence across the domains of research, practice, education and training, and advocacy for equity and social justice.

a. assessment:

- 1) Use context-appropriate, culturally informed objective assessment instruments and methods, as well as projective measures, structured interview protocols, observational methods, and informal tools (e.g., checklists, card sorts) to:
 - i. Determine level of function, methods of adaptation, individual strengths, probable coping strategies, and cultural/environmental challenges and supports affecting responses to life events.
 - ii. Assess career development, career choice, career implementation and adjustment, career transition and change, and workplace-related processes.
 - iii. Assess and facilitate educational development, transition, challenges, and attainment.
 - iv. Assess identity-related processes and issues such as identity development, change, adjustment, and expression in environmental context; identity related variables include but are not limited to gender, race, ethnicity, sexual orientation, gender expression, disability, country-of-origin and immigration status, religion, aging, family roles (e.g., motherhood), socioeconomic status, and career-work identity.
 - v. Assess and diagnose dysfunctional behavior and psychopathology from a strengths-based perspective.
 - vi. Assess levels of function, adaptive and maladaptive behavior patterns, sources of dysfunction and psychopathology, and functional strengths in couples and families.
 - vii. Determine the impact of disaster, trauma, and acute events on individuals, families, groups, organizations, and communities.
 - viii. Assess levels of function, adaptive and maladaptive group dynamics, structural components, and organizational climates of systems, including groups and organizations.

- 2) Use context-appropriate, culturally informed research paradigms and methods to conduct needs assessments, to assess the effectiveness of intervention strategies, to conduct outcome studies, and to conduct overall program evaluations.

b. intervention:

- 1) Use context-appropriate, culturally informed individual, group, couple, family, and systems therapeutic and psychoeducational interventions to:

- a) Prevent dysfunction and promote healthy functioning by facilitating:

- i. interpersonal communication and social/relationship skills
- ii. career/occupational choice, implementation, adjustment, attainment, transition, and change
- iii. integration of work with psychological health
- iv. stress management
- v. cognitive and behavioral coping skills
- vi. problem solving and decision making

- b) Promote personal growth and positive adaptation to typical life events across the lifespan, including:

- i. development of a positive self-concept and appropriate levels of self-efficacy for the accomplishment of normative life tasks
- ii. career development and choice, work adjustment, and work-related transition and change (e.g., promotion, job loss, or retirement)
- iii. healthy interpersonal relationships
- iv. performance enhancement in areas of specific skills (e.g., sport, art, organizational leadership)
- v. development and incorporation of mental and physical health-enhancing activities into lifestyle
- vi. dealing with change, loss, and grief

- c) Promote appropriate coping strategies and positive integration of atypical or traumatic life experiences, including:

- i. traumatic stress reactions
- ii. personal and/or environmental crisis
- iii. physical disability
- iv. loss of job or position
- v. loss of important relationship

d) Facilitate positive change in dysfunctional behavior or psychopathology.

c. consultation:

- 1) Provide analysis of problems and assessment of function and needs; design and implement intervention strategies; and evaluate programs/activities for a requesting party at the individual, couple, family, group, organizational, institutional, or community level.
- 2) Conduct a needs assessment, problem analysis and/or functional analysis at the organizational or systemic level.
- 3) Design and implement strategies to improve the function and/or efficiency of an organization or system.
- 4) Conduct a program evaluation and/or outcome assessment of the effectiveness of an intervention at the organizational or systemic level.
- 5) At the request of a third party, design and provide training for staff in specified skills to enhance performance and achieve the goals of the requesting party.

d. supervision:

- 1) Assess and monitor the work performance of professionals-in-training in the areas of assessment, diagnosis, case conceptualization, treatment planning, implementation, and evaluation.
- 2) Provide a suitable supervision environment for professionals-in-training based upon training needs, developmental level, cultural context, and personal/professional integration.
- 3) Integrate awareness of and sensitivity to the effects of race, ethnicity, culture, gender and gender expression, age, sexual orientation, (dis)ability, and other elements of human diversity in appropriate case conceptualization and intervention choices by professionals-in-training.
- 4) Monitor case management of other mental health practitioners where appropriate.

e. research and inquiry:

- 1) Design research to evaluate the reliability, validity (including ecological validity), applicability (including limitations), and accuracy of existing tests and measurements, and to develop new measures.
- 2) Design research and implement strategies to evaluate the effects of specific interventions as applied to specific problems and/or populations.
- 3) Develop instruments and design research strategies to assess and investigate academic challenges and success; career development, choice, implementation, adjustment, and success; and school and work competence.
- 4) Design and implement research strategies that incorporate understanding of the full range of human diversity and engage in inclusive research practices that ensure applicability across that range -- or specifically delineate limitations of inclusion for scientifically sound reasons.

- 5) Assess applicability of assessment and intervention techniques for specific problems and/or populations.
- 6) Employ the research strategy appropriate to the research question of inquiry (e.g., qualitative, quantitative, mixed-methods, case study, participatory action research or other methodological approaches).
- 7) Design research and implement strategies to investigate counseling processes and outcomes.
- 8) Design research and implement strategies to investigate supervision processes and outcomes.
- 9) Design research and implement strategies to investigate individual, group and larger social system phenomena in psychological domains such as personality, social interactions, developmental processes, and cultural influences.

f. public interest:

- 1) Know and practice within the established ethical codes and professional standards of psychology.
- 2) Know and practice within the established legal parameters of the relevant jurisdiction.
- 3) Appreciate, respect, and design appropriate interventions for the full range of human diversity including gender and gender expression, age, race, ethnicity, nationality, sexual orientation, physical and mental (dis)ability, religion, socioeconomic status, and other forms of diversity.
- 4) Advocate for individuals and classes of individuals who have been marginalized, harmed, oppressed and/or discriminated against.

g. continuing professional development:

- 1) Affiliate with scientific/professional organizations that advance knowledge, practice, education and training, and advocacy in Counseling Psychology.
- 2) Engage in continuing education, reading professional literature, self-reflection, consultation, and peer review to strengthen existing competencies and add new competencies.
- 3) Provide training, continuing educational activities, professional publications, and consultation for other health service providers as appropriate.

h. Additional relevant core professional practice domains:

Although incorporated throughout the above summaries, it is worth noting again specific additional relevant core professional practice domains emphasized in Counseling Psychology:

- 1) Research, practice, and training in vocational and career issues.
- 2) Research, practice, and training in prevention.
- 3) Research, practice, and training in multiculturalism and diversity, including international populations.
- 4) Research, practice, and training in advocacy for equity and social justice.
- 5) Strengths-based perspectives in research, practice, training, and advocacy.
- 1) Contextualized, culturally informed, process-focused approaches to counseling and

psychotherapy.

Criterion V. Advanced Scientific and Theoretical Preparation. In addition to a shared core of knowledge, skills and attitudes required of all practitioners, a specialty requires advanced, specialty-specific scientific knowledge.

Commentary: *Petitions demonstrate how advanced scientific and theoretical knowledge is acquired and how the basic preparation is extended.*

1. Specialty education and training may occur at the doctoral (including internship), postdoctoral or post-licensure levels. State the level of training of the proposed specialty.

Education and training in advanced scientific and theoretical preparation for counseling psychologists occur mostly at the doctoral level, including pre-doctoral internship. To date there are no formally established/organized or accredited postdoctoral training programs specifically in Counseling Psychology. Education and Training Guidelines for Postdoctoral Training in Counseling Psychology were prepared by a Div 17 special task group. These guidelines have been endorsed by the Council of Specialties in Professional Psychology (November 2008) and filed with the APA Commission on Accreditation. Counseling Psychology training at the post-doctoral level can be undertaken via the Universal Postdoctoral Fellowships managed by the Association of Psychology Postdoctoral and Internship Centers.

The Counseling Psychology Model Training Program (MTP; Scheel, Stabb, Cohn, Duan, & Sauer, 2018), developed by a strategic task group appointed by 2015 SCP president (Dr. James W. Lichtenberg), was approved in 2017 by SCP and the Council of Counseling Psychology Training Programs (CCPTP) (see **Appendix E**). The 2017 MTP specifies four core values of the specialty and they include growth towards full potential, holistic and contextual, diversity and social justice, and communitarian perspective. Reflecting on the four core values, the 2017 MTP outlines 20 principles and organizes them into six clusters: (1) Counseling Psychology identity; (2) multiculturalism, diversity, and social justice; (3) health service psychology; (4) developmental, prevention, and strengths orientation; (5) science-practice integration; and (6) relationships within and between professional communities. The 2017 MTP articulates both the shared and distinctive features of advanced training in the specialty.

Norcross, J. C., Sayette, M. A., & Martin-Wagar, C. A. (2020). Doctoral training in counseling psychology: Analyses of 20-year trends, differences across the practice-research continuum, and comparisons with clinical psychology. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000306>

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist, 46*(1), 6-49.

2. Training at the doctoral level is assumed to be primarily broad and general. If specialty training occurs in whole or in part at the doctoral level, describe that training. If there is specialty specific scientific knowledge that is typically integrated with aspects of the broad and general psych curriculum (e.g., biological bases of behavior, cognitive-affective bases of behavior, individual bases of behavior, ethics, science and practice) rather than taught as a freestanding course or clinical experience, specify how this integration occurs.

Training in advanced scientific and theoretical preparation for counseling psychologists at the doctoral level is designed to cover a broad range of critical knowledge domains and professional competencies. These domains of knowledge and professional competencies cover all of the requirements of both the discipline specific knowledge and profession wide competencies outlined in the Standards of Accreditation (SoA) issued by APA CoA. In consideration of the SoA system and the principles and clusters outlined in the 2017 MTP, training areas of the Counseling Psychology specialty are organized into the following sections: (a) biological bases of behavior; (b) cognitive-affective bases of behavior; (c) social bases of behavior; (d) developmental aspects of behavior; (e) history & system of psychology and counseling psychology identity; (f) research design, methodology, and statistics; (g) individual and cultural diversity; (h) legal and ethical Issues relevant to the practice of counseling psychology; (i) assessment, diagnosis, and measurement; (j) intervention, supervised practicum, and internship; (k) supervision and consultation; and (l) other training areas of the specialty (e.g., career development and counseling). All Counseling Psychology programs address these areas. References included below are selected examples of applications of the knowledge base by counseling psychologists.

a. biological bases of behavior:

Individuals trained as counseling psychologists are expected to have an understanding of the biological bases of behavior and psychopathology as they relate to development, assessment and diagnosis, prevention, and interventions. This understanding should focus on biological aspects of normal development but should also extend to the biological aspects of the etiology of various psychological/behavioral disorders (e.g., physical injury, trauma, disability, substance abuse, anxiety, and mood disorders), and to the treatment of such disorders (e.g., psychopharmacological and psychological treatments).

b. cognitive-affective bases of behavior:

Counseling psychologists should have knowledge of cognitive and affective bases of behavior as they relate to understanding, diagnosis, prevention, and treatment. Knowledge of the interrelationships among behavior, cognition, and affect provides counseling psychologists a strong foundation for effective diagnosis, assessment, prevention, and intervention to help

clients address on a wide range of issues, including educational achievement and development, career choice and work performance, interpersonal relationships, psychological distress, and adaptation and coping.

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c. social bases of behavior:

As a function of their advanced specialty training, counseling psychologists should recognize and be particularly attentive to the influences of culture, social environment (e.g., social support, social norms, peer pressure, social biases and stereotyping, marginalization and stigmatization), group dynamics/processes, and organizational structure and climate as these relate to individual and group development and behavior (performance and achievement). Particular consideration should be paid to these social influences as they relate to educational and vocational development and behavior, social inequities/injustice, and to racial and intercultural relations.

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d. developmental aspects of behavior:

The developmental perspective is an important frame guiding the practice of Counseling Psychology. When developing educational, preventative, and intervention programs, counseling psychologists are expected to pay close attention to identifying and understanding typical developmental processes and outcomes associated with salient factors, including age, gender identity, sexual orientation, race/ethnicity, SES, ability status, geographical locations, and other forms of diversity. In addition, training in this area highlights individual and environmental factors that may interfere with “typical” developmental process across the lifespan and result in “deviation” for various populations. Counseling psychologists receive training for both preventative and remedial programs that incorporate the unique developmental backgrounds (e.g., predisposing conditions and/or critical person-environment interactions) of their clients.

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e. history & systems and counseling psychology identity:

Students in Counseling Psychology training programs are expected to have an understanding and appreciation of the history of philosophical and scientific thinking related to the discipline of psychology generally and of Counseling Psychology specifically. The impact of philosophical perspectives and scientific paradigms on developments in psychology and in its application to human functioning and welfare are apparent across the graduate curriculum in Counseling Psychology—both in the scientific foundations underlying psychology as a science and Counseling Psychology as an application of psychological principles to human issues and concerns. In addition, students receive training to acquire understanding and knowledge of the four core values (growth toward full potential, holistic and contextual, diversity and social justice, communitarian perspective) and other uniqueness of Counseling Psychology as a specialty in psychology.

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f. research design, methodology, statistics:

Competencies in both quantitative and qualitative methods are expected of students during their doctoral training. Familiarity with experimental, quasi-experimental, and non-experimental designs—and the strengths and limitations of each—is also a requirement of graduate programs. In addition, methods of therapy process and outcome research, and of program evaluation, typically are covered within graduate training programs in Counseling Psychology. Although most graduate programs in Counseling Psychology subscribe to some variant of the scientist-practitioner model, programs vary in the coverage of specific research methods they require of students. Nevertheless, some Counseling Psychology programs distinguish themselves

in terms of the strong emphasis on training in this area to help their graduates develop a more advanced level of research competency that is typically required for academic positions.

Selected References

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g. individual and cultural diversity

Training related to individual and cultural diversity is one of the hallmark areas of the Counseling Psychology specialty. One of the goals is to help all future counseling psychologists enhance the understanding of their own personal cultural heritage, identities, and biases as well as how their developed worldviews may affect their perceptions and interactions with others, especially those with different cultural backgrounds. Attention to the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of health service psychology and to human lifespan development also commonly is required by Counseling Psychology programs. Training in this area aims to provide the knowledge base of theoretical and empirical findings on multiculturally competent educational, preventive, and treatment interventions and programs for all clients—whether individuals, families, groups, or systems/organizations.

The specialty of Counseling Psychology also incorporates training activities related to social justice and advocacy work in this area. Counseling psychologists pay particular attention to existing systemic disparities and oppression as well as taking actions to mitigate their long-term impacts on the psychological well-being and general health of disadvantaged populations.

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h. legal and ethical issues:

All students receive education and training in the most current Ethical Principles and Code of Conduct for Psychologists (APA, 2002, 2010). In addition to becoming knowledgeable about and sensitive to the variety of ethical issues that arise in professional practice, students are educated about research integrity and the responsible conduct of research. This graduate training includes not only learning about ethical conflicts and dilemmas, but also about ethical decision making. Although distinguished from “ethics,” students are also instructed with respect to legal risk management and other relevant professional and research practice issues. Awareness of statutory requirements affecting one’s work as a psychologist is also an integral part of the curriculum, including understanding ethical considerations associated with advances in the practice of Counseling Psychology such as telepsychology. Coverage of these topics and issues is generally done within a course or seminar focused specifically on these issues. Research ethics also are covered in research design and methodology courses, and ethical and legal issues in areas of professional practice are covered in practica and internship placements.

Selected References

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i. assessment, diagnosis, & measurement:

In order to prepare them both as practitioners and researchers, Counseling Psychology students are expected to have a grounding in the principles of psychological and educational measurement—including, but not limited to, classical test theory—covering content related to test/instrument construction and validation methodologies. Counseling Psychology students receive instruction and practice in diagnosis and assessment, including assessments of normal personality functioning, vocational/career interests and vocational development, aptitudes/abilities, and strengths/assets. This instruction also focuses on cultural diversity in all aspects of the assessment and measurement process.

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Tao, C., Gupta, S., & Tracey, T. J. (2019). Interest Assessment in a Cross-Cultural Context. In *International Handbook of Career Guidance* (pp. 655-671). Springer, Cham.

j. interventions, supervised practicum, and internship:

All doctoral training programs in Counseling Psychology provide staggered training activities to help students develop clinical competencies in assessment, individual and group therapy, and educational/preventive interventions through in-class practice, demonstration, and role play, supervised clinical experiences, individual and group supervision, and consultation. Practicum experiences are supervised on-site. Onsite supervision is provided by licensed psychologists or other appropriately credentialed supervisors. In those instances in which the on-site supervisor is not a licensed psychologist, the student/supervisee must receive supervision on campus by a psychologist licensed in the jurisdiction in which the training program is located. The application of clinical interventions includes a focus on life-span development, emphasis on client strengths, contextual and cultural factors that might provide information about psychological distress, and attention to career and vocational considerations as relevant. These foci are consistent with the values of Counseling Psychology.

All programs require that students complete a one-year fulltime (or two-year half-time) predoctoral internship. A student's preparation for this internship includes the training program's didactic instruction and appropriate and sufficient practicum training. Internships are most generally secured through the Association of Psychology Postdoctoral and Internship Centers (APPIC).

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Wampold, B. E. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry, 14*(3), 270-277.

k. supervision & consultation:

During the course of their doctoral training (usually towards the end but before they begin their pre-doctoral internship), Counseling Psychology doctoral students are expected to be exposed to the current body of literature on clinical supervision and consultation. All Counseling Psychology doctoral programs include an organized, didactic course in supervision, although some doctoral training programs also provide students the opportunity to supervise less experienced students-in-training. Consistent with Counseling Psychology's focus on cultural diversity, training in supervision includes attention to the impact of cultural identities on the supervisory process.

Similar to training in supervision, all students are expected to be exposed to the current body of literature on consultation, and some programs also provide a supervised consultation experience, sometimes in conjunction with a multiculturalism and diversity requirement that places students in local communities. The types of/approaches to consultation focused on varies by training program. Most include attention to clinical/case consultation, but consistent with Counseling Psychology's attention to the person-in-context (person x environment interaction) and workplace issues, organizational consultation is commonly included in a program's education and training in consultation. Again, consistent with Counseling Psychology values, focus on cultural and identity diversity is included in consultation training.

Selected References

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- Cooper, S., & Shullman, S. (2012). Counseling psychologists as consultants. In E. Altmaier & J. Hansen (Eds.), *The Oxford handbook of counseling psychology* (pp. 837-855). New York: Oxford.
- Falender, C. A., Burnes, T. R., & Ellis, M. (2013). Multicultural clinical supervision and benchmarks: Empirical support informing practice and supervisor training. *The Counseling Psychologist, 41*(1), 8-27.
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I. other, including any additional specialty courses that do not fit the above categories:

Additional curricular expectations that are especially relevant to graduate education and training in Counseling Psychology training are courses in career development and vocational psychology, prevention, and social justice advocacy. These courses build on Counseling Psychology's attentiveness to cultural and contextual factors, both individual and societal, that influence psychological functioning and well-being.

Selected References

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3. If specialty training occurs in full or in part during a formal postdoctoral program describe the required education and training and other experiences during the postdoctoral residency. Are there any doctoral level prerequisites beyond an APA-accredited degree in professional psychology required for postdoctoral training?

Consistent with published Education and Training Guidelines for Postdoctoral Training in Counseling Psychology (Appendix 3), preferred qualifications for admission include: (a) having completed appropriate doctoral education and training in professional psychology or appropriate re-specialization, both of which must include the completion of an appropriate internship, and (b) having interests and attitudes that are appropriate for the training program's goals and objectives.

No specific coursework is required, although formal didactics may be a part of the postdoctoral residency. However, consistent with the published Education and Training Guidelines for Postdoctoral Training in Counseling Psychology, the following content areas are to be covered:

1. Theories and effective methods of psychological assessment, diagnosis and interventions;
2. Consultation, program evaluation, supervision and/or teaching;
3. Strategies of scholarly inquiry;
4. Organization, management and administration issues pertinent to psychological service delivery and practice, training, and research; professional conduct; ethics and law; and other standards for providers of psychological services;
5. Issues of cultural and individual diversity that are relevant to all of the above.

Additionally, the postdoctoral residency is to provide a minimum of (2) hours per week of individual, face-to-face supervision for full time residents, and a minimum of one (1) hour per week for part-time residents. For the supervision, each resident shall have at least two (2) supervisors during any one training year. At least one of these supervisors shall be a psychologist identified with Counseling Psychology, as evidenced by knowledge, skills and activities congruent with the philosophy and practice of Counseling Psychology, who shall serve as the resident's primary supervisor.

As noted earlier, Education and Training Guidelines for Postdoctoral Training in Counseling Psychology were prepared by a Division 17 special task group. These guidelines have been endorsed by the Council of Specialties in Professional Psychology (November 2008) and filed with the APA Commission on Accreditation. To date, however, there are no formally established/organized or accredited postdoctoral training programs in Counseling Psychology.

4. If specialty training occurs in full or in part post-licensure, describe the required

education and training during this training. Are there any doctoral level prerequisites beyond an APA-accredited degree in professional psychology required for post-licensure training?

No specialty training of Counseling Psychology occurs in the post-licensure stage.

Criterion VI. Advanced Preparation in the Parameters of Practice. A specialty requires the advanced didactic and experiential preparation that provides the basis for services with respect to the essential parameters of practice. The parameters to be considered include: a) populations, b) psychological, biological, and/or social problems, and c) procedures and techniques. These parameters should be described in the context of the range of settings or organizational arrangements in which practice occurs. If the specialty training occurs at more than one level (e.g., doctoral, postdoctoral, post-licensure) please list the levels of preparation separately.

Commentary:

A) Populations. *This parameter focuses on the populations served by the specialty, encompassing both individuals and groups. Examples include but are not limited to the following: children, youth and families; older adults; workforce participants and those who seek employment; men and women; racial, ethnic, and language minorities; gay, lesbian, bisexual and transgender individuals; persons of various socioeconomic status groups; religion; and those with physical and/or mental disabilities.*

B) Psychological, Biological, and/or Social Problems. *This parameter focuses on symptoms, problem behaviors, rehabilitation, prevention, health promotion and enhancement of psychological well-being addressed by the specialty. It also includes attention to physical and mental health, organizational, educational, vocational, and developmental problems.*

C) Procedures and Techniques. *This parameter consists of the procedures and techniques utilized in the specialty. This includes assessment techniques, intervention strategies, consultative methods, diagnostic procedures, ecological strategies, and applications from the psychological laboratory to serve a public need for psychological assistance.*

1. Describe the advanced didactic and experiential preparation for specialty practice in each of the following parameters of practice:

Four core values described in the Counseling Psychology Model Training Program (Scheel, Stabb, Cohn, Duan, & Sauer, 2018) contribute to defining the unique parameters of practice in Counseling Psychology. These are (a) commitment to growth towards full potential; (b) preferring holistic and contextual perspectives; (c) emphasizing attention to diversity and social justice through practice; and (d) promoting a communitarian perspective of collegiality, caring, and compassion (Scheel, Stabb, Cohn, Duan, & Sauer, 2018). Additionally, Gelso, Nutt, and Fretz (2014) in their widely used textbook, *Counseling Psychology (3rd edition)*, posit five core themes which have influenced the parameters of practice in Counseling Psychology. These are (a) attention to human strengths and optimal functioning in psychological practice; (b) inclusion of the whole person by concentrating on development across the lifespan and vocational growth; (c) contextually oriented approach to advocacy and social justice; (d) employing brief, educative, and preventive counseling interventions; and (e) a commitment to scientific foundations of psychological practice. Thus, it can be concluded the orientation of Counseling Psychology practice is holistic; includes vocational and lifespan development; is strengths-based and growth-oriented; emphasizes cultural context with the goal of being socially just; and is based in science.

Advanced preparation in Counseling Psychology includes didactic and experiential training in psychological applications used to address a variety of personal and social problems that may occur in a variety of culturally diverse populations. Treatment delivery occurs with the individual, through groups, within couple and family systems, and in organizations/systems. Counseling Psychology training strives to view the client within context, to promote strengths, resiliency, and social justice in individuals, communities, and social/political organizations/systems.

Scheel, M. J., Stabb, S. D., Cohn, T., Duan, C., & Sauer, E. (2018). The counseling psychology model training program. *The Counseling Psychologist, 46*(1), 6 - 49. DOI: 10.1177/0011000018755512

Gelso, C., Nutt, & Fretz, B. (2014). *Counseling Psychology (3rd ed.)*. Washington, DC: American Psychological Association.

a. Populations (target groups, other specifications):

Counseling psychologists work with individuals, groups, couples, families, communities, and organizations, attending to the unique cultural contexts and multicultural considerations of their clients. Target populations are broadly inclusive from youth to older adults (i.e., across the lifespan). Historically, counseling psychologists have been and continue to be involved with workforce participants and the process of career exploration, planning, and management (i.e., vocational psychology). Clients are holistically considered through the integration of vocation and culture with individual functioning. Thus, Counseling Psychology training consists of the development of expertise to work with clients representing an extensive set of populations and specifications which include: (a) transgender and gender diversity (e.g., Matsuno & Israel, 2018; Budge, Thai, Tebbe, & Howard, 2016) ; (b) cultural, racial, and ethnic diversity (e.g., French, Lewis, Mosley, et al., 2020; Wendt & Gone, 2016); (c) men and masculinity; (d) international students and clients (e.g., Li,

Kivlighan, Hill, et al.;, 2018; (e) career/educational development and choice (e.g., Owens, Flores, Kopperson, & Allan, 2019); (f) women and feminist perspectives (e.g., Shea, Wong, Nguyen, & Baghdasarian, 2017); (g) students in PK-12 and college settings (e.g., Baskin & Slaten, 2014; Scheel, Klentz Davis, & Henderson, 2013); (i) immigrants and refugees (e.g., Drab, Tasso, & Griffo, 2016; Bartholomew, Gundel, & Kantamneni, 2015); (j) couples and families (e.g., Garber & Grotevant, 2015); (k) lesbian, gay, and bisexual individuals (e.g., Velez, Moradi, & DeBlaere, 2015); (l) religion and spirituality (e.g., Abbott & Mollen, 2020), and (m) social class (e.g., Reimers & Stabb, 2015). Counseling psychologists also pay attention to the intersectionality of clients who identify through multiple cultures and claimed identities (e.g., Lefevor, Janis, Franklin, & Stone, 2019).

Abbott, D. M., Mollen, D. Mercier, C., Anaya, E. J., & Ruckus, V. A. (2020). Isn't atheism a White Thing? Centering the atheist voices of color. *Journal of Counseling Psychology, 67*(3), 275-287. DOI: 10.1037/cou000399

Bartholomew, T. T., Gundel, B. E., & Kantamneni, N. (2015). A dream best forgotten: The phenomenology of Karen refugees' pre-settlement stressors. *The Counseling Psychologist, 43*(8), 1114-1134.

Baskin, T. W., & Slaten, C. D. (2014). Contextual school counseling approach: Linking contextual psychotherapy with the school environment. *The Counseling Psychologist, 42*(1), 73-96. DOI: 10.1177/0011000012473664

Budge, S. L., Thai, J. L., Tebbe, E. A., & Howard, K. A. S. (2016). The intersection of race, sexual orientation, socioeconomic status, trans identity, and mental health outcomes. *The Counseling Psychologist, 44*(7), 1025-1049.

French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Duenas, Chen, G. A. & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist, 48*(1), 14 - 46.

Garber, K. J., & Grotevant, H. D. (2015). "YOU were adopted ?! » Microraggressions toward adolescent adopted individuals in same-race families. *The Counseling Psychologist, 43*(3), 435-462. DOI: 10.1177/0011000014566471

Lefevor, G. T., Janis, R. A. Franklin, A. & Stone, W-M. (2019). Distress and therapeutic outcomes among transgender and gender nonconforming people of color. *The Counseling Psychologist, 47*(1), 34-58.

Li, X., Kivlighan, D. M. Jr., Hill, C. E., Hou, Z-H, & Xu, M. (2018). Helping skills, working alliance, and session depth in China: A multilevel analysis. *The Counseling Psychologist, 46*(3), 379-405.

Matsuno, E., & Israel, T. (2018). Psychological interventions promoting resilience among transgender individuals: Transgender resilience intervention model (TRIM). *The Counseling Psychologist, 46*(5), 632 – 655.

- Owens, R. L., Flores, L. Y., Kopperson, C., & Allan, B. A. (2019). Infusing positive psychological interventions into career counseling for diverse populations. *The Counseling Psychologist, 47*(2), 291-314.
- Reimers, F. A., & Stabb, S. D. (2015). Class at the intersection of race and gender: A 15-year content analysis. *The Counseling Psychologist, 43*(6), 794-821. DOI: 10.1177/0011000015586267
- Scheel, M. J., Klentz Davis, C., & Henderson, J. (2013). Therapist use of client strengths: A qualitative investigation of positive processes. *The Counseling Psychologist, 41*(3), 392-427. DOI: 10.1177/0011000012439427
- Shea, M., Wong, Y. J., Nguyen, K. K., & Baghdasarian, S. (2017). College women's subjective femininity stress, gender solidarity, and psychological help-seeking intentions. *The Counseling Psychologist, 45*(3), 438-461. DOI: 10.1177/0011000017701820
- Velez, B. L., Moradi, B. & DeBlaere, C. (2015). Multiple oppressions and the mental health of sexual minority Latina/o individuals. *The Counseling Psychologist, 43*(1), 7-38. DOI: 10.1177/0011000014542836
- Wendt, D. C., & Gone, J. P. (2016). Integrating professional and indigenous therapies: An urban American Indian narrative clinical case study. *The Counseling Psychologist, 44*(5), 695-729. DOI: 10.1177/0011000016638741

Professional preparation in Counseling Psychology includes training and experience in the application of psychological knowledge across a broad spectrum of personal and social problems for diverse populations organized along the continuum from individuals to groups (including couples and families) and organizations. Counseling psychologists work with individual clients of all ages such as children who have behavior problems; late adolescents facing educational and career decisions or identity development concerns; adults experiencing relationship or family difficulties, career changes, substance abuse, or systemic challenges such as sexism, racism, heterosexism, and ableism; and older adults encountering retirement or illness. Practica and internship provide trainees the experience of working with individuals and groups in a variety of settings, with the goal of solving problems, as well as enhancing personal and interpersonal functioning. Clients seen by counseling psychologists who are in training reflect racial, ethnic, and cultural differences, as well as differences in gender and sexual orientation diversity, (dis)ability, international status, and other diversity-related characteristics. In light of these populations or target groups of clients, advanced didactic preparation includes coursework covering lifespan development (developmental psychology), career and work development (career/vocational psychology), and individual and group differences (including diversity: gender, race, ethnicity, culture, age, religion, class, sexual orientation, disability, and the like). Applied/practicum training generally includes supervised placements in settings that collectively provide for learning opportunities to work with a developmentally and individually diverse clientele. These settings include college/university counseling centers, public schools (PK-12), Veterans Administration hospitals, university medical centers, integrated health care settings, military settings, and community mental health

clinics/agencies (the specific placements being dependent on program emphasis, the career interests of the trainee, and available practicum and internship resources).

b. **Problems** (psychological, biological, and/or social (including symptoms, problems behaviors, prevention, etc):

Counseling Psychology training provides the tools to deliver remedial, preventative, and developmental services to clients. Counseling Psychology education and training provide preparation in working with a range of problems from chronic and acute psychopathology to problems resulting from adjustment difficulties. Examples of the range of problem areas are:

- Trauma and victimization (e.g., Chronister, Marsiglio, Linville, & Lantrip, 2014);
- Substance abuse (e.g., Martin, Burrow-Sanchez, Iwamoto, Glidden-Tracey, & Vaughan, 2016)
- Acculturative stress (Da Silva, Dillon, Verdejo, Sanchez, & De La Rosa, 2017)
- Social justice and advocacy issues (Kazan & Blustein, 2018)
- Maladaptive coping (Han & Kahn, 2017)

Chronister, K. M., Marsiglio, M. C., Linville, D. & Lantrip, K. R. (2014). The influence of dating violence on adolescent girls' educational experiences. *The Counseling Psychologist, 42*(3), 374-405.

Da Silva, N., Dillon, F. R., Verdejo, T. R., Sanchez, M. & De La Rosa, M. (2017). Acculturative stress, psychological distress, and religious coping among Latina young adult immigrants, *The Counseling Psychologist, 45*(2), 213-236. DOI: 10.1177/0011000017692111

Han, S., & Kahn, J. H. (2017). Attachment, emotion regulation difficulties, and disordered eating among college men and women. *The Counseling Psychologist, 45*(8), 1066-1090. DOI: 10.1177/0011000017744884

Kazan, S., & Blustein, D. L. (2018). Implementing social change: A qualitative analysis of counseling psychologists' engagement in advocacy. *The Counseling Psychologist, 46*(2), 154-189. DOI: 10.1177/0011000018756882

Martin, J. L., Burrow-Sanchez, J. J., Iwamoto, D. K. Glidden-Tracey, C. E., & Vaughan, E. L. (2016). Counseling Psychology and substance use: Implications for training, practice, and research. *The Counseling Psychologist, 44*(8), 1106-1131.

c. **Procedures and techniques** (for assessment, diagnosis, intervention, prevention, etc.):

Counseling Psychology is not defined so much by the settings in which counseling psychologists work or by the clientele served, as by the philosophical perspective reflected in their practice. The overarching psychological themes characterizing Counseling Psychology begin with the recognition of typical and atypical developmental patterns as a basis for clinical formulations (i.e., diagnosis, case conceptualization, and treatment). Additionally, the influences of adverse childhood experiences and trauma across the lifespan form a basis for psychological treatment. Valuing individual and cultural

diversity and an interactional view recognizing an inherent relationship among biological, intrapersonal (cognitive-affective), and social (i.e., situational, cultural and interpersonal) influences on human functioning form a foundation for psychological treatment. Attention is given to social justice advocacy, acknowledging the inextricable links between an individual's mental health and her/his/their political, social, and cultural systems. More specifically, the distinguishing themes characterizing Counseling Psychology as a specialty reflected in advanced preparation of practitioners are: (a) a focus on working within a developmental framework across a wide range of psychological functioning; (b) a focus on individuals' assets and strengths, regardless of level of functioning (Harbin, Gelso, & Perez Rojas, 2014); (c) the use of relatively brief counseling interventions; (d) an emphasis on person-environment interactions, rather than an exclusive focus on either person or environment; (e) an emphasis on prevention, including psycho-educational interventions; (f) emphasis on the educational and vocational lives of individuals; and (g) a focus on issues of culture, race, and ethnicity, as well as other areas of individual diversity including gender identity, age, ability, socioeconomic status, country of origin, sexual orientation, language, spirituality, and worldview as they relate to development and personal functioning.

Harbin, J. M., Gelso, C. J., & Perez Rojas, A. E. (2014). Therapist work with client strengths: Development and validation of a measure. *The Counseling Psychologist*, 42(3), 345-373. DOI: 10.1177/0011000012470570

Criterion VII. Structures and Models of Education and Training in the Specialty. The specialty has structures and models to implement the education and training sequence of the specialty. The structures are stable, sufficient in number, and geographically distributed. Specialty education and training may occur at the doctoral, postdoctoral, or both.

Commentary:

A) Sequence of Training. *A petition describes a typical sequence of training, including curriculum, research, and supervision.*

B) History and Geographic Distribution. *A specialty has at least four identifiable psychology programs providing education and training in the specialty in more than one region of the country that are geographically distributed and which have produced an identifiable body of graduates over a period of years.*

C) Psychology Faculty. *Specialty programs have an identifiable psychology faculty responsible for the education and, training of students and their socialization into the specialty. The faculty has expertise relevant to the education and training offered. Faculty may include individuals from other disciplines as appropriate. Specialty programs also have a designated psychologist who is clearly responsible for the integrity and quality of the*

program and who has administrative authority commensurate with those responsibilities. This psychologist has credentials of excellence (e.g., the diplomate from one of the specialty boards affiliated with the American Board of Professional Psychology, or status as a fellow of the American Psychological Association or the Canadian Psychological Association, or other evidence of equivalent professional recognition) and a record of scholarly productivity as well as other clear evidence of professional competence and leadership.

D) Procedures for Evaluation. *Specialty programs regularly monitor the progress of trainees to ensure the relevance and adequacy of the curriculum and integration of the various training components. Attention focuses on the continuing development of the trainee's knowledge, skills, attitudes, and values. Formal performance-based feedback is provided to trainees in the program.*

E) Admission to the Program. *Program descriptions specify the nature and content of the program and whether they are designed to satisfy current licensing and certification requirements for psychologists as well as whether or not graduates can satisfy the education and training requirements for advanced recognition in the specialty. Postdoctoral programs have procedures that take into account the trainees' prior academic and professional record. These programs design an education and training experience that builds upon the doctoral program and internship and the professional experiences of the postdoctoral residents as they prepare for meeting the guidelines of preparation for the specialty.*

1. How are education and training programs in the specialty recognized? How many programs exist in the specialty?

Programs in the Counseling Psychology specialty are recognized through the Society of Counseling Psychology (SCP) and are members of the Council of Counseling Psychology Training Programs (CCPTP). There are currently 73 member programs in CCPTP and there are 76 PhD and PsyD programs in Counseling Psychology listed on the Office of Consultation and Accreditation website (<https://apps.apa.org/accredsearch/>).

2. Describe the qualifications necessary for faculty who teach in these programs. Describe the qualifications required for the director of such programs.

Core faculty members in Counseling Psychology programs have terminal doctoral degrees (PhD, PsyD, EdD) in professional psychology. Most generally their specialty area is Counseling Psychology and they

were trained as Health Service Psychologists (HSPs) in an APA accredited Counseling Psychology program. Their training, experience, and credentials are in the core areas designated as competency areas within the program. Most but not all are licensed as psychologists. They serve as mentors and models for their students by being active researchers, scholars, and practitioners. Their research and practice areas are usually primary areas of emphasis in the field of Counseling Psychology.

The Director of Training (DoT) of each Counseling Psychology program is a licensed psychologist and a core faculty member of the program. The DoT's credentials and expertise are in line with the identified aims, objectives, and competencies designated by the program. The DoT is also almost always a member of the Council of Counseling Psychology Training Programs (CCPTP) and attends annual midwinter conferences held by CCPTP. The conference focus is always dedicated to the core areas of training in the specialty of Counseling Psychology.

3. If programs are doctoral level, what are the requirements for admission? Provide sample evaluation forms.

Admissions standards are determined by individual programs based in part on programs' distinctive philosophies of training and stated program aims, goals, objectives, and competencies. Consequently, no standard or expected admissions evaluation form exists across all Counseling Psychology doctoral programs. Students are accepted into Counseling Psychology doctoral programs either at the bachelor's or master's level, or at both the bachelor's and master's levels. Individual student requirements are adjusted most often depending on whether they were accepted into the doctoral program after completing a bachelor's degree with a psychology emphasis or after completing a master's degree in counseling or an area of applied psychology. As doctoral programs in the specialty of Counseling Psychology accredited by the American Psychological Association, it is expected that qualifications for admission would include interest, aptitude, interpersonal competence, and prior quality levels of achievement that are in line with a program's goals, objectives, and training competencies. The intended career paths of applicants to Counseling Psychology programs should be congruent with the program's goals, objectives, values (e.g., scientifically-minded; appreciation of diversity; non-discriminatory orientation; willingness and ability to be self-reflective), and training philosophies. Individual program admissions evaluation forms typically would include information related to the following: (a) the applicant's prior undergraduate training and, where appropriate, graduate academic performance (GPA); (b) the applicant's graduate studies aptitude (e.g., assessed using the Graduate Record Examination [Verbal, Quantitative, Analytic Writing]); (c) letters of reference from individuals able to comment on the applicant's suitability for graduate training and education in health service psychology—including the applicant's potential as a researcher, practitioner, and teacher; and (d) the applicant's match with the individual program (e.g., having professional goals likely to be supported by the program, research interests compatible with faculty interests and competencies and with the training resources of the program). Interpersonal skills are also assessed during the admissions process, and this is almost always accomplished through in-person or remote access (e.g., Zoom; Skype) interviews.

4. If programs are postdoctoral, what are the requirements for admission? Provide sample evaluation forms.

Currently, no formal post-doctoral training exists under the specialty of Counseling Psychology. Consistent with published Education and Training Guidelines for Postdoctoral Training in Counseling Psychology, preferred qualifications for admission include: (a) having completed appropriate doctoral education and training in Health Service Psychology or appropriate re-specialization, both of which must include completion of an appropriate internship, and (b) having interests and attitudes that are appropriate for the training program's goals and objectives.

5. Include or attach education and training guidelines, for this specialty as appropriate for doctoral training, postdoctoral training, or both. (In this context, education and training guidelines may be found in documents or websites including, but not limited to, those bearing such a title or as described in a variety of published textbooks, chapters, and/or articles focused on such contents.)

Counseling Psychology training programs reflect the APA Standards of Accreditation (SoA) for training of health service psychologists (https://irp-cdn.multiscreensite.com/a14f9462/files/uploaded/APA-Principles-Accreditation-SoA-AOP_200116.pdf). The Counseling Psychology Model Training Program (Scheel, Stabb, Cohn, Duan, & Sauer, 2018; see **Appendix E**) (<https://www.apa.org/education/ce/model-training-program.pdf>) was written to reflect new developments in Counseling Psychology, APA, and APA's Commission on Accreditation Standards of Accreditation. This Model Training Program was approved by both the Council of Counseling Psychology Training Council (CCPTP) and the Society of Counseling Psychology, Division 17 of APA.

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling Psychology Model Training Program. *The Counseling Psychologist*, 46(1), 6-49. DOI: 10.1177/0011000018755512

6. Provide sample curriculum expected of model programs.

The following is an example taken from one Counseling Psychology program (University of Nebraska-Lincoln) illustrating a typical doctoral program curriculum for one of Counseling Psychology's APA accredited programs--thereby meeting the expectations for accreditation by the APA. Additionally, the sample curriculum addresses/meets the general outline or expectations of the most recent Counseling Psychology Model Training Program (see Scheel, Stabb, Cohn, Duan & Sauer, 2018). The curriculum is organized using a template taken from the Standards of Accreditation (SoA) of APA.

Sample Counseling Psychology Curriculum

Required Coursework for the Doctoral Degree

Master's Degree Required Courses (24 credits)

EDPS 964 Counseling Theories and Intervention Techniques

EDPS 975 Occupations and Vocational Psychology

EDPS 866 Counseling Pre-practicum

EDPS 997A Practicum in Counseling

EDPS 853 Psychological Assessment I

EDPS 870 Measurement in Psychology and Education

EDPS 997B Field Placement in Counseling, 2 semesters at 3 credits each

Discipline-Specific Knowledge

A. Psychological Foundations (30 credits required)

History and Systems of Psychology (3 credits required)

PSYC 910 Proseminar in History and Philosophy of Psychology, 3 cr.

Biological Aspects of Behavior (3 credits required)

EDPS 922 Mind, Brain, and Education, 3 cr.

OR

EDPS 991 Developmental Cognitive Neuroscience, 3 cr.

Affective Aspects of Behavior (15 credits required)

EDPS 985 Couple and Family Counseling, 3 cr.

EDPS 997G Advanced Practicum in Counseling, 3 cr.

EDPS 953 Psychological Assessment II, 3 cr.

EDPS 968 Gender and Counseling Psychology, 3 cr.

EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.

Cognitive Aspects of Behavior (3 credits required)

EDPS 960 Cognitive Psychology, 3 cr.

Social Aspects of Behavior (3 credits required)

PSYC 906 Proseminar in Social Psychology, 3 cr.

OR

EDPS 962 Research Literature in Personality and Social Development, 3 cr.

Lifespan Development (3 credits required)

EDPS 988 Lifespan Development, 3 cr.

B. Statistics and Research Methodology (15 credits required)

EDPS 900K Qualitative Approaches, 3 cr.

EDPS 978 Advanced Counseling Psychology II: Research in Counseling, 3 cr.

EDPS/PSYC 941 Intermediate Statistics: Experimental Methods, 3 cr.
EDPS/PSYC 942 Intermediate Statistics: Correlational Methods, 3 cr.
EDPS 995, Doctoral Seminar, 3 cr. (See below for more information under Research Requirement Other than Dissertation).

Elective:

EDPS 935 Seminar in Qualitative Research, 3 cr.
EDPS 936 Mixed Methods Research, 3 cr.
EDPS 972 Multivariate Statistics, 3 cr.
EDPS 971 Structural Equation Modeling, 3 cr.

Profession-Wide Knowledge

A. Historical and Contemporary Research Foundations in Counseling Psychology (6 credits required)

EDPS 976 Advanced Counseling Psychology I: Theory and Practice, 3 cr.
EDPS 978 Advanced Counseling Psychology II: Research in Counseling, 3 cr.

B. Ethical and Legal Standards (3 credits required)

EDPS 984 Ethics and Ethical Decision Making in Psychology, 3 cr.

C. Individual and Cultural Diversity (9 credits required)

EDPS 868 Multicultural Counseling, 3 cr.
EDPS 968 Gender and Counseling Psychology, 3 cr.

AND

CYAF 952 Psychopathology and Dysfunctional Interactions, 3 cr.

OR

PSYC 909 Proseminar in Psychopathology, 3 cr.

OR

EDPS 869 Psychopathological Disorders of Childhood and Adolescence, 3 cr.

D. Assessment (6 credits required)

EDPS 953 Psychological Assessment II, 3 cr.
EDPS 950 Intellectual Assessment, 3 cr.

Elective:

EDPS 956 Projective Assessment, 3 cr.

E. Intervention (12 credits required)

EDPS 866 Counseling Pre-Practicum, 3 cr.
EDPS 964 Counseling Theories and Intervention Techniques, 3 cr.

EDPS 965A Group Counseling, 3 cr.

EDPS 985 Couple and Family Therapy, 3 cr.

EDPS 975 Occupations and Vocational Psychology, 3 cr.

F. Supervision and Consultation (4 credits required)

EDPS 997E (Fall semester) Counselor Supervision and Consultation, 2 cr.

EDPS 997E (Spring semester) Practicum in Counselor Supervision and Consultation, 2 cr.

G. Research Focus:

Six credits of independent research with the outcome being an advisor-approved research manuscript submitted to a peer-reviewed journal outlet.

And

EDPS 995 Doctoral Dissertation

H. Clinical Hours:

When a Counseling Psychology student applies for internship, they will be required to document practicum hours on the APPIC Application for Psychology Internship (APPI). As defined by APPIC, practica hours include only those hours for which the student has received formal academic training and credit (practicum) or are program-sanctioned training experiences (e.g., clinical assistantships register for as EDPS 997B Field Placement in Counseling). On the APPIC application, practicum hours are broken down into "Intervention and Assessment Hours" (actual clock hours in which the student provides direct service, including counseling and assessment), "Support Activities" (e.g., didactic training, case note writing, clinical observations), and "Supervision Activities" (when the student is the supervisee). If the student is observing a test administration or a professional providing therapy, those are counted as support hours. Only hours where the student provides services such as psychotherapy or administers tests are counted as direct service, intervention or assessments. All practicum/field placement hours must be supervised by licensed psychologists.

Students are required to keep track of their hours on the Counseling Psychology Practicum Hours Documentation Form. Each semester that practicum hours are accrued (e.g., formal practicum class, program sanctioned placement with FP registration), a copy of this form (signed by the supervisor and/or instructor) must be placed in the student's file.

The student is required to have a total of 1,000 practica hours prior to starting internship, with at least 500 hours being Intervention and Assessment hours. It is important that the student continually assess her/his/their accrual of hours on the CP Practicum Hours Documentation Form to make sure that enough hours are accrued prior to internship. The student should have a minimum of 12 practicum credits at the master's level [EDPS 866 (3 credits), 997A (3 credits), & 997B (6 credits)], and 16 practicum credits at the doctoral level [EDPS 997G (6 credits), 997B 6 credits), & 997E (4 credits)].

Internships are either full-time for one full year or half-time for two full years. All internships must be APA-accredited, unless an unaccredited site is approved by the Counseling Psychology program and meets all APPIC standards.

EDPS 866 Counseling Pre-Practicum, 3 cr.

EDPS 997A Practicum in Counseling, 3 cr.

EDPS 997B Field Placement in Counseling, 3 cr. for 2 semesters (total 6 credits)

EDPS 997G Advanced Practicum in Counseling, 3 cr. for 2 semesters (total 6 credits)

EDPS 997E Practicum in Counselor Supervision and Consultation, 2 cr. for 2 semesters (total 4 credits)

EDPS 959 Internship, 1 cr. Fall and Spring semesters of internship year

Elective:

EDPS 997B, Field Placement in Counseling, 3 cr.

I. Dissertation (12 hours required)

EDPS 995 Doctoral Dissertation

TOTAL HOURS ABOVE BACHELORS DEGREE: 136

TOTAL HOURS ABOVE MASTERS DEGREE: 121

Proposed semester for Comprehensive Exam: _____

Proposed semester for Dissertation Proposal: _____

Proposed semester for Dissertation Defense: _____

Proposed semester to start Internship: _____

Research Requirement other than Dissertation

Each doctoral student is required to enroll in a doctoral seminar (EDPS 995) for three credit hours. In order to pass this requirement, all doctoral students must satisfy the requirement of making a major contribution as a first-author on a study accepted for presentation at an annual conference of a regional or national organization in education or psychology such as AERA, APA, or GLPA or co-author a publication in a refereed blind review journal. The presentation or publication must be data-based, and it must be submitted to a conference or journal outlet that employs refereed blind review. The student must have made a major contribution to the study (as defined by the APA Publication Manual). The student is responsible for obtaining approval of this requirement from her/his/their committee chair. Students can participate in research groups led by their committee chair that conduct research leading to national presentations or publications. Students should enroll in EDPS 995 for the semester in which the research is being conducted. Students will get an "In progress" grade until the presentation is completed

or a manuscript is accepted for publication. When the requirements for EDPS 995 are satisfied, the committee chair will submit a "Pass" grade for EDPS 995. Students are encouraged to meet this requirement as early as possible in their doctoral program.

Advanced Integrative Knowledge

Students will complete an Integrative Social Justice Project in EDPS 976 Advanced Counseling Psychology I: Theory and Practice. This project will require students to integrate two or more psychological foundation areas in a social justice project that they can implement within the community. The final paper for EDPS 976 Advanced Counseling Psychology I Theory and Practice will be a proposal of this integrative social justice project. Students are encouraged to implement the projects throughout their doctoral training; however, this is not a requirement. More information on this project will be provided in EDPS 976.

7. Select four exemplary doctoral and/or postdoctoral level geographically distributed, and publicly identified programs in psychology in this specialty and provide the requested contact information. If no example programs that are APA accredited are available, please complete the appropriate Attachment (A or B) for the level of the program. If the specialty education and training occur at both the doctoral and postdoctoral level provide examples of both and not from the same institution

<u>Program One</u>	<u>Doctoral</u>	Postdoctoral	Both
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Name of University, School, or Institution offering program:

University of Tennessee-Knoxville

Name of Program:

Counseling Psychology

Address: https://psychology.utk.edu/grad/counseling_data.php

Counseling Psychology PhD program

Department of Psychology

College of Arts and Sciences

University of Tennessee

Knoxville, TN

City/State/Zip:

Knoxville, TN 37997

Contact Person:

Gina P. Owens, PhD; Director of Training

Telephone No.865-974-2204

E-mail address:
gowens4@utk.edu

Website:
https://psychology.utk.edu/grad/phd_counseling.php

APA Accreditation: ACCREDITED

<u>Program Two</u>	<u>Doctoral</u>	Postdoctoral	Both
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Name of University, School, or Institution offering program:
University of Iowa

Name of Program:
U of Iowa Counseling Psychology Program

Address:
361 Lindquist Center, University of Iowa

City/State/Zip:
Iowa City, Iowa 52242

Contact Person:
Saba Rasheed Ali, PhD; Director of Training
Telephone No. 319-335-5495

E-mail address:
saba-ali@uiowa.edu

Website:
<https://education.uiowa.edu/academic-programs/counseling-psychology/phd-counseling-psychology>

APA Accreditation: ACCREDITED

<u>Program Three</u>	Doctoral	Postdoctoral	Both
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Name of University, School, or Institution offering program:
Boston College, Lynch School of Education and Human Development

Name of Program:

Boston College Counseling Psychology Program

Address:

140 Commonwealth Ave.,
309 Champion Hall, Lynch School of Education and Human Development

City/State/Zip:

Chestnut Hill, MA 02467

Contact Person:

David Blustein or Usha Tummala-Narra
Telephone No. 617-552-0795/ 617-552-4491

E-mail address:

David.blustein@bc.edu

Website:

<https://www.bc.edu/content/bc-web/schools/lynch-school/academics/departments/cdep/phd-counseling-psychology.html>

APA Accreditation: ACCREDITED

Program Four

Doctoral

Postdoctoral

Both

Name of University, School, or Institution offering program:

New Mexico State University, Department of Counseling and Educational Psychology

Name of Program:

New Mexico State University Counseling Psychology Program

Address:

Box 30001/MSC 3CEP

City/State/Zip:

Las Cruces, NM 88003-8001

Contact Person:

Eve Adams, PhD
Telephone No.575-646-1142

E-mail address:

eadams@nmsu.edu

Website:

<https://cep.nmsu.edu/academic-programs/counseling-psychology-phd/>

APA Accreditation: ACCREDITED

Reaccredited in 2012, up for reaccreditation again in 2019

Criterion VIII. Continuing Professional Development and Continuing Education. A specialty provides its practitioners a broad range of regularly scheduled opportunities for continuing professional development in the specialty practice and assesses the acquisition of knowledge and skills.

***Commentary:** With rapidly developing knowledge and professional applications in psychology, it is increasingly difficult for professionals to deliver high quality services unless they update themselves regularly throughout their professional lives through continuing education mechanisms. A variety of mechanisms may be used to achieve these goals.*

1. Describe the opportunities for continuing professional development and education in the specialty practice. Provide detailed examples, such as CE offerings that are available.

Opportunities for continuing professional development are provided to counseling psychologists through several mechanisms:

a. **Annual Convention of the American Psychological Association (through the Society of Counseling Psychology, Division 17):** The SCP programming provided for counseling psychologists is robust and extensive each year. The 2019 APA Program included symposia, panel presentations, discussions and poster sessions that were both part of the APA program and the Hospitality Suite program.

SCP-sponsored programming at the 2019 APA Convention in Chicago covered a wide range of practice topics, such as the following:

Career Development

Symposium/Session 391: *Psychology of Working as a Theory of Change: New Innovations for a New Era**

Symposium/Session 429: *Why Aren't We There Yet? Research on the Career Development of Women*

Symposium/Session 399: *Factors that Contribute to Underrepresented College Students' Career Development and Wellness**

Symposium/Session 403: *Lifespan Approach of Work-Family Experiences Over Time: Findings from Three Longitudinal Studies*

Symposium/Session 409: *Qualitative Perspectives on Poverty in Marginalized Populations: A Psychology of Working Approach*

Symposium/Session 397: *New Directions in STEM Career Development: Interrogating Assumptions**

Positive Psychology & Promoting Well-Being

Symposium/Session 389: *Evaluating Positive Psychology Interventions: New Interventions, Outcomes, and Populations*

Symposium/Session 388: *Secrets, Secret Keeping, and Self-Concealment: Implications for Well-Being and Psychotherapy**

Cultural Competence

Symposium/Session 386: *Cultural Humility in Multicultural Relationships and Families*
10:00-10:50

Symposium/Session 390: *Arab American Voices: Making the Invisible Visible**

Symposium/Session 402: *Multiculturally Sensitive Supervision and Mentorship in International Professional Psychology*

Symposium/Session 408: *Culturally Sensitive Psychological Intervention and Supervision with Asians**

Oppression, Racism, & Mental Health

Symposium/Session 394: *Living in a Racist Society: Mental Health Among African Americans**

Symposium/Session 411: *Disarming Institutional Oppression: Connecting Theory to Practice**

Symposium/Session 414: *Pushing the Boundaries: Testing Minority Stress Theory with Diverse Populations**

Symposium 20109/Session 415: *Mental Health and Victimization among Vulnerable Populations*

Social Justice & Advocacy

Poster Session 3/Session 544: *Multicultural, Social Justice, International and Advocacy Issues*

Symposium/Session 387: *Expanding Counseling Psychology's Role in Global Justice and Collaboration*

Presidential Symposium/Session 665: *Susan L Morrow Symposium on Social Justice: When Concerns Collide: Toward an Ethics of Social Justice*

Poverty & Economic Marginalization

Presidential Symposium/Session 666: *Rosie Phillips Davis Symposium on Deep Poverty: Guidelines for Psychological Practice with Low Income and Economically Marginalized Individuals*

Integrative Care & Health Disparities

Symposium/Session 410: *Implementing a Health Provider Shortage Area Training Grant in Integrative Care: Various Perspectives in Year 3**

Symposium/Session 395: *Mental Healthcare Disparities: Help Seeking Research with Four Underserved Populations*

College Student Mental Health

Symposium/Session 412: *Innovative Approaches in College Mental Health*

Symposium/Session 393: *Addressing the Unique Needs of College Students: Courageous and Holistic Models for Positive Change**

Positive Youth Development

Symposium/Session 420: *Youth at Play: Identity Development in High-Risk Youth through Therapeutic Sport Interventions**

b. SCP sponsored continuing education programs at the 2019 APA Convention in Chicago included the following:

- (SessionID: 394) -- Living in a Racist Society---Mental Health Among African Americans
- (SessionID: 399) -- Factors That Contribute to Underrepresented College Students' Career Development and Wellness
- (SessionID: 410) -- Implementing a Health Provider Shortage Area Training Grant in Integrative Care---Various Perspectives in Year Three
- (SessionID: 393) -- Addressing the Unique Needs of College Students---Courageous and Holistic Models for Positive Change
- (SessionID: 388) -- Secrets, Secret Keeping, and Self-Concealment---Implications for Well-Being and Psychotherapy
- (SessionID: 401) -- Research Training for Social Justice Scientist-Practitioners
- (SessionID: 550) -- Difficult Conversations with Supervisees---Providing Constructive Feedback While Managing Legal Risk
- (SessionID: 398) -- Community Level Analyses as a Change Paradigm in Counseling and Vocational Psychology
- (SessionID: 407) -- Future Roles of Counseling Psychologists---What Do We Need to Consider and Prepare For?
- (SessionID: 404) -- Establishment of Psychologist License Laws in East Asian Countries
- (SessionID: 408) -- Culturally Sensitive Psychological Intervention and Supervision with Asians
- (SessionID: 414) -- Pushing the Boundaries---Testing Minority Stress Theory with Diverse Populations
- (SessionID: 420) -- Youth at Play---Identity Development in High-Risk Youth Through Therapeutic Sport Interventions
- (SessionID: 390) -- Arab American Voices---Making the Invisible Visible
- (SessionID: 411) -- Disarming Institutional Oppression---Connecting Theory to Practice
- (SessionID: 391) -- Psychology of Working as a Theory of Change---New Innovations for a New Era

Division 17 also has a full three days of programming for Counseling Psychologists in the Hospitality Suite. For APA 2019 Schedule click on:

<https://drive.google.com/file/d/1Hx4hZ7VmHxmsYQwg88Y9Q1enHHRXDV6l/view>

c. Additional conventions with Continuing Education for counseling psychologists include the following:

- CPC2020 (Counseling Psychology Conference cancelled due to COVID-19): <https://web.cvent.com/event/c6132ca8-b151-434c-9c88-9d78537dfc55/summary>
- National Multicultural Summit (2019): https://ed5e736c-cfb7-461e-a925-766848a61ff6.filesusr.com/ugd/c5e266_7501bf9b83624fff9e795a1c27026fd2.pdf
- Council of Counseling Psychology Training Programs (2019 Convention): <https://www.ccptp.org/assets/2019/CCPTP%202019%20Conference%20Schedule%20FINAL.pdf>
- Great Lakes Regional Counseling Psychology Conference (2019): <https://louisville.edu/education/departments/ecpy/glc/speakers-at-the-conference>

d. Online CE opportunities through Counseling Psychology journals:

The Society of Counseling Psychology (Division 17) and American Psychological Association Office of Continuing Education in Psychology (CEP) have partnered to offer a benefit for readers of *The Counseling Psychologist (TCP)*. Psychologists can earn Continuing Education (CE) credits for reading selected articles in each issue of *TCP*. Each article is designated with a logo in the Table of Contents. Readers may purchase, complete, and submit their CE quiz online in the convenience of their own homes or offices for an affordable fee. Quizzes are scored instantly, and CE certificates are available immediately for printing (75% or higher correct score earns credit).

Recent examples include:

Blustein, D. L., Rasheed Ali, S., & Flores, L. Y. (2019). Vocational psychology: Expanding the vision and enhancing the impact. *The Counseling Psychologist, 47*(2), 166-221.

Cooper, S. E., Campbell, L. F., & Barnwell, S. S. (2019). Telepsychology: A primer for Counseling Psychologists. *The Counseling Psychologist, 47*(8), 1074-1114.

Dispenza, F., Brennaman, C., Harper, L. S., Harrigan, M. A., Chastain, T. E., & Procter, J. E. (2019). Career development of sexual and gender minority persons living with disabilities. *The Counseling Psychologist, 47*(1), 98-128.

Grzanka, P. R., Gonzalez, K. A., & Spanierman, L. B. (2019). White supremacy and Counseling Psychology: A critical-conceptual framework. *The Counseling Psychologist, 47*(4), 478-529.

Lui, P. P. (2020). Racial microaggression, overt discrimination, and distress: (In)Direct associations with psychological adjustment. *The Counseling Psychologist, 48*(4), 551-582.

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling Psychology model training program. *The Counseling Psychologist, 46*(1), 6-48.

Suzuki, L. A., O'Shaughnessy, T. A., Roysircar, G., Ponterotto, J. G., & Carter, R. T. (2019). Counseling Psychology and the amelioration of oppression: Translating our knowledge into action. *The Counseling Psychologist, 47*(6), 826-872.

Tucker, C. M., Roncoroni, J., & Buki, L. P. (2019). Counseling Psychologists and behavioral health: Promoting mental and physical health outcomes. *The Counseling Psychologist, 47*(7), 970-998.

e. **Webinars and podcasts (non-CE bearing) sponsored by Counseling Psychology journals and groups:**

The Counseling Psychologist offers podcasts and PowerPoint presentations on timely topics in such diverse areas as counseling HIV-infected clients, counseling lesbian and gay clients, the counseling relationship, cross-cultural counseling, delayed memory, debate ethics, multicultural training supervision, victimization, and white racial identity. The Podcasts can be found on the *TCP* website (<https://journals.sagepub.com/home/tcp>; scroll down) and also on the following webpage: <https://journals.sagepub.com/page/tcp/podcasts>. Below is a sampling of these programs:

- A podcast with Dr. Cristalis Capielo Rosario, the lead-author of "'That day no one spoke': Florida Puerto Ricans' Reaction to Hurricane Maria." The coauthors are Dr. Roberto Abreu, Dr. Kirsten Gonzalez, and Ms. Elizabeth Cardenas Bautista. This article appeared in the April 2020 issue of *TCP*.
- A podcast with Drs. Eunju Yoo and Latifat Cabirou, the first and second authors of "A meta-analysis of acculturation and enculturation: Bilinear, multidimensional, and context-dependent processes." The coauthors are Ms. Sarah Galvin, Ms. Lincoln Hill, Ms. Plamena Daskalova, Dr. Cecile Bhang, Ms. Ezza Ahmad Mustaffa, Ms. Angela Dao, Ms. Kathryn Thomas, and Ms. Blake Baltazar. This article appeared in the April 2020 issue of *TCP*.
- A podcast with Dr. Suejung Han, the author of "Asian Values, Intergenerational Conflict, Needs, and Attachment in Asian/Asian American Women's Disordered Eating." This article appeared in the May 2020 issue of *TCP*.
- A podcast with Dr. Harvey Peters and Dr. Melissa Luke, coauthors of "Socially just and culturally responsive leadership within counseling and counseling psychology: A grounded theory investigation." Drs. Janine Bernard and Heather Trepal also coauthored. This article appeared in the September 2020 issue of *TCP*.
- A podcast with Mr. Douglas Spiker, Ms. Elyssa Berney, and Dr. Joseph Hammer, coauthors of "Maintaining the relationship: Relational schemas and women's intent to seek couple therapy". Ms. Katherine Jensen is also a coauthor. This article appeared in the September 2020 issue of *TCP*.
- A podcast with lead authors Ms. Renae Regehr and Dr. Rhea Owens of "Piloting Free to Be: A positive body image program for adolescents" This article appeared in the September 2020 issue of *TCP*.
- A Powerpoint presentation by the authors of "A meta-analysis of acculturation and enculturation: Bilinear, multidimensional, and context-dependent processes." The authors are Drs. Eunju Yoon, Latifat Cabirou, Ms. Sarah Galvin, Ms. Lincoln Hill, Ms. Plamena Daskalova,

Dr. Cecile Bhang, Ms. Ezza Ahmad Mustaffa, Ms. Angela Dao, Ms. Kathryn Thomas, and Ms. Blake Baltazar. This article appeared in the April 2020 issue of *TCP*.

Podcasts are also available from the *Journal of Career Assessment*, a career development related journal widely read by counseling psychologists: <https://journals.sagepub.com/home/jca>. Examples include the following:

- We can do that! Technological advances in interest assessment
- Social cognitive career theory at 25
- JCA podcast with Dr. Nadya Fouad

SCP sponsors webinars on a variety of topics that range from strategies on professional development to discussions about current day events. Webinars are freely available to all members. The links to the audio/video are located at <https://www.div17.org/resources/scp-webinars/>. Topics have included the following:

- The Advocacy Toolkit
- Applying Psychology to Policy and Advocacy
- Taking Action Against Anti-Semitism: An Inter-generational Dialogue
- Infusing Trans Issues into Counseling Psychology Supervision and Training: Dialogues Between Supervisors and Supervisees
- Trauma and Spirituality in Counseling
- Introduction to Adoption: Implications for Counselors
- Connecting Counseling Psychology Research to External Funding Priorities: An Introduction to Grant Getting
- Networking Tips and Strategies for ECPs
- Self-care Among Graduate Students in Counseling Psychology

f. Division 17 Counseling Psychology YouTube channel (<https://www.youtube.com/c/Div17Org>):

This YouTube channel has nearly 70 videos related to Counseling Psychology geared toward students and professionals. Topics range from graduate school and the internship application process to building an independent practice to clinical supervision to advocacy and social justice in Counseling Psychology. The YouTube channel also serves as an archive of Division 17 Fellows addresses, Presidential Addresses, and other APA talks over the past seven years. Over the past eight months, the following webinars were offered and stored on the YouTube channel:

- Building a Counseling Psychology of Liberation: Exploring Liberation Principles in our Lives
- Experiences of American Muslims in the Trump Era: Identity Development, Resilience, & Mental Health
- Counseling Psychology Doctoral Applications: Advice, Support and Q & A with Student Affiliates of Seventeen (SAS)
- Liberation through Reclaiming our Immigrant Stories and Putting Privilege to Action
- Watch What We Do Not What We Say: White Allies centering Liberation to Dismantle White Supremacy
- What Does the Syllabus Say?: Teaching Tips for Graduate Students (SAS)
- Interviewing for Doctoral Programs in Counseling Psychology (SAS)
- Building a Trans and Non-Binary Pipeline into Counseling Psychology
- Using Deliberate Practice to Improve Supervision and Training
- Supervising Students with Disabilities: Raising Awareness and Cultural Competence
- SCP Student Community Check In on COVID-19 (SAS)

- Practice in the Time of COVID-19: A Supportive Discussion
- Holding Space: A Community Discussion for Counseling Psychologists and Trainees
- Challenging Racism and Xenophobia in the Time of COVID
- Now What?: Navigating Supervision and Clinical Training During COVID-19
- Understanding the Needs of Trans and Nonbinary Students in Counseling Psychology
- Work and Unemployment in the Time of COVID-19: Mental Health and Work-Based Implications
- We Are SCP: 2019 Member Presentation and 2019 Presidential Address
- Practitioners Publishing in Counseling Psychology Journals: The Integration of Practice, Advocacy and Research

It should also be noted that the Division 17 website (www.div17.org) has a great deal of information and resources for members and other counseling psychologists. During the month of April 2020, Google Analytics recorded 16,058 page views from 9,219 visits.

2. Describe the formal requirements, if any, for continuing professional development and education to maintain competence in the specialty.

No formal continuing professional development requirements are specified by the Counseling Psychology specialty except insofar as life-long learning and professional development are expectations of the specialty. Additionally, Counseling Psychologists are expected to remain current in their professional knowledge and professional work. These are, however, general expectations for professional psychology as a whole. All states in the U.S. require varying amounts of documented professional continuing education for psychologist licensure renewal. However, state licensing boards do not stipulate different CE requirements for licensure by practice specialties such as Counseling Psychology.

3. Describe the minimum expectations, if any, for continuing professional development and education to maintain competence in the specialty.

There are no minimum expectations for continuing professional development and education beyond licensing requirements. For those who are board certified in Counseling Psychology with the American Board of Counseling Psychology (ABCoP), a maintenance of certification (MOC) requirement is in the process of being implemented.

ABCoP Maintenance of Certification (MOC) involves a process of self-examination and documentation of one's continuing professional development since the last examination or review. MOC involves documenting the professional activities that the psychologist routinely engages in that demonstrate her/his/their continuing professional development. The documentation utilizes a grid and narrative that focus on the Counseling Psychologist's area(s) of practice. Once the documentation is submitted, a member of the American Board of Counseling Psychology reviews it to verify that the submission demonstrates involvement in activities that maintain specialty-related competence. ABCoP MOC is not a re-examination, but rather a demonstration on ongoing professional development that goes beyond simple participation in traditional education activities (www.abcop.org)

Criterion IX. Effectiveness. Petitions demonstrate the effectiveness of the services provided by its specialist practitioners with research evidence that is consistent with the APA 2005 Policy on Evidence-based Practice.

Commentary: *A body of evidence is to be presented that demonstrates the effectiveness of the specialty in serving specific populations, addressing certain types of psychological, biological and social behaviors, or in the types of settings where the specialty is practiced.*

PLEASE NOTE: If the same article illustrates more than one of these items, it may be referenced under each applicable category. Evidence should include the most current available published references in each area (e.g., books, chapters, articles in refereed journals, etc.) While reliance on some on classic references is acceptable, the majority of references provided should be from last five years.

1. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's services for dealing with the types of clients or populations (including groups with a diverse range of characteristics and human endeavors) usually served by this specialty. Summarize and discuss the relevance of the findings of the studies, specify populations, interventions, and outcomes in relation to the specialty practice.

Counseling Psychology as a specialty practice serves diverse populations with regard to characteristics such as, but not limited to, age, gender, gender identity, sexual orientation, race/ethnicity, disability, nationality, immigration status, and socioeconomic status. Client populations cover the lifespan, including, but not limited to, youth, college students, veterans, adult couples and families, and immigrants of all ages. In order to be effective with diverse populations, training as a counseling psychologist is clearly defined by its emphasis on multicultural counseling competence and social justice. Reflecting these emphases, Counseling Psychology's conceptualization of interventions is not confined to the traditional counseling modality but defined inclusively with emphases on culture and societal structure with a critical analysis of the status quo. Aspiring towards social justice, Counseling Psychology defines outcomes not only as clinical symptom reduction and change process measures, but also in terms of a broader assessment of psychological well-being and positive functioning.

Below are several recent references supporting Counseling Psychology's efficacy in serving clients and populations seen in the specialty:

Antle, B.F., Barbee, A.P., Owen, J. Ness, E.E., & Minogue, A. (2019). Gender differences in outcomes of a healthy relationships program to prevent intimate partner violence. *Journal of Loss and Trauma*, 24(4), 322-338.

This study examined gender differences in the effectiveness of a specific healthy relationships education program (the **Within My Reach** program) as an alternative approach to violence prevention. The program was provided to 850 adults in a community-based setting. Baseline,

immediate post, and six-month follow-up data were collected. There were similar levels of learning, confidence, and communication-and-conflict resolution skill improvement for men and women. Women reported higher levels of satisfaction with the program. Of particular note with respect to the intervention's efficacy was that mixed-gender groups reported statistically significant reductions in violence at six-month follow-up, whereas all male groups reported significant increases in violence.

Cadenas, G. A., Cantú, E. A., Lynn, N., Spence, T., & Ruth, A. (2020). A programmatic intervention to promote entrepreneurial self-efficacy, critical behavior, and technology readiness among underrepresented college students. *Journal of Vocational Behavior, 116 (Part A)*.

Underrepresented students face challenges in accessing entrepreneurial education and careers in science, technology, engineering, and mathematics. In attempts to address this deficit, a five-week social entrepreneurship program (named Poder) with a focus on technology was implemented within a large community college system. The curriculum was grounded in Social Cognitive Career Theory and Critical Consciousness, two approaches noted for helping underserved students. To evaluate the efficacy of the program, students from diverse backgrounds (n = 106) completed pre- and post-test measures assessing entrepreneurial self-efficacy, entrepreneurial skills, civic participation, critical behavior, technology optimism, and technology innovation. Results of the study's various statistical analyses suggest that students experienced significant increases in all outcome measures, except for civic participation, and effects were not moderated by race/ethnicity, gender, or immigration status. These results suggest that the program, designed with a culturally responsive curriculum, was effective in promoting the career development of culturally diverse and underrepresented students and offers practical contributions for addressing educational attainment gaps and systemic issues in entrepreneurship and STEM education.

Coleman, J.J., Drinane, J.M., Owen, J., & Kopta, S. M. (2019). Establishing expectations: Exploring session limits in university counseling centers. *Journal of College Student Psychotherapy, Published online August 2, 2019 (no pagination specified)*

University Counseling Centers (UCCs) are tasked with delivering effective mental health interventions amidst increasing enrollment and declining resources. A growing number of UCCs have implemented session limits to meet demand with limited resources. To further understand the impact of this trend, the researchers examined data obtained from a nationwide sample of 15,802 clients seeking treatment from 580 therapists at 32 UCCs utilizing the Behavioral Health Measure-20 (BHM-20). They compared psychotherapy outcomes to the number of clinical staff at UCCs utilizing either explicitly defined session limits or ambiguously defined session limits. There was a significant interaction between the way the sample of UCCs defined annual session limits, number of staff, and therapy outcomes. Specifically, higher therapy outcomes were observed at UCCs with explicitly defined session limits and fewer available staff. The ratio of enrolled students to clinical staff was not a predictor of outcome. Implications for clinical practice and agency session limits policy are discussed, with the note that the findings are supportive of UCC policies regarding session limits for clients.

Graham-LoPresti, J.R. Gautier, S.W., Sorenson, S., Hayes-Skelton, S.A. (2017). Culturally sensitive adaptations to evidence-based cognitive behavioral treatment for social anxiety disorders: A case Paper. *Cognitive and Behavioral Practice, 24, 459-471*.

Cognitive behavior group therapy (CBGT) involves restructuring maladaptive thoughts and exposure in social context in a group format and is an empirically-supported intervention for social anxiety disorders. Research applying these skills to experiences of discrimination that may contribute to social anxiety in marginalized populations such as frequently seen by counseling psychologists is limited. In this paper, a case presentation is used to demonstrate the ways in which culturally sensitive adaptations of CBGT is applied to treat social anxiety related to issues of discrimination. Specifically, the paper focuses on the way social anxiety disorder is manifested for a Latina woman based on a history and current context of race-based and gender-based discrimination. The authors address social anxiety related to experiences in GGCBGT as well as clinical practice implications related to the integration of multicultural principles and traditional CBT for social anxiety disorders generally.

Hayes J.A., McAleavey, A. A.; Castonguay, & L. G.; et al. (2016). Psychotherapists' outcomes with white and racial/ethnic minority clients: First, the good news. *Journal of Counseling Psychology, 63*(3) 261-268.

The purposes of this study were to (a) investigate whether psychotherapists differ in their effectiveness with clients, (b) determine whether disparities exist within therapists' caseloads in their outcomes with white and racial and ethnic minority (REM) clients, (c) explore therapist factors that might contribute to observed therapist effects, and (d) identify whether treatment outcomes varied for REM and white clients. A sample of 3,825 clients seen by 251 therapists at 45 college counseling centers completed the Counseling Center Assessment of Psychological Symptoms at the beginning and end of individual psychotherapy. Therapists differed in their effectiveness at reducing general distress across clients, and evidence was found for disparities within therapists' caseloads in their effectiveness with REM and white clients. Effect sizes were small. Disparities within therapists' caseloads were not a function of any therapist variable that was studied. Therapy outcomes were similar for white and REM clients. Therapist multicultural competence can, and should, be considered in terms of measurable outcomes across client racial/ethnic groups. It is possible to identify multiculturally expert therapists who evidence competence with both REM and white clients and who might serve as models from whom the field could learn.

Nienhuis, J.B., Owen, J., Valentine, J.C., Black, S.W, Halford, T.C., Parazak, S.E., Budge, S., & Hilsenroth, M. (2018). Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. *Psychotherapy Research, 28*(4), 593-605.

Alliance, empathy, and genuineness have been demonstrated consistently to be integral parts of the therapeutic relationship, with the alliance being especially critical to therapy outcomes. This meta-analysis explored the extent to which therapist empathy and genuineness contribute to the therapeutic alliance. A multifaceted search strategy yielded 53 studies, of which 40 reported alliance/empathy relationships, eight studies reported alliance/genuineness relationships, and five studies reported both. Random effects meta-analyses revealed that therapeutic alliance was significantly related to perceptions of therapist empathy with a mean $r = 0.50$). Therapeutic alliance was also significantly related to perceptions of therapist genuineness with a mean $r = 0.59$. The researchers concluded that the therapeutic alliance has a moderate relationship with perceptions of therapist empathy and genuineness, although there may be reason to believe that when each is rated by the same person, these constructs have significant overlap and lack discreteness.

Rutt, B.T., Oehlert, M.E., Krieshok, T.S., & Lichtenberg, J.W. (2018). Effectiveness of Cognitive Processing Therapy and Prolonged Exposure in the Department of Veterans Affairs. *Psychological Reports, 121*(2), 282-302.

The study evaluated the effectiveness of cognitive processing therapy and prolonged exposure in conditions reflective of current clinical practice within the Veterans Health Administration. The study involved a retrospective review of 2030 charts to identify a total of 750 veterans from 10 U.S. states who received cognitive processing therapy (N=376) or prolonged exposure (n=374) in individual psychotherapy. The study used multilevel modeling to evaluate the absolute and relative effectiveness of both treatments to determine the relationship between patient level variables and total Posttraumatic Stress Disorder Checklist scores during treatment. Cognitive processing therapy and prolonged exposure were equally effective at reducing total Posttraumatic Stress Disorder Checklist scores. Veterans who completed therapy reported significantly larger reductions in the Posttraumatic Stress Disorder Checklist than patients who did not complete therapy. There were no significant differences in the improvement of posttraumatic stress disorder symptoms with respect to age and three racial/ethnic groups (Caucasian, African American, and Hispanic). The researchers concluded that Cognitive Processing Therapy and Prolonged Exposure were effective in conditions highly reflective of clinical practice (VAMC) and with a highly diverse sample of veterans.

Tucker, C. M., Butler, A., Kaye, L. B., Nolan, S. E. M., Flenar, D. J., Marsiske, M., & Daly, K. (2014). Impact of a culturally sensitive health self-empowerment workshop series on health behaviors/lifestyles, BMI, and blood pressure of culturally diverse overweight/obese adults. *American Journal of Lifestyle Medicine, 8*, 122–132.

This study examined the impact of the health self-empowerment theory-based, culturally sensitive Health Self-Empowerment (HSE) Workshop Series to Modify and Prevent Obesity on levels of health promoting (health-smart) behaviors, motivators of and barriers to these behaviors, health promoting lifestyle variables, and health status indicators (body mass index [BMI] and blood pressure) among a culturally diverse sample of overweight/obese adults from mostly low-income households. Overweight/obese adults (n=153) participated in an immediate treatment (IT) group (n = 100) or a waitlist control (WC) group (n = 53). Post-intervention, the IT group compared with the WC group reported (a) significantly higher engagement in physical activity and healthy eating; (b) significantly less intake of calories, total fat, trans fat, saturated fat, sugar, and added sugar; (c) significantly higher motivators for engaging in 2 of 4 specific health-smart behaviors; (d) significantly lower barriers to engaging in 3 of 4 specific health-smart behaviors; and (e) significantly lower BMI and systolic blood pressure. The researchers concluded the HSE Workshop Series to be an effective intervention for treating and preventing obesity among diverse low-income adults—individuals who often perceive/experience limited power over their health. Health care providers, including physicians and psychologists, have important health empowerment roles in this intervention.

2. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's services for dealing with

the types of psychological, biological, and/or social problems usually confronted and addressed by this specialty. Summarize and discuss the relevance of the findings of these studies, particularly their measures and outcome results.

Counseling Psychology, as a specialty, has focused its efforts toward confronting not only psychological distress but difficulties that arise from social problems such as racism, sexism, heterosexism, ageism, classism and other forms of discrimination. Below are several recent articles supporting the efficacy of Counseling Psychology services for addressing the sorts of programs/issues generally confronted by practitioners in the specialty.

Ashworth, D. K., Sletten, T. L., Junge, M., Simpson, K., Clarke, D., Cunnington, D., & Rajaratnam, S. M. W. (2015). A randomized controlled trial of cognitive behavioral therapy for insomnia: An effective treatment for comorbid insomnia and depression. *Journal of Counseling Psychology, 62*(2), 115–123.

Insomnia and depression are highly comorbid conditions that show a complex, bidirectional relationship. This study examined whether cognitive-behavioral therapy for insomnia (CBT-I) delivered by a therapist compared with self-help CBT-I (written materials only) reduces insomnia and depression severity in individuals with comorbid insomnia and depression. A total of 41 participants (18–64 years; 25 females) with comorbid depression and insomnia, treated with antidepressants for at least 6 weeks, were randomized to receive 4 sessions of either CBT-I or self-help CBT-I over 8 weeks. Insomnia and depression were assessed at baseline, following each session, and at 3-month follow-up. Secondary outcomes were sleep quality and duration anxiety, fatigue, and daytime sleepiness. The researchers concluded that CBT-I administered by a therapist produced significant reductions in both insomnia and depression severity posttreatment and at follow-up, compared with a control condition in which participants received only written CBT-I material. Targeting insomnia through CBT-I is efficacious for treating comorbid insomnia and depression, and it should be considered an important adjunct therapy for patients with depression whose symptoms have not remitted through antidepressant treatment.

Cokley, K., Smith, L., Bernard, D., et al. (2017). Impostor feelings as a moderator and mediator of the relationship between perceived discrimination and mental health among racial/ethnic minority college students. *Journal of Counseling Psychology, 64*(2), 141-154.

This study investigated whether impostor feelings would both moderate and mediate the relationship between perceived discrimination and mental health in a sample of diverse ethnic minority college students (106 African Americans, 102 Asian Americans, 108 Latino/a Americans) at an urban public university. African American students reported higher perceived discrimination than Asian American and Latino/a American students, while no racial/ethnic group differences were reported for impostor feelings. Analyses revealed that among African American students, high levels of impostor feelings moderated the perceived discrimination and depression relationship and mediated the perceived discrimination and anxiety relationship. Among Asian American students, impostor feelings mediated the relationship between perceived discrimination and both depression and anxiety. Among Latino/a American students, low levels of impostor feelings moderated the relationship between perceived discrimination and both depression and anxiety, and partially mediated the relationship between perceived discrimination and anxiety. Multigroup path analyses revealed a significantly stronger impact of impostor feelings on depression among African American students and a stronger impact of perceived discrimination

on impostor feelings among African American and Latino/a American students. Clinical implications and future research directions are discussed.

Flueckiger, C., Del Re, A. C., Horvath, A. O., et al. (2013). Substance use disorders and racial/ethnic minorities matter: A meta-analytic examination of the relation between alliance and outcome. *Journal of Counseling Psychology, Advanced Online Publication*. doi: 10.1037/a0033161

The purpose of this meta-analysis was to examine the moderating impact of substance use disorder as inclusion/exclusion criterion as well as the percentage of racial/ethnic minorities on the strength of the alliance outcome relationship in psychotherapy. It was hypothesized that the presence of a Diagnostic and Statistical Manual of Mental Disorders (DSM) Axis I substance use disorder as a criterion and the presence of racial/ethnic minorities as a sociocultural indicator are moderately correlated client factors reducing the relationship between alliance and outcome. A random effects restricted maximum-likelihood estimator was used for omnibus and moderator models ($k = 94$). The presence of (a) substance use disorder and (b) racial/ethnic minorities (overall and specific to African Americans) partially moderated the alliance outcome correlation. The percentage of substance use disorders and racial/ethnic minority status was unexpectedly highly correlated in the present treatment research samples. Sociocultural contextual variables should be considered along with a DSM Axis I diagnosis of substance use disorders in analyzing and interpreting therapy process variables such as the alliance.

Geerling, B., Kraiss, J. T., Kelders, S. M., Stevens, A. W. M. M., Kupka, R. W., & Bohlmeijer, E. T. (2020). The effect of positive psychology interventions on well-being and psychopathology in patients with severe mental illness: A systematic review and meta-analysis. *The Journal of Positive Psychology, 15*(5), 572–587. <https://doi.org/10.1080/17439760.2020.1789695>

There is a growing number of studies evaluating the impact of positive psychology interventions (PPI's) in people with severe mental illnesses (SMI). For this study, the authors conducted a meta-analysis on the effects of PPI's on mental health in people with SMI across studies. Sixteen studies were included (nine RCTs), representing 729 patients. Meta-analyses were performed for well-being as the primary outcome at post-treatment. No significant effects were found on both well-being or psychopathology for the PPI's in comparison with the control conditions. Within-group effects revealed a moderate effect (Hedge's $g = 0.40$) on well-being, and a large effect on psychopathology ($g = 0.70$). Although there currently there is no evidence that PPIs are more effective in comparison with other active interventions, the findings in this meta-analysis demonstrated that people with SMI do benefit from PPIs in terms of enhancement of mental health.

Hanna, A., & Rounds, J. (2020). How accurate are interest inventories? A quantitative review of career choice hit rates. *Psychological Bulletin*. Advance online publication. <https://doi.org/10.1037/bul0000269>

Vocational interests have a rich history throughout the last century of psychological research, playing an influential role in fields such as personality, development, education, counseling, and organizational psychology. This meta-analysis examines the validity of interest inventories for predicting educational choices and occupational membership. This analysis of predictive hit

rates incorporates almost 100 years of research investigating the accuracy of interest inventories. The researchers' analysis found that measured interests attain an estimated overall hit rate of 50.8% for predicting career choice. Because of the vast amount of career choice possibilities, this effect size conveys a significant degree of predictive accuracy. Overall, the results of the meta-analysis suggest that vocational interests are highly accurate predictors of career choices, including educational majors and future occupations. Interests predict career choices equally well for men and women, for different types of jobs, and for both current and future career choices.

Milot-Lapointe, F., Le Corff, Y., & Savard, R. (2019). A study of clinical change in individual career counseling. *The Career Development Quarterly*, 67(4), 357-364.

This study examined the clinical significance of career counseling effects. Participants were 111 university students (83% women) who participated in individual career counseling sessions at their university. All participants completed the French version of the Outcome Questionnaire-30.2 (OQ-30.2; Lambert, Finch, Okiishi, & Burlingame, 2005) immediately before the 1st session (pretest) and at the beginning of the last session (posttest). The OQ-30.2 assesses 3 client life domains: subjective discomfort, problems in interpersonal relationships, and problems in social role satisfaction. Using Jacobson and Truax's (1991) statistical approach to assessing clinical change, the authors compared clients' pretest OQ-30.2 scores with their posttest scores. Among clients with a "dysfunctional" score ($n = 59$) at the study's inception, 34% recovered and 14% improved, whereas 41% of clients with functional scores ($n = 52$) at the study's inception improved. The results suggest that individual career counseling can make a difference in the lives of many clients; they also highlight the importance of further outcome research that accounts for possible variability in clients' responses to career counseling.

Sun, S. ; Hoyt, W. T., Brockberg, D., et al. (2016). Acculturation and enculturation as predictors of psychological help-seeking attitudes (HSAs) among racial and ethnic minorities: A meta-analytic investigation. *Journal of Counseling Psychology*, Vol 63(6), 617-632.

Psychological services are culturally encapsulated for dominant cultural groups, and racial minorities underutilize treatment even though they suffer from more severe psychological distress. Sociocultural factors such as acculturation (one's adaptation into mainstream group) and enculturation (one's adherence to culture of heritage) are hypothesized to affect minorities' attitudes toward seeking psychological services. This meta-analysis examined 3 methods to assess acculturation/enculturation-unidimensional acculturation, bidimensional acculturation, and bidimensional enculturation as predictors of help-seeking attitudes (HSAs)-both positive and negative attitudes-among racial and ethnic minorities in 207 samples drawn from 111 research reports. The omnibus correlations between acculturation/ enculturation variables and HSAs were quite small, but in the predicted direction. Moderator analyses suggested a more nuanced understanding of the association between bidimensional enculturation and positive HSAs: This association was significant ($r = -.1495\%$ CI[-.18, -.09]) for Asians and Asian Americans, but very close to zero and nonsignificant for other racial minority groups (African Americans, Latino Americans, and others). In addition, the domain of acculturation/ enculturation assessed was predictive of effect size, with enculturation measures containing a higher proportion of cognitive items (e.g., items that assess cultural values and beliefs) showing stronger (more negative) associations with positive HSAs. Post hoc analyses indicated that certain Asian cultural values,

including emotional self-control, conformity to social norms, and collectivism, showed especially high negative associations with positive HSAs.

3. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's procedures and techniques when compared with services rendered by other specialties or practice modalities. Summarize and discuss the relevance of the findings of these studies, particularly their measures and outcome results and the comparisons to other specialties or modalities.

Many of the intervention techniques used by counseling psychologists (e.g., the various approaches to counseling and psychotherapy, assessment, consultation) are techniques that are shared with other professional specialties in psychology (e.g., Clinical Psychology, Family Psychology, Health Psychology, I/O Psychology, School Psychology). The comparison of the relative efficacy of Counseling Psychology's procedures and technologies compared with or when used by other psychological specialists has not been of interest to the specialty, nor are they the sorts of comparisons on which Counseling Psychology researchers have focused. That said, the first reference cited below (Wampold & Imel, 2015) summarizes the meta-analytic research on psychotherapy outcomes. Although not the specific focus of this section, the research may be interpreted as supporting a conclusion that differences among the "specialties" in their provision of services are not a significant factor in outcome/treatment differences. Relevant to this argument and conclusion is the fact that Counseling Psychology, as one of psychology's three primary (generalist) health service psychology (HSP) provider specialties (Counseling Psychology, Clinical Psychology, School Psychology) shares common graduate training program accreditation standards and learning outcome expectations; and indeed, the specialty holds that counseling psychologists learn from, rather compete against, other disciplines.

Wampold, B. E., & Imel, Z. E. (2015). *The great psychotherapy debate (2nd ed.)*. New York: Routledge.

This text is an updated and revised presentation of the Contextual Model, which is derived from extensive meta-analytic study of the outcomes of psychotherapy and the variables that do and do not affect those outcomes. Based on these analyses, the authors elaborate a scientific understanding of how individuals heal in a social context—a model that explains findings from a vast array of psychotherapies studies. In contrast to focusing on identifying the most effective treatment for particular disorders through emphasizing the specific ingredients of treatment (differential treatment effects), the authors argue from the collective empirical research that it is factors common across different approaches to therapy (and specially features in the context of the provision of psychotherapy) that affect outcomes. The new edition also includes a history of healing practices, medicine, and psychotherapy generally, that are the primary effective components of psychotherapy. In particular the authors summarize the meta-analytic research examining common therapist effects and client effects, such as the alliance, expectations, and empathy. The research evaluated in this volume and the meta-analytic findings summarized and discussed in the book, serve as foundation for much of the training and treatment factors taught in Counseling Psychology programs and implemented in practice.

Chow, D. L., Miller, S. D., Seidel, J. A., Kane, R. T., Thornton, J. A., & Andrews, W. P. (2015). The role of deliberate practice in the development of highly effective psychotherapists. *Psychotherapy, 52*(3), 337–345.

This study focused on highly effective psychotherapists, and on the factors that mediate the acquisition and maintenance of superior performance skills (e.g., Ericsson, 1996, 2006; Ericsson, Krampe, & Tesch-Romer, 1993). The sample in the present study involved 69 therapists—consisting of psychotherapists, psychologists, social workers, marriage and family therapists, and counselors practicing independently within a health consortium in the UK, and 4,580 clients practicing. Consistent with prior research, in the full sample, it was found that therapist effects explained 5.1% of the variance in outcome, after adjusting for initial severity. Therapist gender, caseload, and age were not found to be significant predictors of client outcome. Of particular relevance to this CRSSPP petition, in a subsample of therapists, the relationship between client outcome and therapist demographic variables, professional development activities, and work practices was analyzed. Within this sample, therapist characteristics (e.g., years of experience, gender, age, profession, highest qualification, caseload, degree of theoretical integration) did not significantly predict client-reported outcomes. However, consistent with the literature on expertise and expert performance, the amount of time spent targeted at improving therapeutic skills was a significant predictor of client outcomes. Further, highly effective therapists indicated requiring more effort in reviewing therapy recordings alone than did the rest of the cohort—both finding being especially relevant for training and for continuing professional education. There were no significant differences in adjusted client outcomes across the treatment organization (i.e., profession) types.

Wampold, B.E., & Owen, J. (2020). Therapist effects: History, method, magnitude and characteristics of effective therapists. In M. Lambert & A. Bergin (Eds), *Handbook of psychotherapy and behavior change (7th ed.)*, New York: Wiley. (Note: this book is in-press and to be available in November, 2020; the chapter page numbers are not yet available)

This chapter reviews the historical and current trends in the study of therapist effects. The authors discuss statistical methods for investigating therapist effects, with a primary focus and suggestion to utilize multilevel modeling to properly account for and understand therapist effects. They review studies of therapist effects in randomized clinical trials and naturalistic treatment settings. The overall magnitude of therapist effects tends to be slightly greater in naturalistic settings than in randomized clinical trials, but sizable in comparison to other effects in psychotherapy. They review the characteristics and actions that typify more effective therapists. It appears that more effective therapists have a sophisticated set of interpersonal skills that is displayed in interpersonally challenging situations, but there appears to be no support for the notion of differences in clinical outcomes as a function of the therapists' professional or licensure type.

Kraus, D. R., Bentley, J. H., Alexander, P. C., Boswell, J. F., Constantino, M. J., Baxter, E. E., & Castonguay, L. G. (2016). Predicting therapist effectiveness from their own practice-based evidence. *Journal of Consulting and Clinical Psychology, 84*(6), 473–483.

The researchers note that differences between therapists (therapist effect) are often larger than differences between treatments (treatment effect) in explaining client outcomes, and thus should be considered relevant to providing optimal treatment to clients. However, research on therapist effectiveness has focused largely on global measures of distress as opposed to a multidimensional

assessment, and it has failed to risk-adjust for client characteristics. This study examined the stability and predictive validity of therapist effectiveness across multiple outcome domains using risk-adjusted outcomes. Initial and follow-up outcome data were collected from 3,540 clients who were treated in naturalistic settings by a sample of 59 therapists. Data from the first 30 clients of each therapist were used to classify each therapist's effectiveness on 12 outcome domains. These results were then compared with outcome data from the therapist's next 30 clients. Results demonstrated that therapist effectiveness was relatively stable, although somewhat domain specific. Therapists classified as "exceptional" were significantly more likely to remain above average with future cases, suggesting that a therapist's past performance is an important predictor of her/his/their future performance. The researchers concluded that clients are likely to experience differential benefit depending on the particular therapist and their strengths. It was noted, however, that no differences in outcomes were detected by treatment setting, and that when comparing degrees of effectiveness across clinician licensing type (e.g., psychologist, social worker, counselor) and years of experience, no significant results were found.

Rutt, B.T., Oehlert, M.E., Krieshok, T.S., & Lichtenberg, J.W. (2018). Effectiveness of Cognitive Processing Therapy and Prolonged Exposure in the Department of Veterans Affairs. *Psychological Reports, 121*(2), 282-302.

The study evaluated the effectiveness of cognitive processing therapy and prolonged exposure in conditions reflective of current clinical practice within the Veterans Health Administration. The study involved a retrospective review of 2030 charts to identify a total of 750 veterans from 10 U.S. states who received cognitive processing therapy (N=376) or prolonged exposure (n=374) in individual psychotherapy. The study used multilevel modeling to evaluate the absolute and relative effectiveness of both treatments to determine the relationship between patient level variables and total Posttraumatic Stress Disorder Checklist scores during treatment. Cognitive processing therapy and prolonged exposure were equally effective at reducing total Posttraumatic Stress Disorder Checklist scores. Veterans who completed therapy reported significantly larger reductions in the Posttraumatic Stress Disorder Checklist than patients who did not complete therapy. There were no significant differences in the improvement of posttraumatic stress disorder symptoms with respect to age and three racial/ethnic groups (Caucasian, African American, and Hispanic). The researchers concluded that Cognitive Processing Therapy and Prolonged Exposure were effective in conditions highly reflective of clinical practice (VAMC) and with a highly diverse sample of veterans.

Courtois, C.A. (2020). Best practices in psychotherapy for adults. In J.D. Ford & C.A. Courtois (Eds.), *Treating complex traumatic stress disorders in adults* (2nd ed.). New York: Guilford Press.

In her edited text on treating trauma disorders in adults, Courtois (a nationally recognized expert in the treatment of trauma and a counseling psychologist), reviews the current evidenced-based scholarship on trauma treatments for adults. In subsequent chapters in this volume, other researchers/practitioners review in detail the peer-reviewed scholarship on individual treatment modalities for the treatment of trauma including: prolonged-exposure therapy, cognitive therapy, cognitive processing therapy brief eclectic therapy, cognitive-behavioral therapy, interpersonal psychotherapy, emotion-focused therapy, EMDR therapy, and narrative therapy. Additional chapters do the same as regards to evidence-supported group and conjoint therapy approaches to the treatment of complex trauma stress disorders in adults.

Hanna, A., & Rounds, J. (2020). How accurate are interest inventories? A quantitative review of career choice hit rates. *Psychological Bulletin*. Advance online publication. <https://doi.org/10.1037/bul0000269>

Vocational interests have a rich history throughout the last century of psychological research, playing an influential role in fields such as personality, development, education, counseling, and organizational psychology. This meta-analysis examines the validity of interest inventories for predicting educational choices and occupational membership. This analysis of predictive hit rates incorporates almost 100 years of research investigating the accuracy of interest inventories. The researchers' analysis found that measured interests attain an estimated overall hit rate of 50.8% for predicting career choice. Because of the vast amount of career choice possibilities, this effect size conveys a significant degree of predictive accuracy. Overall, the results of the meta-analysis suggest that vocational interests are highly accurate predictors of career choices, including educational majors and future occupations. Interests predict career choices equally well for men and women, for different types of jobs, and for both current and future career choices.

Donaldson, S., Lee, J.Y., & Donaldson, S.I. (2019). Evaluating positive psychology interventions at work: A systematic review and meta-analysis. *International Journal of Applied Positive Psychology*, 4, 113-134.

Positive psychology interventions (PPIs) in the workplace are intended to improve important work and vocational outcomes, such as increased work engagement, job performance, and reduced job stress. Numerous empirical studies have verified the effects of these interventions. This paper provides a systematic review of PPIs at work and highlights intervention studies explicitly aligned within the work traditions of positive work and organization. The researchers' meta-analytic findings from 22 studies that five work positive psychology interventions had a small positive effect on improving desirable work outcomes ($g=.25$), and a small to moderate effect on reducing undesirable work outcomes ($g=-.34$). The researchers suggest that their findings provide valuable insight on the effectiveness of PPIs in work settings.

Goodyear, R. K., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Psychotherapy expertise should mean superior outcomes and demonstrable improvement over time. *The Counseling Psychologist*, 45(1), 54-65.

The authors argue that how the field understands psychotherapy expertise is important. It affects how we practice and how we prepare others for practice. Citing and reviewing previous scholarship on this issue, they argue that the most meaningful definition of expertise must involve steady improvement over time to achieve superior performance on some meaningful measure, which typically is client outcome. Citing research on this topic, they also argue that the best means by which a therapist can achieve this is through ongoing deliberate practice. This position is contrasted with writing by Hill, Spiegel, Hoffman, Kivlighan, and Gelso who choose to operationalize and anchor the definition of therapist expertise in therapist performance, and also in various other possible definitions of expertise (e.g. therapist experience, therapist self-assessment of expertise). Goodyear et al. discuss why client outcomes are the more reasonable measure of expertise among therapists and they provide evidence-based suggestions on how therapists can engage in practice with their clients and show continued professional growth/expertise and achieve superior client outcomes in therapy.

Hall, Gordon C. Nagayama; Ibaraki, Alicia Yee; Huang, Ellen R.; et al. (2016). A meta-analysis of cultural adaptations of psychological interventions

Forehand and Kotchick (1996) issued a wake-up call to the field to develop culturally responsive interventions. Since that time, 11 meta-analyses on culturally adapted interventions have been conducted. To reconcile the differences of the previous meta analyses, a new meta-analysis was conducted that included 13,998 participants, 95% of whom were non-European American, in 78 studies evaluating culturally adapted interventions with psychopathology outcomes. Using a random effects multilevel regression model, the overall effect size ($g = 0.67$, $p < .001$) favored the effectiveness of culturally adapted interventions over other conditions (no intervention, other interventions). There was a medium effect size favoring the effectiveness of culturally adapted interventions over unadapted versions of the same intervention ($g = .52$). The overall effect size was moderated by whether the study involved treatment ($g = .76$) vs. prevention ($g = .25$, $p = .03$) and whether the study involved specific measures of mood or anxiety symptoms ($g = .76$) vs. general measures of psychopathology ($g = .48$, $p = .02$). Culturally adapted interventions had 4.68 times greater odds than other conditions to produce remission from psychopathology ($p < .001$) in 16 studies that reported remission. There were greater effects in no-intervention control designs (marginal odds ratio = 9.80) than in manualized intervention (marginal odds ratio = 3.47, $p = .03$) or another active, non-manualized intervention (marginal odds ratio = 3.38, $p = .04$) in comparison designs in remission studies. Research has yet to adequately investigate whether culturally adapted or unadapted interventions impact culture-specific psychopathology. These findings indicate a continuing need for rigor in the conceptualization and measurement of culture specific psychopathology and in developing culturally responsive interventions.

Graham-LoPresti,, J.R>, Gautier, S.W., Sorenson, S., Hayes-Skelton, S.A. (2017). Culturally sensitive adaptations to evidence-based cognitive behavioral treatment for social anxiety disorders: A case Paper. *Cognitive and behavioral Practice*, 24, 459-471.

Cognitive behavior group therapy (CBGT) involves restructuring maladaptive thoughts and exposure in social context in a group format and is an empirically-supported intervention for social anxiety disorders. Research applying these skills to experiences of discrimination that may contribute to social anxiety in marginalized populations such as frequently seen by counseling psychologists is limited. In this paper, a case presentation is used to demonstrate the ways in which culturally sensitive adaptations of CBGT is applied to treat social anxiety related to issues of discrimination. Specifically, the paper focuses on the way social anxiety disorder is manifested for a Latina woman based on a history and current context of race-based and gender-based discrimination. The authors address social anxiety related to experiences in GGCBGT as well as clinical practice implications related to the integration of multicultural principles and traditional CBT for social anxiety disorders generally.

4. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's services for dealing with the types of settings or organizational arrangements where this specialty is practiced. Summarize and discuss the relevance of the findings of these studies in relation to the specialty practice.

Counseling psychologists are employed in a variety of settings, including (but not limited to)

academic departments, university/college counseling centers, Veterans Affairs hospitals, community mental health centers, and independent practice. The efficacy of counseling psychologists employed in myriad settings are evident through journals such as the *Journal of Counseling Psychology*, *The Counseling Psychologist*, and the *Journal of Vocational Behavior*, among many. Below are articles highlighting some of the most recent efforts in the specialty:

Parcover, J., Coiro, M.J., Finglass E., & Barr E. (2018). Effects of a brief mindfulness-based group intervention on college students. *Journal of College Student Psychotherapy*, 32(4), 312-329.

Increases in the number of college students seeking mental health services require counseling centers to explore innovative strategies to provide effective and efficient treatments. Group interventions offer an alternative to traditional individual counseling, allowing centers to serve more students with fewer clinical staff. Of current group modalities, the use of mindfulness-based interventions (MBIs) has been growing as an effective approach for addressing college students' increasingly complex needs. This study described the evaluation of a three-session mindfulness-based intervention on students' mindfulness, symptoms, and stress. Compared to a comparison group of students not seeking counseling center services, the students who received the intervention reported increased mindfulness, and decreased symptoms of depression, anxiety, and stress at the end of the group. Improvements in mindfulness mediated intervention effects on symptoms of depression and anxiety. These gains were generally maintained at follow-up several weeks later. The findings support the benefits of brief group interventions for college students.

Kim, J. E.; Park, S.S.; La, A, et al (2016). Counseling services for Asian, Latino/a, and White American students: Initial severity, session attendance, and outcome. *Cultural Diversity & Ethnic Minority Psychology*, 22(3), 299-310.

The current study examined racial/ethnic differences in initial severity, session attendance, and counseling outcomes in a large and diverse sample of Asian American, Latino/a, and White student clients who utilized university counseling services between 2008 and 2012. Authors used archival data of 5,472 clients (62% female; M age = 23.1, SD = 4.3) who self-identified their race/ethnicity as being Asian American (38.9%), Latino/a (14.9%), or white (46.2%). Treatment engagement was measured by the number of counseling sessions attended; initial severity and treatment outcome were measured using the Outcome Questionnaire-45. Results: Asian American clients, particularly Chinese, Filipino/a, Korean, and Vietnamese Americans, had greater initial severity compared with white clients. Asian Indian, Korean, and Vietnamese American clients used significantly fewer sessions of counseling than white clients after controlling for initial severity. All racial/ethnic minority groups continued to have clinically significant distress in certain areas (e.g., social role functioning) at counseling termination. These findings highlight the need to devote greater attention to the counseling experiences of racial/ethnic minority clients, especially certain Asian American groups. Further research directions are provided.

Brown, Steven D.; & Roche, M. (2016). The outcomes of vocational interventions: Thirty (some) years later. *Journal of Career Assessment*, 24(1), 26-41.

The purposes of this article were to (a) summarize the status of career intervention research since Spokane and Oliver's seminal meta-analysis of vocational intervention outcome and (b) discuss in more detail a recently proposed method for determining whether career interventions make a difference in the lives of clients (clinical significance). Although several excellent meta-analyses of

the career intervention outcome literature have appeared since 1983, the authors briefly summarize the meta-analytic results, discuss future research directions that were suggested by the meta-analyses, and evaluate progress in addressing suggestions. The bulk of the article focuses on summarizing how clinical significance of career outcomes can be addressed, presenting normative data that can be used to address clinical significance questions with several widely used outcome measures, and illustrating clinical significance calculations using published career intervention studies.

Dundas, I., Thorsheim, T., Hjeltne, A., & Binder, P.E. (2016). Mindfulness based stress reduction for academic evaluation anxiety: A naturalistic longitudinal study. *Journal of College Student Psychotherapy, 30(2), 114-131.*

Mindfulness based stress reduction (MBSR) for academic evaluation anxiety (including test anxiety) and self-confidence in 70 help-seeking bachelor's and master's students were examined. A repeated measures analysis of covariance on students who completed pretreatment and posttreatment measures (median age = 24 years, 83% women) showed that evaluation anxiety and self-confidence improved. A growth curve analysis with the original participants showed reductions in both cognitive and emotional components of evaluation anxiety, and that reduction continued post-intervention. The study supports the notion that MBSR may reduce evaluation anxiety among college students.

Criterion X. Quality Improvement. A specialty promotes ongoing investigations and procedures to develop further the quality and utility of its knowledge, skills, and services.

Commentary: The public interest requires that a specialty provides the best services possible to consumers. A specialty, therefore, continues to seek ways to improve the quality and usefulness of its practitioners' services beyond its original determination of effectiveness. Such investigations may take many forms. Specialties promote and participate in the process of accreditation in order to enhance the quality of specialty education and training. Petitions describe how research and practice literatures are regularly reviewed for developments which are relevant to the specialty's skills and services, and how this information is publicly disseminated.

1. Provide a description of the types of investigations that are designed to evaluate and increase the usefulness of the skills and services in this specialty. Estimate the number of researchers conducting these types of studies, the scope of their efforts, and how your organization and/or other organizations associated with the specialty will act to foster and communicate these developments to specialty providers. Provide evidence of current efforts in these areas including examples of needs assessed and changed that resulted.

With its long-established tradition as a scientist-practitioner specialty, Counseling Psychology has an established research and demonstration tradition. This has involved traditional outcome

research designs and parallel statistical methods such as randomized controlled trials, but also more sophisticated analytic methods such as meta-analysis, structural equation modeling, and multilevel modeling.

Further, with the wide acceptance and broad use of qualitative designs in Counseling Psychology research, attention has turned to methodological advances in both quantitative and qualitative approaches relevant to Counseling Psychology research. Counseling Psychology's exploration and embrace of advanced research methodologies is evident in two recent special sections of the *Journal of Counseling Psychology* [2017, 64(6): Advanced Methodology and 2016, 63(3): "Big'er" Data: Scaling up Psychotherapy Research in Counseling Psychology], as well as in a recent special issue of *The Counseling Psychologist* (TCP; 2016, 44(5): Novel and Underused Methodologies).

Utilizing such diversity of design and methods, Counseling Psychology has continued to further the science-practice paradigm in the broadest sense. Although the exact number of Counseling Psychology researchers is unknown, their continued pursuit of applied scientific knowledge are evident in the *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Journal of Vocational Behavior*, APA journals such as *American Psychologist*, *Psychological Bulletin*, *Journal of Consulting and Clinical Psychology*, *Professional Psychology: Research and Practice*, *Training and Education in Professional Psychology*, *Journal of Psychotherapy Integration*, and also in the journals of Divisions 12, 29, 35, 43, 45, and 49 of the APA.

Further needs assessment and changes in Counseling Psychology have been documented in the newest edition of *the APA Handbook of Counseling Psychology* (Fouad, Carter, & Subich, 2012a&b). Specifically, significant changes have been observed in all three historical strengths of Counseling Psychology: counseling and psychotherapy research and practice (Scheel & Conoley, 2012; Stoltenberg & McNeill, 2012), diversity and social justice (Chung, Szymanski, & Markle, 2012; Cook, Dixon, & McGuire, 2012; Enns, 2012; Quintana, Chew, & Schell, 2012; Smith & Mao, 2012; Vacha-Haase, Hill, & Birmingham, 2012; Wester & Vogel, 2012), and vocational psychology (Jome & Carnicella, 2012; Lapan, Turner, & Pierce, 2012; Swanson, 2012). In addition, a special section of the *Journal of Counseling Psychology* was published in 2017 specifically focused on "The Future of Counseling Psychology." Articles in this special issue identified areas of research needing attention and further development so as to allow the specialty of Counseling Psychology to effectively respond to contemporary client population needs, such as sexual and gender minorities (Budge, Israel, & Merrill, 2017), sociopolitical issues, such as white supremacy and social class (Lui, 2017), and methodological advances, such as the use of machine learning models to better understand the psychotherapeutic process (Imel, Caperton, Tanana, & Atkins, 2017).

As noted above, one of the three historical strengths of Counseling Psychology has been its emphasis on providing culturally responsive services to members of cultural, gender, and sexual minority populations and other historically marginalized groups. This deep commitment is evident in a few examples of recent special issues of SCP's flagship journal, *The Counseling Psychologist*, with the journal devoted to exploring the research and practice needs and issues for white allies (Spanierman & Smith, 2017; Spanierman, Poteat, Whittaker, Schlosser, & Arévalo Avalos, 2017; Smith, Kashubeck-West, Payton, & Adams, 2017); trans/nonbinary individuals

(Santos, Goldstein, & Tracey 2017); gender and sexual minorities (Budge, Israel, & Merrill, 2017; Szymanski, Mikorski, & Carretta 2017); and in topics such as sex positivity (Cruz, Greenwald, & Sandil, 2017; Mosher, 2017) and intersectionality (Lefevor, Janis, & Park 2017).

Evidence of change effected by the research of counseling psychologists can be found in a broad range of specialized practice guidelines developed in APA. The leadership and the scholarly contributions of counseling psychologists can be found in the literature providing the foundation of the following set of guidelines:

- Guidelines for Prevention in Psychology (APA, 2014)
- Professional Practice Guidelines for Integrating the Role of Work and Career into Psychological Practice (APA, 2016)
- Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (APA, 2015)
- Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (APA, 2017)
- Clinical Practice Guideline for the Treatment of PTSD (APA, 2017)
- Guidelines for Psychological Practice with Girls and Women (APA, 2018)
- Guidelines for Psychological Practice with Boys and Men (APA, 2018)
- Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization (APA, 2019)

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2. Describe how the specialty seeks ways to improve the quality and usefulness of its practitioners' services beyond its original determinations of effectiveness.

It is in the science-practice tradition of Counseling Psychology to evaluate counseling practice in an ongoing manner. It is considered part of ethical responsibility to have feedback loops to test the effectiveness of the counseling process. This sometimes is done in formal evaluations/assessments and by keeping abreast of similar work done by other researchers and clinicians. Self-evaluation is also done routinely and less formally in the processes of clinical supervision or peer consultation.

Further, the specialty has deliberately developed and offered opportunities for practitioners to expand and improve their practice. For more than 10 years the division's journal – *The Counseling Psychologist (TCP)* – has been offering counseling psychologists continuing education credits for reading practice-based TCP articles and responding to practice application-related questions. The division and its Specialty Council member organizations routinely offer continuing education workshops and training at professional conferences. Further, the division has a Vice President for Practice specifically focused on promoting practice efficacy through a range of activities, including regular webinars. For example, recent webinar topics include *How to Advocate and be an Ally When You Hold Power and Privilege*, *Infusing Trans Issues into Counseling and Psychology Supervision and Training*, *Trauma and Spirituality in Counseling*, and *Using Technology to Engage in Prevention and Promotion of Wellness*. Also, the American Board of Counseling Psychology (ABCoP), in partnership with the Society of Counseling Psychology, provides funding to support counseling psychologists who are pursuing board certification.

In addition to including a VP position within the division leadership structure, there are entire sections within the division that focus on one or more specific aspects of practice, including supervision and training, professional practice, counseling center practice, health psychology, and the promotion of psychotherapy science. Each section plans and offers practice-relevant programming during the annual APA conference as well as at periodic Counseling Psychology conferences.

A notable development in Counseling Psychology with regards to supporting the ongoing improvement and refinement of practitioners' services is the emphasis within the specialty on deliberate practice (Goodyear, Wampold, Tracey, & Lichtenberg, 2017; Tracey, Wampold, Lichtenberg, & Goodyear, 2014) and therapist expertise (Hill, Spiegel, Hoffman, Kivlighan, & Gelso, 2017; O'Shaughnessy, Du, & Davis, 2017; Norcross & Karpiak, 2017; Reese, 2017).

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3. Describe how the research and practice literature are regularly reviewed for developments which are relevant to the specialty's skills and services, and how this information is publicly disseminated. Give examples of recent changes in specialty practice and/or training based upon this literature review.

Keeping current in Counseling Psychology is achieved by subscription or access to key clinical or research journals in counseling, psychotherapy, assessment, prevention, vocational psychology, and multiculturalism and diversity, such as those indicated above. National, regional, or state conferences and workshops provide easy access to continuing education and development. Recently, to commemorate its 50th anniversary, the flagship journal of the Society of Counseling Psychology – *The Counseling Psychologist* – published a series of eight special issues, each devoted to reviewing the research and practice literature in key areas relevant to the practice of Counseling Psychology. Special issue topics included the following: (a) gender and sexual minorities [2019, 47(1)], (b) vocational psychology [2019, 47(2)], (c) promoting world peace (2019, 47(3)), (d) confronting white supremacy [2019, 47(4)], (e) reducing inequalities in the justice system [2019, 47(5)], (f) ameliorating oppression (2019, 47(6)), (g) integrated health and behavioral health care (2019, 47(7)), and (h) the practice of telepsychology (2019, 47(8)). For a specialty that is as mature as Counseling Psychology, an additional route of disseminating recent developments is through publishing seminal summaries of the current state of the field in the form of handbooks. Major handbooks were published in 2012 (*The Oxford Handbook of Counseling Psychology*, Altmaier & Hansen, 2012), 2012 (*APA Handbook of Counseling Psychology*, Fouad et al., 2012a&b), 2015 (*APA Handbook of Career Intervention*, Hartung, Savickas, & Walsh, 2015a&b), and 2019 (*Psychotherapy Relationships that Work: Vol 1 Evidence-based therapist contribution* [Norcross & Lambert, 2019] and *Vol.2 Vol 2 Evidence-based therapist responsiveness* [Norcross & Wampold 2019]).

The specialty discipline of Counseling Psychology has leveraged recent advances in online and digital platforms to deliver practice-relevant content and professional development to researchers, students, and practitioners alike. For example, both *The Counseling Psychologist (TCP)* and the *Journal of Career Assessment (JCA)* have begun offering podcasts in which researchers and article authors discuss the clinical implications of their work. Continuing Education (CE) credits are available through *TCP* on the topics covered in journal articles. Further, the Society of Counseling Psychology offers regular specialized webinars, many of which are free to registrants. Recent topics include following: *Using Deliberate Practice to Improve Supervision and Training*, *Work and Unemployment in the Time of COVID-19: Mental Health and Work-Based Implications*, *Liberation through Reclaiming our Immigrant Stories and Putting Privilege to Action*, and *Political Climate Stress Among U.S. Latinx Communities: Cultural Competence Framework*.

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4. This criterion includes two components: one focusing on past activities around accreditation (X.4.a), and the other on future activities around accreditation (X.4.b).

For X.4.a, describe how the specialty has promoted and participated in the process of accreditation in order to enhance the quality of specialty education and training. Also, indicate how many programs in this specialty have been accredited at the doctoral and/or postdoctoral level.

For X.4.b, describe how the specialty will promote and participate in the process of accreditation in the future in order to enhance the quality and sustainability of specialty education and training. Also, explain how the future accreditation support activities will be consistent with the Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties (see: <http://www.apa.org/ed/graduate/specialize/taxonomy.pdf>) and will be sustained (e.g., training CoA site reviewers with specialty expertise, sponsoring CoA self-study workshops, fostering the development or ongoing operation of a specialty training council, administrative agreements and protections, financial support, etc.). Explain how these activities will result in an increase in the number of specialty programs that are accredited at the doctoral and/or postdoctoral level.

Counseling Psychology is an active participant in the process of accreditation. Currently, Dr. Cindy Juntunen serves as the Chair of Commission on Accreditation (CoA), and counseling psychologists often have served on the CoA (e.g., Drs. Elizabeth Altmaier [chair], Nadya Fouad,

Linda Forrest, Ted Packard [chair], Michael Patton [chair], Susan Phillips [chair], James Lichtenberg [chair], Nancy Elman, Rick Seime, Kathy Bieschke, Joyce Illfelder-Kaye, and Changming Duan). Program accreditation has been emphasized within the specialty, with great success. Since our last CRSPPP/CRSSPP petition, the number of APA accredited Counseling Psychology programs has risen from 70 to 82. Of these 82 programs, 75 are accredited Counseling Psychology programs, with the remaining 7 being programs that combine Counseling Psychology with Clinical and/or School Psychology. Seventy-five of these programs offer a PhD and 7 offer a PsyD.

The Council of Counseling Psychology Training Programs (CCPTP), whose membership consists of the training directors of all APA-accredited Counseling Psychology programs, former program training directors, and the training directors of programs aspiring to become accredited, is actively involved in promoting and participating in program accreditation. At its annual midwinter meetings, typically held each February, one day of conference time is provided to the APA and devoted specifically to the training of accreditation site visitors. CCPTP has a commitment to the enhancement of Counseling Psychology training, and the support of program training directors. At the invitation of the APA, the CCPTP provides regular input to the Office of Program Consultation and Accreditation regarding proposed changes in accreditation standards and processes, as well as regarding other issues related to the training and professional preparation of counseling psychologists.

In addition, Counseling Psychology has been active in the Association of Counseling Center Training Agencies (ACCTA), which is the largest organization of university counseling center psychology internship training programs. Numerous counseling psychologists in ACCTA are trained each year to become site visitors for health service psychology doctoral internship programs, so as to support the quality assurance process for APA-accredited internships.

As mentioned above, the combined emphasis by SCP and CCPTP on securing APA accreditation has led to a meaningful increase in the number of Counseling Psychology training programs that have sought and secured accreditation. The specialty anticipates that this trend will continue, with all existing training programs being accredited and all new programs actively seeking accreditation. At present, one new program received initial accreditation during the drafting of this petition, and one other is currently considered an applicant program (both of these programs are Counseling Psychology PsyD programs).

Criterion XI. Guidelines for Specialty Service Delivery. The specialty has developed and disseminated guidelines for practice in the specialty that expand on the profession's general practice guidelines and ethical principles³.

Commentary: *Such guidelines are readily available to specialty practitioners and to members of the public and describe the characteristic ways in which specialty practitioners make decisions about specialty services and about how such services are delivered to the public*

1. Describe the specialty-specific practice guidelines for this specialty. Please attach. How do such guidelines differ from general practice guidelines and ethics guidelines? (In this context, professional specialty guidelines refer to modes of conceptualization, identification and assessment of issues, and intervention planning

and execution common to those trained and experienced in the practice of the specialty. Such professional guidelines may be found in documents or websites including, but not limited to, those bearing such a title or as described in a variety of published textbooks, chapters, and/or articles focused on such contents.)

Counseling Psychology is a general practice specialty and adheres to professional psychology's general practice guidelines (<https://www.apa.org/practice/guidelines/index>) and its Ethical Principles of Psychologists and Code of Conduct (APA, 2017). Profession-adopted specialty-specific guidelines do not exist. However, writing on behalf of the American Academy of Counseling Psychology (AACoP), Fuertes, Spokane and Holloway (2012) have outlined specialty competency areas for Counseling Psychology.

Reference

Fuertes, J., Spokane, A., & Holloway, E. (2012). *Specialty competencies in counseling psychology*. New York: Oxford.

2. How does the specialty encourage the continued development and review of practice guidelines?

As a general practice specialty, Counseling Psychology does not encourage the development of specialty-specific guidelines and instead has taken leadership roles in the development of general practice guidelines aimed at populations and practice areas central to the identity of the specialty and that have been officially adopted by the APA. Two general practice guidelines originated from APA Division 17: (a) *Guidelines for Prevention in Psychology* (APA, 2014) – from the Prevention Section of Division 17, and (b) *Professional Practice Guidelines for Integrating the Role of Work and Career into Psychological Practice* (APA, 2016) – from the Society for Vocational Psychology, a section of Division 17. Further, counseling psychologists have played key roles in the development of the following recent practice guidelines: (a) *Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients* (APA, 2011), (b) *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People* (APA, 2015), (c) *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (APA, 2017), (d) *Clinical Practice Guideline for the Treatment of PTSD* (APA, 2017), (e) *Guidelines for Psychological Practice with Girls and Women* (APA, 2018), (f) *Guidelines for Psychological Practice with Boys and Men* (APA, 2018), (g) *Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization* (APA, 2019), and (g) *Guidelines on Race and Ethnicity in Psychology* (APA, 2019). Further, counseling psychologists have contributed significantly to APA's guidelines for *Evidence-Based Practice in Psychology* (APA, 2006), APA's response to Conscience Clause legislation (APA, 2015), and the most recent revision of the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2017).

3. Describe how the specialty's practitioners assure effective and ongoing communication to members of the discipline and the public as to the specialty's practices, practice enhancements, and/or new applications.

Information is disseminated to members of the organization through a variety of resources. Members are informed through the *APA Monitor* (published monthly), the Division 17 online newsletter *SCP Connect* (updated regularly and archived monthly), and the Society's webpage, <http://www.div17.org/>. Dissemination also occurs through Counseling Psychology's core journals such as *The Counseling Psychologist*, *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, *Journal of Career Assessment*, and *Counselling Psychology Quarterly*, as well as through APA journals in which counseling psychologists publish with some regularity, such as the *American Psychologist*, *Psychological Bulletin*, *Journal of Consulting and Clinical Psychology*, *Professional Psychology: Research and Practice*, *Training and Education in Professional Psychology*, *Journal of Psychotherapy Integration*, and also in the journals of Divisions 12, 29, 35, 43, 45, and 49 of the APA. The division also just launched a new journal, the *Journal of Prevention and Health Psychology*, with its first volume published in September, 2020. Through these sources, members of the discipline are informed about the major events and processes of the discipline of psychology, and about the more specific information important to counseling psychologists. Such information may include new or updated research on various populations served by the specialty; new approaches to counseling, teaching, and research; new theoretical models; new applications to practice; and information on political and social issues affecting our practice (e.g., potential changes in laws and regulations, psychological effects of unemployment, latest information on telehealth practices, resources for working with clients during the COVID-19 pandemic). The specialty, through its organization's publications, also informs practitioners about new books available which may improve services.

The Division's governance structure allows SCP to be responsive to the needs of and provide outreach to several membership subgroups. For example, the co-chairs of the student group of the Society/Division 17 – Student Affiliates of Seventeen (SAS) – serve on the Division 17 Executive Board, in addition to maintaining their own webpage, newsletter, listserve, LinkedIn page, blog, and relevant social media pages (e.g., Facebook, Instagram, Twitter) through which they provide resources and support to Division 17 student members. Also serving on the Executive Board are the Vice President for Professional Practice, the Vice President for Diversity and Public Interest, the Vice President for International Affairs, the Vice President for Scientific Affairs and the Chair of the Early Career Professionals (ECP) Committee, each of whom has responsibility for communicating with their particular constituencies within SCP. Further, the division has a Vice President for Communication who coordinates all of the various communication structures and processes, including a Communications Board, a Disaster Resource Coordinator, and a Rapid Response Protocol mechanism, all of which allow the division to quickly provide resources to the practice community regarding emergent issues and ways to respond.

An additional method of disseminating information to practitioners is through convention activities organized by SCP. Such conventions include the annual APA convention and the biannual National Multicultural Conference and Summit, at which the Society/Division 17 commands an important presence, as well as conventions of regional psychological associations and state psychological associations. In addition, the Society/Division 17 holds a Counseling Psychology Conference every 6

years, with the most recent one scheduled for April 2020 but cancelled due to COVID-19. Further, the Society/Division 17 has promoted a series of its own regional conferences devoted solely to societal activities, such as the Great Lakes Regional Counseling Psychology Conference, held annually since 1988. Such conferences draw people together from across a region to discuss new ideas in a relaxed atmosphere, and they are focused particularly on supporting student involvement and professional development.

The public is informed of the nature of the specialty through some of the same sources listed previously. The *APA Monitor* and journals are available at public and college libraries. The Society has prepared (and revised) a brochure entitled, "What is Counseling Psychology?" that is available on the Society/Division 17 website (https://www.div17.org/wp-content/uploads/CP-Infographic_4.14.16_AL.pdf). It is disseminated to colleges and universities and can be downloaded and distributed by counseling psychologists to current and prospective students and clients. Further, SCP-sponsored webinars are made available through the SCP YouTube channel (https://www.youtube.com/channel/UCZrAwZOjm85iWSTJ0O8RGcQ?view_as=subscriber). In addition, articles are often published in the popular press about members of the specialty. Information also can be obtained through contact with the state licensure boards or the offices of the APA. Finally, the public is provided information directly when services are rendered by members of the specialty.

4. How does the specialty communicate its identity and services to the public?

How Counseling Psychology communicates its identity and services to the public is very similar to how the specialty's practices, practice enhancements, and/or new applications are communicated. Counseling Psychology makes extensive use of digital technology to communicate about the specialty, especially through the Society of Counseling Psychology/APA Division 17 website (<http://www.div17.org>). The website provides an interface for communicating information about Counseling Psychology to the public at large, as well as to current and potential professionals. Specifically, there is a page, "What is Counseling Psychology?" <https://www.div17.org/about-cp/what-is-counseling-psychology/> that includes descriptive information and several resource links. The brochure entitled, "What is Counseling Psychology?" (https://www.div17.org/wp-content/uploads/CP-Infographic_4.14.16_AL.pdf), is also available on this webpage. While the primary dissemination is by electronic means, the brochure can be downloaded for hard copy distribution by counseling psychologists to current and prospective students and clients.

In an effort to promote public awareness about Counseling Psychology via videos, SCP created a SCP YouTube channel for their dissemination:

(https://www.youtube.com/channel/UCZrAwZOjm85iWSTJ0O8RGcQ?view_as=subscriber). Recent webinars disseminated through this YouTube channel include *Challenging Racism and Xenophobia in the time of COVID-19* and *Supervising Students with Disabilities: Raising Awareness and Cultural Competence*. Similarly, SCP has social media accounts (Facebook, Twitter, Instagram) that, combined, have nearly 2000 members. These outlets were created to communicate breaking news about Counseling Psychology (see, for example <https://www.facebook.com/APADivision17/>) to

counseling psychologists, students, and the general public. To increase general visibility for the specialty, the SCP is working on mechanisms to increase Google search hit rates for Counseling Psychology vis-à-vis the relevant websites. Because SCP has a Vice President position specifically dedicated to communication and a robust Communications Board, it has been possible to boost the visibility of the specialty greatly in recent years. Also, the SCP Strategic Plan, adopted in 2019 and being implemented vigorously, has as one of its six goals the enhancement of the visibility and impact of Counseling Psychology, and technological supports such as a recently-adopted project management platform and a membership platform are increasing the capacity of SCP to reach and engage members meaningfully.

The Student Affiliates of Seventeen (<https://www.div17.org/students/student-affiliates-of-17-sas/>) has designed two presentations with PowerPoint slides to promote Counseling Psychology as an educational/career option: “What is Counseling Psychology?” and “How to Get into Graduate School in Counseling Psychology” (<http://www/div17.org/SAS/mentorship.html>). These are used to engage students in face-to-face workshops facilitated by SAS members on college campuses. The initiative began in the Northeast region, with the intention to expand throughout North America. SAS also has plans to disseminate the brochure “About Counseling Psychology” to potential undergraduate students by mailing it to career services offices, posting it on the SAS website, posting it on the SAS Facebook site (<http://facebook.com/APASCPSAS>), and emailing it to psychology departments. SAS also has a LinkedIn presence (<http://www.linkedin.com/groups/Student-Affiliates-Seventeen-SAS-4113992>).

Beyond the activities of SCP and SAS, Counseling Psychology training programs around the country engage in their own efforts to promote their programs through visits and presentations with prospective undergraduate and graduate students. The Council of Specialties in Professional Psychology maintains a website where relevant information about the Counseling Psychology specialty can be accessed by professionals and potential students, as well as by the public at large (<https://www.cospp.org/counseling-psychology>). Additionally, the American Board of Counseling Psychology (ABCOP)—the specialty board for Counseling Psychology under the American Board of Professional Psychology (ABPP) -- provides information on the specialty and on finding a specialist in Counseling Psychology (see: <https://www.abpp.org/Applicant-Information/Specialty-Boards/Counseling-Psychology.aspx>).

As noted previously in Section 3 of this criterion (see above), the *APA Monitor* and core Counseling Psychology journals (i.e., *The Counseling Psychologist*, *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, *Counseling Psychology Quarterly*, *Journal of Prevention and Health Promotion*, *Journal of Career Assessment*, and new *Journal of Prevention and Health Promotion*) are available at public and college libraries and articles are often published in the popular press about members of the specialty; these venues also allow for dissemination of Counseling Psychology’s identity and services to the public. Information can also be obtained through contact with the state licensure boards or the offices of the APA. Further, the public is provided information directly when services are rendered by counseling psychologists.

Finally, counseling psychologists engage in considerable outreach to public through various means. Recent examples include engagement with the news media regarding the Black Lives Matter movement and racial trauma (see, for example,

<https://www.usatoday.com/story/opinion/2020/02/21/black-history-month-racism-slavery-descendants-immigrants-column/4788210002/>); psychoeducational segments for parents regarding how to talk to children about race (e.g., <https://www.pbsutah.org/lets-talk>); and TEDx talks on topics such as bisexuality (https://www.youtube.com/watch?v=APPb_tpGHk) and Transliberation (<https://www.youtube.com/watch?v=-onhloDRMdm>).

Criterion XII. Provider Identification and Evaluation. A specialty recognizes the public benefits of developing sound methods for permitting individual practitioners to secure an evaluation of their knowledge and skill and to be identified as meeting the qualifications for competent practice in the specialty.

***Commentary:** Identifying psychologists who are competent to practice the specialty provides a significant service to the public. Assessing the knowledge and skill levels of these professionals helps increase the ability to improve the quality of the services provided. Initially practitioners competent to practice in the specialty may simply be identified by their successful completion of an organized sequence of education and training. As the specialty matures it is expected that the specialty will develop more formal structures for the recognition of competency in practitioners.*

1. Describe the formal peer review-based examination process of board certification including its use of a review and verification of the individual's training, licensure, ethical conduct status, and a peer assessment of specialty competence.
 - Qualifications to practice as a counseling psychologist include a PhD or PsyD granted from an accredited program in Counseling Psychology and completion of an accredited internship consisting of one year full-time or two years half-time experience.
 - Professionals desiring to change specialties complete a specific retraining academic program in Counseling Psychology and a full internship.
 - Qualification to practice as a psychologist requires state licensure, and individuals wishing to be Board Certified in Counseling Psychology may apply to the American Board of Professional Psychology (ABPP) for review and recognition.
 - Board Certification Process for Counseling Psychology (www.abpp.org):
 1. All candidates submit the required credentials to ABPP Central office for review. These include doctoral transcripts, internship verification, state license as a psychologist, vita, and letter of recommendation. If a candidate is not a graduate of an APA accredited Counseling Psychology doctoral program, they are also required to submit a statement and vita demonstrating their identity as a Counseling Psychologist. Staff at the ABPP Central Office verify these documents and the absence of current disciplinary actions by a state board of psychology. The ABCoP sets and verifies minimum specialty standards for Counseling Psychology.
 2. The application is then forwarded to ABCoP's Credentials Reviewer for specialty review. If applicants graduated from an APA accredited Counseling Psychology program, their credentials are approved and they move to the Practice Sample stage of the board

certification process. If a candidate is not from an accredited Counseling Psychology program, a careful review of the candidate's materials is undertaken by the ABCoP Credentials Reviewer to assess the applicant's identification with the specialty of Counseling Psychology. If such identification is clear, then the candidate is approved and moves to the Practice Sample stage of the board certification process. If such identification is not clear, the candidate is either asked for clarification or referred to a different specialty board.

3. Candidates for board certification must then submit a Practice Sample. The Practice Sample typically includes: (a) a professional self-study; (b) a work sample; and (c) a curriculum vita. The Practice Sample Chair selects two Board Certified Counseling Psychologists who review the Practice Sample and determine its completeness and adequacy.

The work sample typically consists of a video tape of a session with a client with a case write up. It can also consist of other materials to reflect the practice of the individual including vocational assessment and intervention, consultation report, or research publications.

4. The final step in board certification is the oral examination, which includes both the review of the Practice Sample (Professional Self-Study and Work Sample) and additional sections on ethics and competency in broader areas of Counseling Psychology beyond the candidate's practice sample. The oral examination is conducted by a committee comprised of Board-Certified Counseling Psychologists. Twenty Continuing Education credits from the American Psychological Association (APA) are awarded through the American Board of Professional Psychology at no cost to the applicant after becoming board certified.

The Oral Examination revolves around the candidate's Practice Sample with the goal of assessing competencies in the following specific areas:

Foundational Competencies (required of all psychologists): (a) Professionalism, (b) Reflective practice/self-assessment, self-care; (c) Scientific knowledge and methods; (d) Evidence based practice; (e) Relationships; (f) Individual and cultural diversity; (g) Ethical/Legal Standards and Policy; (h) Interdisciplinary Systems. Functional Competencies (required of all Counseling Psychologists) are (a) Assessment, (b) Intervention, and (c) Consultation. Functional Competencies (selected for Counseling Psychologists according to role) are (a) research/evaluation; (b) supervision/training; (c) teaching; (d) management/administration.

2. Describe how the specialty educates the public and the profession concerning those who are identified as a practitioner of this specialty. How does the public identify practitioners of this specialty?

All states stipulate some form of professional credentialing (typically licensure) for the practice of professional psychology. No state stipulates specialty licensing for Counseling Psychologists. Board certification is communicated both by the counseling psychologists themselves (website, etc.), and

the ABPP (<https://www.abpp.org/Applicant-Information/Specialty-Boards/Counseling-Psychology.aspx>).

The Society of Counseling Psychology (SCP; Division 17 of the APA) has prepared and distributes a public information brochure, "What is Counseling Psychology?" which provides information on the specialty and the education, qualifications, roles, and functions of those whom it identifies as practitioners of the specialty. <https://www.apa.org/ed/graduate/specialize/counseling>

3. Estimate how many practitioners there are in this specialty (e.g., spend 25% or more of their time in services characteristic of this specialty and provide whatever demographic information is available) and how many are board certified through the process described in item 1.

There clearly are individuals trained as counseling psychologists and engaged in the practice of the specialty who are not members of The Society of Counseling Psychology (Division 17), and there are individuals who are not trained as counseling psychologists but who have a professional interest in it and so have become members of the society.

According to the APA Membership Office records (for 2010, the most recent data available), there were approximately 8,684 APA members indicating Counseling Psychology as their subfield. This is as close an estimate as APA could come to a figure of current members of the Association with terminal degrees in Counseling Psychology. As of January, 2020, the number of psychologists identifying with Counseling Psychology as a specialty through membership in Division 17 is approximately 2,338 across all membership categories. Although for the most previous petition to CRSPPP/CRSSPP, the Division was able to obtain information from the APA Membership Office on the portion of its membership that identified as "practice members," that information is no longer available due to changes in the membership database. We do have information from a national survey of APA member counseling psychologists (both those who are members of SCP/Division 17 and those who are not members of the division--data collected by Lichtenberg, Hutman and Goodyear [2018]) that shows that, of APA-member counseling psychologists, **29%** report their primary employment setting as a "clinical practitioner," with **35%** reporting their primary professional role is as an "academic." (Other professional roles include administrator, consultant, and supervisor.) These data also indicate that those who practice primarily also may teach and/or conduct research and that those in academic settings also frequently engage in professional practice. (Note: Among those counseling psychologists who are members of APA but not members of SCP/Div17, 71% indicate clinical practitioner as their primary professional role.)

In addition to the APA member numbers above, there are also practicing psychologists who were trained as counseling psychologists who are not APA members but who belong to their state associations or other professional organizations, as well as counseling psychologists who are unaffiliated with organizations.

According to the American Board of Professional Psychology (ABPP; personal communication with D. Cox, ABPP's Executive Director), as of July, 2020, there have been 584 psychologists who have been board certified in the specialty of Counseling Psychology. Of these, current records indicate 204 remain active/practicing (having submitted their annual attestation to ABPP).

Reference

Lichtenberg, J.W., Hutman, H., & Goodyear, R.K. (2018). Portrait of Counseling Psychology Demographics, roles, activities, and values across three decades. *The Counseling Psychologist*, 46(1), 50-76.

APPENDICES

- Appendix A** Bylaws of the Society of Counseling Psychology, Division 17 of the American Psychological Association
- Appendix B** Counseling Psychology Specialty Council Bylaws
- Appendix C** Education and Training Guidelines for Postdoctoral Training in Counseling Psychology
- Appendix D** Publications of the Society of Counseling Psychology
- Appendix E** Counseling Psychology Model Training Program

APPENDIX A

BYLAWS SOCIETY OF COUNSELING PSYCHOLOGY DIVISION 17 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

ARTICLE I - NAME

The name of this organization shall be the Society of Counseling Psychology, Division 17 of the American Psychological Association, hereafter to be referred to as “the Society.”

ARTICLE II - PURPOSE

The purposes of the Society are to promote the interests, activities, and values of psychologists specializing in counseling psychology. These purposes are consonant with the objectives of the American Psychological Association as expressed in Article I of its Bylaws and include the following:

- A. to guide professional education and training of specialists in counseling psychology
- B. to encourage the generation and dissemination of research and scholarship in the specialty of counseling psychology
- C. to support the ethical and competent practice of counseling psychology in a variety of applied settings
- D. to promote diversity within the Society and the application of counseling psychology in the public interest
- E. to support effective communication among counseling psychologists and between the Society and other entities

ARTICLE III - CATEGORIES OF MEMBERSHIP AND AFFILIATION

1. Membership

- A. The Society shall consist of three categories of members:
 - a. Associate. Associates of this Society shall have met the standards set forth for Associates in the APA Bylaws, with the additional stipulation that they shall be presently engaged full-time in professional or graduate work that is primarily in the specialty of counseling psychology. Associates may not vote or hold office in the Society, but shall be entitled to all rights and privileges of the Society not specifically denied them by these bylaws. Associate members shall achieve voting privileges after five consecutive years in the status of Associate membership.

- b. Member. The requirements for affiliation with this Society as a Member are the same as those set forth in the APA Bylaws. In addition, applicants shall be committed to the values of or currently involved in the teaching of, research in, or practice in counseling psychology. Members shall be entitled to the rights and privileges of the Society without restriction except where there is an expressed provision to the contrary.
 - c. Fellow. The designation of Fellow Status in the Society shall be awarded to those Members of the Society, who, in the judgment of their peers, have made an unusual and outstanding contribution to the specialty of counseling psychology and who have been approved for Fellows status by the Society and APA. Fellow status requires that the nominee's work have had an impact on the specialty of counseling psychology. Fellows may vote, hold office, and shall be entitled to all rights and privileges of the Society. Fellows shall be entitled to the rights and privileges of the Society, without restriction except where there is an expressed provision to the contrary.
- B. The Society shall have three categories of affiliates:
- a. Professional Affiliate. Professional Affiliates shall be persons who are not members of APA but whose qualifications are at least equivalent to those required for membership in the Society. They may be psychologists or professionals in related specialties and may be from the USA or other countries, but their interests and professional activities bear on the central goals of the Society. Professional Affiliates may not vote or hold office in the Society, but shall be entitled to all rights and privileges of the Society not specifically denied them by these bylaws.
 - b. International Affiliate. International affiliates shall be any individual who identifies as a counselor, counseling psychologist, or psychologist in the international community, and whose qualifications are at least equivalent to those required for membership in the Society and whose interests and professional activities bear on the central goals of the Society. International Affiliates may not vote in regular or special elections, but shall be entitled to all rights and privileges of the Society not specifically denied them by these Bylaws.
 - c. Student Affiliate. Student Affiliates are persons who are members of the Student Affiliates of Seventeen (SAS) of the Society. They must be engaged in undergraduate or graduate study that is primarily in the specialty of counseling psychology. Student Affiliates may not hold Society-wide elected positions. Student Affiliates may not vote in regular or special elections, but shall be entitled to all rights and privileges of the Society not specifically denied them by these Bylaws.

2. General Application Procedures

- A. All applicants shall have so conducted themselves that they are considered to have complied with the APA Ethical Principles.

B. Applicants shall submit such forms and follow the procedures for application for membership as approved by the Executive Board.

3. Expulsion. Fellows and members who are expelled by the APA Ethics committee will also be expelled automatically from the Society. Fellows and members who resign from the APA as a result of a pending ethics charge shall be automatically resigned from the Society. The process for expulsion of affiliates who are not APA members may be initiated by any member of the Society. For an affiliate to be expelled, the affiliate must first be notified that expulsion is being considered, be given the reasons why expulsion is being considered, and have an opportunity to provide additional information. Following this, the President will consult with the APA Ethics Committee, APA legal counsel, and any other relevant bodies. The Presidential Cabinet will make a recommendation to the Executive Board, who will vote. Three quarters of the Executive Board must vote in the affirmative for an affiliate to be expelled. The affiliate may appeal the decision to the President who will convene a three-member group of Past Presidents to hear the appeal and make a recommendation to the Executive Board, who will make a final decision.

ARTICLE IV – OFFICERS

1. The officers of the Society shall be President, President Elect, Past President, Secretary, Treasurer, six Vice Presidents, and American Psychological Association (APA) Council Representatives in the number provided by the Bylaws of the APA, the chair of the Early Career Professionals (ECP) Committee, and the two current cochairs of the Student Affiliates of Seventeen (SAS) from the SAS host institution, who shall have voting rights on the Executive Board. In addition to any duties specified in the following sections of this Article and elsewhere in these Bylaws, these officers, along with two student members, shall constitute the Executive Board of the Society. Their terms of office and manner of election or appointment are specified in Article V. The Past President, President Elect and VP for Communications will serve in an advisory capacity to the President as members of the Presidential Cabinet.
2. The President shall preside at all meetings of the Society and of the Executive Board, exercise general supervision of the affairs of the Society, and be a member of the Elections Committee
3. The President-Elect shall be a member of the Elections Committee and in the absence of the President, preside at meetings and shall carry out such other duties as may be assigned by the President or the Executive Board.
4. The Past President shall chair the Elections Committee, serve as a non-voting, ex officio member on the Finance Committee, and carry out such duties as may be assigned by the President or the Executive Board.
5. The Secretary shall maintain minutes and other records of the Society meetings, issue all official calls to meetings, conduct special mail ballots as may be ordered by the membership or the Executive Board, maintain relations with the Central Office of the APA and communicate with

the public on matters involving the Society, and perform such special duties as may be assigned by the President or the Executive Board.

6. The Treasurer shall chair the Finance Committee, serve on the Strategic Investment Committee, have custody of all Society Funds, collect, or verify the collection of dues and assessments, authorize disbursements and make payments in accordance with the budget and the rules set forth by the Executive Board, prepare an annual report and such interim reports as may be ordered, and with the Finance Committee prepare an annual budget for adoption by the Executive Board. The Executive Board shall determine which of the fiscal functions of the Treasurer shall be delegated in whole or in part to the APA Central Office. The Treasurer shall perform such special duties as may be assigned by the President or the Executive Board.
7. Five Vice-Presidents shall be elected to serve in the areas of diversity and public interest, education and training, professional practice, scientific affairs, and international affairs. The Vice-Presidents, in addition to their duties as assigned by the President and Executive Board and as members of the Executive Board, monitor progress on Societal projects, developments in their area of expertise, and serve as Societal liaison to relevant groups and entities. Each of these Vice-Presidents shall have at least a three-person Advisory Council to assist in developing and implementing goals.
8. The Vice-President for Communications shall be elected to have oversight and coordination responsibilities for the overall Society communication structure and system including the communication tools, communication internal to SCP and communication beyond SCP to APA, other psychological organizations and the public. Past Presidents are eligible to serve in this position. The Vice President for Communications is a member of the Presidential Cabinet and of the Election Committee.
9. The APA Council Representatives, having met the requirements of the APA and having been elected according to its rules and procedures, shall fulfill all the duties prescribed by the APA for Division Representatives and carry out such other duties as may be assigned them by the President and the Executive Board of the Society. Each year the President shall name one APA Council Representative to chair the delegation with the special duties of conveying any official opinions of the Society to the APA Council of Representatives and to report on relevant actions of that body to the Executive Board and to the members of the Society.
10. If any APA Council Representative is absent at any meeting of the APA Council of Representatives, he or she shall notify the President who is authorized to appoint an alternate in accordance with the current APA Bylaws.
11. No person may hold the office of Secretary, Treasurer, or Vice-President for more than two terms, whether consecutive or separated. The presidency may be held for one term only with the exception of a president-elect who fulfills an unexpected vacancy by the president. Student members may serve for only two years on the Executive Board. The Past President, upon completion of his/her term, is ineligible for any Society office except that of APA Council Representative from the Society or Vice- President for Communications.

12. The following points apply to service as an APA Council Representative from the Society: may serve up to 2 consecutive terms; must have to have a 3-year hiatus after two consecutive terms prior to serving again; and there is a maximum of four lifetime terms.
13. In the event that the office of President is vacated, the President-Elect shall assume the full functions of the President. In the event that any other office on the Executive Board with the exception of the two student members is vacated, the Elections Committee will make a recommendation to the Executive Board on how to proceed, and the Executive Board will vote on a plan of action. In the case of a Student Member, the SAS Executive Board shall make a recommendation to the Society Executive Board regarding the succession of a student member, in accordance with the SAS bylaws.

ARTICLE V - EXECUTIVE BOARD

1. The Executive Board shall be comprised of the officers defined in Article IV.
2. The Executive Board shall have general supervision of the affairs of the Society and carry out the specific functions and duties assigned to it by various articles in these Bylaws and by actions of the members in annual or special meetings.
3. The Executive Board may establish such rules and procedures for the management of the Society's affairs as are consistent with APA and Division Bylaws and APA's Association Rules. Such rules and procedures shall appear in the Society Handbook.
4. The Executive Board is authorized to conduct ballots of the membership on matters and issues affecting Society policy.
5. The Executive Board shall meet at least twice a year. Two-thirds of Executive Board members constitute a quorum. Typically, these meetings are in person, but this does not preclude meeting via reliable technology for distance communication as long as all members are able to participate. These meetings are open to observers who may participate with the President's approval.
6. The Executive Board may, upon a majority vote of members present, convene in executive session. These executive sessions are intended for consideration of matters such as personnel decisions, legal affairs, and SCP honors.
7. The Executive Board will make reports of its own actions and of committee activities to the members, including, as a minimum, a report at the Annual Business Meeting.

ARTICLE VI - NOMINATIONS AND ELECTIONS

1. The Elections Committee is composed of the Past President (who serves as the committee chair), President, President-Elect, and the Vice-President for Communications. The SCP Elections Committee shall solicit nominations and develop a slate for elected positions in the Society.

2. According to the time schedule set by the APA, the Elections Committee shall solicit nominations from the Society membership for terms that expire that year, and for vacancies that must be filled. The slate shall ordinarily include three (but must include at least two) names for each office to be filled. Before placing a nominee on the slate, the Elections Committee shall determine the eligibility of the nominee to serve, in accordance with relevant APA and Society Bylaws and Rules and SCP Handbook guidelines, and shall also secure the nominee's written consent of willingness to be a candidate for that office.
3. The following schedules of terms of office shall govern the call for nominations and the election:
 - A. President-Elect: to serve a term of one year and as President and Past President in immediately subsequent years.
 - B. Secretary: to serve a term of three years, the beginning of the term not to be coincident with the beginning of the Treasurer's term.
 - C. Treasurer: to serve a term of three years, the beginning of the term not to be coincident with the beginning of the Secretary's term.
 - D. Vice-Presidents: to serve terms of three years, with no more than two newly elected in any given year.
 - E. APA Council Representatives: ordinarily to serve terms of three years in accord with any rules set forth by the Bylaws of the APA governing their elections.
4. The Executive Board shall approve the slate. The Past President will cooperate with the APA to the end that nominees for APA Council Representatives meet the requirements of both the Society and the APA, it being further understood that the APA shall itself conduct the election for the Society after the Past President verifies the ballot.
5. Past Presidents of the Society may only hold the offices of APA Council Representative and Vice-President for Communications.
6. All elections are conducted according to the procedure accepted by the APA at the time of the election.
7. The Past President shall report the names of elected officers the Executive Board, to the membership at the earliest opportunity, and at the Annual Business Meeting.
8. Newly elected officers shall assume office at the close of the Annual Business Meeting at which their election was reported, except for APA Council Representatives. Newly elected APA Council Representatives shall participate, without vote, all Executive Board deliberations prior to their being seated on Council in January.

ARTICLE VII - MEETINGS OF THE SOCIETY MEMBERSHIP

1. The Annual Business Meeting of the Society shall take place at the annual convention of the APA for the transaction of business and discussion of professional matters.
2. The presence of twenty-five members shall constitute a quorum.
3. Special meetings may be called by the Executive Board or upon the written request of twenty-five members.

ARTICLE VIII DIRECTORS AND MEMBERS OF BOARDS

1. Structure, Appointments, and Terms
 - A. There are three Boards: Member Interface Board (reporting to the President), APA and External Interface Board (reporting to the Past-President), and the Communications and Technology Board (reporting to the Vice-President for Communications). Each Board has a Director and Committees and Coordinators that report through the Board.
 - B. Directors of Boards shall be appointed by the person in the position to whom they report, with the approval of the Executive Board. Directors' terms shall be for three-year staggered terms.
 - C. Directors in consultation with the person in the position to whom they report shall appoint members to their Board (i.e., Committee Chairs and Coordinators) and may create additional positions as needed in consultation with the Presidential Cabinet. There are four exceptions to this: the Editor of *The Counseling Psychologist*, the Senior Council Representative, the Chair of Section Chairs, and the SAS Co-Chairs. Committee members will be appointed by Committee Chairs in consultation with the Director to whom they report. Student affiliate members will be recommended to Committee Chairs by the SAS Executive Board.
 - D. Members of Boards (i.e., Coordinators, Editors, and Chairs and Members of Committees) shall serve three-year terms, with the exception of the Editor of *The Counseling Psychologist* who shall serve a six-year term and student members who shall serve a two-year term.
 - E. Board Committees shall consist of three or more persons, plus two student affiliate members. Only Student Affiliates, Associates, Members, and Fellows are eligible for service

on Board Committees. Professional Affiliates may be appointed to Board Committees in an ex officio capacity.

2. The APA and External Interface Board.

A. The Director of APA and External Interface Board shall serve as chair of the APA and External Interface Board (APAEIB) and provide leadership, oversight and support to the members of the APAEIB. The Director will be responsible for developing and sustaining the communication processes and structures outward from SCP to APA and other psychology organizations.

B. Members of APAEIB report to the Director of the APAEIB and include the following positions:

- a. The Senior APA Council Representative will be responsible for communicating in a timely fashion with the SCP President, Director of the APAEIB and other members of the APAEIB about agenda items before APA Council that are relevant to SCP.
- b. The Coordinator of Elected Positions (EP) will be responsible for the nominations of SCP members to the APA Boards and Committees that are elected by Council. The Coordinator will provide support and training for SCP members during the nomination and election process.
- c. The Coordinator of Appointed Positions (AP) will be responsible for the nominations of SCP members to the APA Committees and Taskforces in which membership occurs by appointment, not election. The Coordinator of AP will provide support and training for SCP members during the nomination and appointment process.
- d. The Coordinator of Governance Connections (GCs) will be responsible for providing oversight and support for SCP members serving on APA Boards, Committees and Taskforces and coordinating regular meetings of these individuals (e.g., at APA consolidated meetings and annual convention).
- e. The Coordinator of Networking and Liaison Relations (NLR) will be responsible for providing leadership, oversight and support for networking and liaison relationships between SCP and other psychology organizations.
- f. The Chair of the APA and Other Professional Organizations Awards Committee will be responsible for facilitating nominations of Society 17 members for APA and other professional organizations' awards.
- g. The SCP Federal Advocacy Coordinator will be responsible for providing leadership, oversight and support for all SCP advocacy efforts.
- h. The Coordinator of Emergency Response (ER) will be responsible for providing leadership, oversight and support for all SCP emergency response efforts.

3. Communications and Technology (C&T) Board

A. The Director of Communications and Technology shall provide leadership, support and oversight to the members of the C&T Board and serve as the chair of the C&T Board.

- B. Members of Communications and Technology Board report to the Director of the C&T Board and include the following positions:
- a. The Editor of The Counseling Psychologist, the Society's journal is a member of the C & T Board. The Editor shall assume responsibility for the content of TCP and maintain a relationship with the publisher. The Editor recommends to the Executive Board for approval contract negotiations with the publisher, policy changes, and new appointments to the editorial board. The Editor shall be appointed by the Executive Board for a 6-year term.
 - b. The Editor of the Newsletter shall assume responsibility for the content of the Newsletter, approving the Newsletter layout, and making the newsletter available to members.
 - c. The Webmaster of the Society shall assume responsibilities for overseeing the content of the web site, coordinating with the web designer to assure material is posted, and fielding requests regarding website content and policies.
 - d. Coordinator of SCP Listservs maintains the Division 17 listservs, serves as a consultant to SCP members using the listserv and recommends policies about the listserv to the Director of the C & T Board.
 - e. Coordinator of Public Relations shall be responsible for enhancing the public image of the Society and the specialty of counseling psychology and promoting the contributions of counseling psychology to the public.
 - f. The Historian shall be responsible for soliciting materials, maintaining a storage arrangement, and responding to requests for Society archival materials.

4. APA Member Interface Board

- A. The Director of the SCP Member Interface Board shall serve as chair of the Member Interface Board, and shall be concerned with all aspects of the Society's communications with and services for members. The Director coordinates the SCP Member Interface Board as well as monitors and provides consultation to all members of the Member Interface Board, and regularly consults with the Vice- President for Communications.
- B. Members of the SCP Member Interface Board report to the Director of the MIB and include the following positions:
- a. The Chair of the Membership Committee is responsible for monitoring membership reports and trends and devising strategies for membership recruitment and retention.
 - b. The Chair of Section Chairs will be elected by the Chairs of Sections to review activities of Sections and serve as a liaison between the Sections and other Society leadership.
 - c. Co-Chairs of the Student Affiliate of Seventeen are members of the Member Interface Board.
 - d. The Chair of the Early Professionals Committee shall monitor trends and devise strategies for recruitment and retention and be concerned with all aspects of the Society's support and development for members who are early professionals. The chair is a member of the executive board as defined in Article IV. The chair is

responsible for providing a slate of three candidates from the Early Professionals committee for election by the Society's membership to the Chair-Elect position.

- e. The Special Interest Group (SIG) Coordinator shall consult on the formation and maintenance of SIGs and monitor sustainability of current SIGs.
- f. The Chair of the Continuing Education Committee shall oversee the activities of the Continuing Education Committee, which solicits continuing education projects for the Society and facilitates approval processes for any continuing education programs sponsored by the Society.
- g. The Chair of Community Engagement shall initiate, develop and coordinate SCP efforts to give back to the community our psychological expertise.

ARTICLE IX: COMMITTEES THAT REPORT TO THE PRESIDENT

1. Committees that report to the President include standing committees and Special Task Groups (STGs).
2. With the exception of the Fellows Committee, members of standing committees that report to the President shall consist of five or more persons, which shall include two students. All members except students shall serve a three-year term; student members shall serve a two-year term. Only Student Affiliates, Associates, Members, and Fellows are eligible for service on standing committees that report to the President. Professional Affiliates may be appointed to standing committees that report to the President in an ex officio capacity. The President-Elect, in consultation with the Presidential Cabinet and the Executive Board, shall appoint new members and the chair-designate of each such committee. The President-Elect will appoint non-student members to the Committees to fill vacant or expired terms. Student Affiliates of Seventeen (SAS) is responsible for identifying students to fill committee positions.
3. The standing committees that report to the President shall consist of the following:
 - Awards and Recognition, Fellowship, Finance, Hospitality, Program, Development, SCP Leadership Academy and Strategic Investment Committee.
 - A. The Awards and Recognition Committee shall coordinate solicitation and review of nominations for Society awards, recommend awardees to the Executive Board, and be responsible for recognition of awardees. The Executive Board has the responsibility for approval of award recipients and the establishment of new awards. The Awards and Recognition chair will be appointed to the committee for a three- year term, as Chair-Designate, Chair, and Past-Chair, each for one year.
 - B. The Fellowship Committee shall solicit nominations, review applications, and make recommendations to the Executive Board regarding Fellows, and is responsible for communication with the APA Fellows committee. Only Fellows of the Division may be appointed to serve on this Committee. The Fellowship Chair will be appointed to the committee for a three- year term, as Chair-Designate, Chair, and Past-Chair, each for one year.

- C. The Finance Committee shall be composed of, six members, including the Treasurer, who shall serve as chair, and the Past President, who shall serve as a non-voting, ex officio member. It is recommended that past SCP Treasurers and Presidents, as well as past or current SAS Treasurers, be considered as committee members, given their existing knowledge of financial procedures related to the Society and the APA. The committee shall develop and propose yearly budgets, develop long-range financial plans, and advise the Executive Board on financial matters. Committee members shall serve staggered three-year terms and be eligible for reappointment, serving no more than two three-year terms.
- D. The Hospitality Committee shall recommend the location and type of meeting space desired for APA convention activities, in consultation with the President, Association Manager and APA Convention Services. The committee is responsible for logistics of Hospitality Space events that will occur during the annual convention. The Hospitality chair will be appointed to the committee for a two- year term, as Chair-Designate for one year and Chair for one year.
- E. The Program Committee shall prepare the program of the annual meeting in coordination with the Convention Committee of the APA and the President of the Society. The Program Committee chair will serve one year as chair-designate and one year as chair.
- F. The Development Committee shall be led by co-chairs and shall provide coordination of the Society's fundraising and development efforts in consultation with the President. One co-chair shall oversee the development and implementation of fundraising efforts for the Society as a whole. The second cochair shall provide oversight for the SCP Endowment Fund including growing the size of the Fund, advertising the opportunity to submit proposals for funding, and overseeing the committee of at least three members who will review and evaluate funding proposals. Committee recommendations to receive funding from the Endowment Fund will be forwarded to the Executive Board for their approval prior to submitting the recommendations to the American Psychological Foundation Board for final approval for funding. Co-chairs and committee members shall be appointed by the President, serve staggered three-year terms, and be eligible for reappointment.
- G. The Leadership Academy Committee shall work to inspire, recruit, and train future leaders in counseling psychology. The Committee shall be responsibilities include, but are not limited to, the selection of participants, planning and implementation of leadership training, fundraising, publicity, and program evaluation. The Leadership Academy Co-Chairs will be appointed to the Committee for a 3-year term.
- H. The Strategic Investment Committee develops financial investment strategies that interface with strategic planning initiatives. The Committee sets financial investment policy, priorities, and performance goals for approval by Executive Board. The Committee shall consist of seven members. Each President-Elect will appoint members to the Committee to fill expired or vacated terms. The current SCP Treasurer will serve as a member of the Committee. The Presidential Cabinet will select the Committee Chair from among the Committee members for up to a 3-year term.

4. Special Task Groups (STGs) are established to address a need of the Society that is not covered otherwise by the Society's structure. The President, in consultation with the Cabinet, has the authority to form, appoint members to, and dissolve Special Task Groups. Only Student Affiliates, Associates, Members or Fellows are eligible for service on Society Special Task Groups. Affiliates and non-Society members may be appointed to STGs in an ex officio capacity. When Special Task Groups are formed collaboratively with other organizations, those organizations will appoint members consistent with their policies.

ARTICLE X - STUDENT AFFILIATES OF SEVENTEEN (SAS), SECTIONS, AND SPECIAL INTEREST GROUPS (SIGs)

1. The Student Affiliates of Seventeen (SAS) is the student membership organization of the Society. SAS is intended to: (a) enhance contact and communication between students and Society membership, (b) facilitate communication among students interested in counseling psychology, and (c) promote the professional development of counseling psychologists-in-training. Membership is open to undergraduate or graduate students whose studies are primarily in the specialty of counseling psychology. The host institution, housed in an APA-accredited counseling psychology doctoral program, manages SAS activities and is selected for a three-year term by the Executive Board of the Society in consultation with the SAS Executive Committee.
2. Sections consist of members who share a common interest area and are organized to represent and further the educational, scientific, professional, and public interests of Society members. Sections may be established by the Executive Board provided that (a) they represent at least 50 voting members of the Society; (b) their proposed purposes and objectives are consistent with the purposes and objectives of the Society and APA; (c) they are formed with administrative structures subject to Executive Board oversight and control; (d) they operate in a manner consistent with applicable APA and Society Bylaws and Handbook; and (e) the establishment of any new Sections is not inimical to the welfare of APA, the Society, or any Society Section already established. Procedures for governing Society Sections are established by the Society Executive Board and appear in the Society Handbook. The Society Executive Board may dissolve or issue sanctions against a Section by a two-thirds vote following a review. The Chairs of the Sections will elect a Chair of Section Chairs who serves as a member of the Member Interface Board.
3. Special Interest Groups (SIGs) are less structured and typically smaller than Sections. They are established to represent and further the educational, scientific, professional, and public interest goals of Society members. SIGs consist of a small group of Society members who share a common interest. Membership shall include no fewer than ten Society voting members but may have additional members whose interests are consistent with the goals and objectives of this special interest group. SIGs must (a) have purposes and objectives consistent with those of the Society and APA; (b) have an administrative structure subject to Executive Board oversight; and (c) must operate in a manner consistent with applicable APA and Society Bylaws and Handbook. The Society's Executive Board may dissolve or issue sanctions against a SIG by a two-thirds vote

following a review. Procedures for governing SIGs are established by the Society Executive Board and appear in the Society Handbook.

ARTICLE XI - DUES AND FUNDS

1. Dues for affiliates, associates, members and fellows beyond those regulated by the APA may be recommended by the Executive Board and shall be decided by a majority vote of those members voting by mail or electronic ballot or of those present and voting at the Annual Business Meeting. Before actions affecting membership dues may be taken, the membership must be notified at least thirty days in advance of the nature and bases of the proposals to be considered.
2. In the event that the Society is dissolved, the Executive Board, working under APA Association Rules and in consultation with APA staff, will develop a plan to dispose of the remaining assets of the Society in the following manner:
 - A. Pay all outstanding bills and obligations.
 - B. Transfer all remaining funds to the American Psychological Foundation to be disbursed in a manner that enhances the science and practice of counseling psychology. The Executive Board of the Society will work with APF to develop a plan for the future management and distribution of the funds being transferred to APF.
 - C. The Treasurer will be responsible for carrying out the plan developed by the Executive Board for disbursement of funds.

ARTICLE XII – PARLIAMENTARY AUTHORITY

The parliamentary authority of the Society shall be Ray E. Keesey's Modern Parliamentary Procedure, most recent edition.

ARTICLE XIII - AMENDMENTS

The Society at the Annual Business Meeting by vote of two-thirds of the Members and Fellows present, or by a two-thirds vote of the Members and Fellows voting on an electronic ballot may adopt such amendments as have been presented to the membership at least two months prior to the voting date.

(Amended, August 1995)

(Amended, August 1996)

(Name Revision, August, 2002)

(Amended, August, 2005)

(Amended, August 2006)

(Amended, August 2007)

(Amended, August 2009)

(Amended, August 2011)
(Amended, August 2014)
(Amended, August 2015)
(Amended, August 2016)
(Amended, August 2017)

APPENDIX B

Counseling Psychology Specialty Council

Bylaws

ARTICLE I

Name

The name of the organization shall be “Counseling Psychology Specialty Council,” hereafter referred to as the “Specialty Council.” *Specialty Councils comprise a process of governance through joint sovereignty, and consist of professional groups and organizations that represent major educational, training, and professional constituencies and stakeholders relevant to the particular specialty in professional psychology. (<http://cospp.org>)*

ARTICLE II

Purpose

The purpose of the Specialty Council is to:

1. Represent all major stakeholders of the counseling psychology specialty to the Council of Specialties in Professional Psychology (CoS), American Psychological Association (APA), other professional organizations, and the general public.
2. Promote quality assurance of education, training, practice, research, advocacy, and credentialing in counseling psychology.
3. Promote counseling psychology as a specialty in professional psychology, and to assure that counseling psychology specialty recognition is maintained within CoS and APA.
4. Promote specialties in professional psychology through representation on the CoS.

ARTICLE III

Membership

1. Members of the Specialty Council shall consist of the following organizations: Society of Counseling Psychology, Council of Counseling Psychology Training Programs, American Board of Counseling Psychology, Association of Counseling Center Training Agencies, Student Affiliates of Seventeen, American College Health Association Mental Health Section, Association for University and College Counseling Center Directors, Commission for Counseling and Psychological Services of American College Personnel Association, and Division 16 of the International Association of Applied Psychology. Other organizations may request membership on the Specialty Council and become members after approval by at least 2/3 of the voting representatives of all current member organizations.

2. Each member organization shall elect or appoint one representative as voting representative to the Specialty Council, with the exception that the Student Affiliates of Seventeen shall have two voting representatives. The term of service for each voting representative shall be determined by the member organization. The roster of voting representatives shall be confirmed prior to the Specialty Council's annual meeting each year.
3. Voting representatives shall commit to attendance at the annual meeting of the Specialty Council during the APA Annual Convention.
4. In addition to its voting representative (typically the President), the Society of Counseling Psychology shall appoint ex-officio representatives to the Specialty Council (such as its immediate Past-President, President-Elect, President-Elect-Elect, and association managers).

ARTICLE IV

Chair

1. Voting representatives shall nominate and elect the Specialty Council Chair. The Chair must be a member of at least one of the member organizations, but may not currently serve as a voting representative for any member organization.
2. The Chair serves a three-year term based on the calendar year, may be re-elected, but may not serve for more than two terms (i.e., a total of six years maximum). Election of Chair shall be conducted at the Specialty Council annual business meeting during the final year of the current Chair's three-year term. The newly elected Chair shall take office on January 1st after the Specialty Council annual meeting.
3. In the event a Chair is unable to complete one's term due to resignation, health, or death, the voting representatives may conduct a special electronic vote to elect a new Chair to complete the current Chair's term. A regular election shall take place at the Specialty Council annual meeting during the new Chair's final year.
4. In the event that a Chair is unable to serve after the Specialty Council annual meeting during the Chair's final year of service, the voting representatives shall conduct a special electronic vote to elect a new Chair to complete the current Chair's term, with an additional three-year term that begins on January 1 after the special election.
5. If a Chair is deemed unfit to continue service due to professional misconduct or consistent failure to fulfill responsibilities as Chair, the Chair may be removed from office by at least 2/3 of the voting representatives of all member organizations. This shall be done via a conference call of the voting representatives, after informal resolution with the Chair failed.
6. The Chair's responsibilities shall include, but are not limited to, the following:
 - a) The Chair will preside at meetings of the Specialty Council, lead the Specialty Council, and represent the Specialty Council to the CoS by serving as a voting member on the CoS.
 - b) The Chair shall submit annual reports to the CoS and fulfill other responsibilities as assigned by the CoS.
 - c) The Chair will assure that minutes of the Specialty Council meetings are recorded and distributed to voting and ex-officio representatives of the Specialty Council.

- d) The Chair shall not vote on matters during Specialty Council meetings, except in the case of a tie vote. If the Chair is absent for a meeting, an Acting Chair shall be appointed by the Chair. If no Acting Chair is appointed by the Chair, the voting representatives shall elect an Acting Chair from voting representatives to chair the meeting.

ARTICLE V Meetings

1. Meetings of the Specialty Council shall be held at least once a year. The Specialty Council annual meeting shall be conducted during the APA Annual Convention.
2. Meetings may be attended by ex-officio representatives, liaisons, observers, and guests by invitation of the Chair.
3. The Specialty Council may address business matters outside of the annual meetings. Votes may be conducted in-person, by mail, or by electronic media.
4. A Quorum shall be defined as at least half of the voting representatives.

ARTICLE VI Financial Responsibilities

There is no membership fee for member organizations. The Society of Counseling Psychology sponsors the expenses associated with the Specialty Council annual meeting, Specialty Council's membership fee for CoS, and the Chair's travel to the CoS annual meetings. If additional funding is needed, the voting representatives shall vote on authorizing and paying for such expenses.

ARTICLE VII Amendments

Amendments to these Bylaws may be made by at least 2/3 of the voting representatives of all member organizations.

Bylaws approved on August 6, 2020

APPENDIX C

Education and Training Guidelines for Postdoctoral Training in Counseling Psychology

A draft of this document was prepared by the Division 17 Special Task Group (STG) on Postdoctoral Accreditation in Counseling Psychology. Members include Kathleen Bieschke, Ph.D., Louise Douce, Ph.D., Ruperto Perez, Ph.D., Harold B. Robb III, Ph.D., ABPP, Helen Roehlke, Ed.D., Barry Schreier, Ph.D., Karen Taylor, Ph.D., and Lynda Birckhead Daniey, Ph.D. (Chair). (March 1, 2008)

The document was endorsed by the Council of Specialties in Professional Psychology in November 2008. The final version retains the full draft document text, with a revised title and new introductory note that was added by Jaquie Resnick, Ph.D., with input and approval from the Division 17 STG members. (December 16, 2009)

NOTE: Access information to CRSSPP archival description to counseling psychology (site name and website URLs) has been updated in the Introductory Note below to reflect current (2020) status.

Introductory Note

Counseling psychology is the specialty within psychology that is focused on the psychological well-being of individuals, groups, and organizations across the lifespan. The archival definition of Counseling Psychology can be accessed on the Commission for the Recognition of Specialties and Subs specialties in Professional Psychology website (<https://www.apa.org/ed/graduate/specialize/counseling>). Education and training in the area of counseling psychology is recognized at the doctoral level and at the level of the predoctoral internship. The American Psychological Association (APA) Commission on Accreditation accredits doctoral graduate programs and predoctoral internships in Counseling as a recognized practice area (<http://www.apa.org/ed/accreditation/>). A shared definition of Counseling Psychology is further articulated in the Model Training Program in Counseling Psychology, developed by a Joint Writing Committee of the Council of Counseling Psychology Training Programs and the APA Division of Counseling Psychology. The Education and Training Guidelines for Postdoctoral Training Programs in Counseling Psychology documents the postdoctoral residency education and training intended to prepare residents for practice at an advanced level.

1 Murdock, N.L., Alcorn, C., Heesacker, M., & Stoltenberg, C. (1998). Model training program in Counseling Psychology. *The Counseling Psychologist*, 25, 658-672.

The following is an adaptation of "Accreditation Domains and Standards: C. Postdoctoral Residencies" ²from APA 's Office of Program Consultation and Accreditation for the substantive traditional practice area of Counseling Psychology. This version incorporates, within the text of the Committee on Accreditation's Guidelines and Principles, those standards that are specific to Counseling Psychology. All Counseling Psychology-specific criteria are identified in italics and prefaced with the letters "CP."

C. Postdoctoral Residencies in Counseling Psychology

Domain A: Eligibility

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

1. The program offers postdoctoral residency education and training in psychology, one goal of which is to provide residents with education and training in preparation for practice at an advanced level in a substantive traditional or specialty practice area in professional psychology.

CP.A. 1. The program offers postdoctoral residency education and training intended to prepare residents for practice at an advanced level in counseling psychology.

2. The program is sponsored by an institution or agency that has among its primary functions the provision of service to a population of recipients sufficient in number and variability to provide residents with adequate experiential exposure to meet the program's education and training goals and objectives.
3. The program is an integral part of the mission of the institution in which it resides, and is represented in the institution's operating budget and plans in a manner that enables the residency program to achieve its goals and objectives. All postdoctoral residents in psychology are financially supported and provided benefits at a level consistent with that afforded comparable doctoral level professionals in training.
4. The program requires of each resident a minimum of one-year full-time training to be completed in no less than 12 months (10 months for school psychology

²Guidelines and Principles for Accreditation in Professional Psychology, Office of Program Consultation and Accreditation, Education Directorate, American Psychological Association. Guidelines for Postdoctoral Programs effective 07/01/2005. This section for postdoctoral residencies is preceded by Sections (III) A and B, pertaining to doctoral and internship programs, respectively. .

⁷ All accreditation decisions must be made on the basis of the Domains and Standards in the Guidelines and Principles for Accreditation of Programs in Professional Psychology. Within the Standards of the Guidelines and Principles, the Committee on Accreditation may in its decision-making processes refer to or adopt definitions, training models, goals, objectives and norms developed by certain professional psychology training communities or reference groups.

postdoctoral training programs), or two years of half-time training to be completed in no more than 24 months. Substantive traditional practice area residencies may consist of up to three years of full-time training. Substantive specialty practice area residencies may require longer training periods, in which the overall program duration and weekly time commitment is consistent with the program's training model and the standards of the specialty-practice area in which the program provides its training.

CP.A.4. A counseling psychology postdoctoral residency consists of a minimum of 1500 hours of actual work experience (exclusive of holidays, sick leave, vacations, or other such absences) completed in not less than 48 weeks nor more than 104 weeks, and averaging at least 16 hours per week. The overall duration of a counseling psychology postdoctoral residency may exceed these minimum expectations, based on the requirements of its specific training model and goals.

5. The program engages in regular and systematic actions that indicate respect for and understanding of cultural and individual diversity. This is reflected in the recruitment, retention, and development of training supervisors and residents, and in didactic and experiential training that foster an understanding of cultural and individual diversity as they relate to professional psychology. The program has nondiscriminatory policies and operating conditions and avoids any actions that would restrict program access on grounds that are irrelevant to success in the postdoctoral training program or the profession.
6. The program adheres to, and makes available to all interested parties, formal written policies and procedures that govern resident selection, internship and academic preparation requirements, administration and financial assistance, resident performance evaluation and feedback, advisement, retention, termination, due process and grievance redress for residents and training supervisors. It complies with other policies and procedures of the sponsor institution that pertain to supervisors' and residents' rights, responsibilities, and personal development.

Domain B: Program Philosophy, Training Plan and Objectives

The program has a clearly specified philosophy or model of training, compatible with the mission of its sponsor institution and appropriate to the practice of professional psychology. The psychology postdoctoral residency is an organized, logically sequenced program. Its goal is to provide quality education and training that is primarily experiential in nature, and is aimed at preparing psychologists for professional psychology practice at an advanced competency level in a substantive traditional or specialty practice area. The program's training goals and objectives are consistent with its philosophy and model.

⁸ See Section III.A. (Domain A.5) of the Guidelines and Principles for Accreditation of Programs in Professional Psychology (guidelines for doctoral graduate programs).

1. The program publicly states an explicit philosophy or model of professional training and education by which it intends to prepare residents for advanced practice in a substantive traditional or specialty practice area in professional psychology. The program's philosophy and educational model should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. It must also be consistent with the following principles of the discipline:

CP. B. 1. The program publicly states that it prepares postdoctoral residents for advanced practice in Counseling Psychology. Resident graduates are eligible for licensure in the jurisdiction in which the program resides. Counseling Psychology, as a substantive traditional practice area facilitates personal and interpersonal functioning across the lifespan with a focus on emotional, social, work related, educational, health-related, developmental and organizational concerns. Counseling psychology focuses on both typical or normal developmental issues and atypical, dysfunctional, or disordered development, taking into account cultural context as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counseling Psychology emphasizes helping people with physical, emotional, and mental disorders improve their well-being, prevent and alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology.

The field of Counseling Psychology is best defined by its distinctive philosophical perspective rather than by particular settings, techniques, or clients served. A Counseling Psychology postdoctoral program's philosophy and educational model should be substantially consistent with the mission, goals, and culture of the program's sponsor institution.

- (a) the postdoctoral residency in a substantive traditional or specialty practice area of professional psychology is designed to develop advanced practice competencies and expertise based upon sound scientific and professional practice foundations: psychological practice is based on the science of psychology which, in turn, is influenced by the professional practice of psychology;

CP.B. 1.a. The program is designed to assist residents in developing advanced competence in Counseling Psychology based upon the scientific principles and professional foundations of Counseling Psychology (e.g., scientist-practitioner/scholar-practitioner training models, positive psychology, holistic psychology, supervision and training, wellness psychology, development across the lifespan, vocational psychology, and multiculturalism). The program provides training opportunities to integrate science and practice throughout the sequence of training. The program should include strategies for scholarly inquiry, application of scientific principles to service delivery, and exposure to the current and seminal bodies of knowledge in areas relevant to the setting and training model. The program emphasizes the scientific basis for psychological assessment, intervention, and consultation. Finally, the program facilitates participation in direct service activities that inform research hypotheses and methodologies.

- (b) postdoctoral training has sufficient breadth to ensure advanced competence as a professional psychologist and sufficient depth and focus to ensure professional and technical expertise in the area in which the program provides its substantive traditional or specialty practice training.

CP.B.1.b. See B.3.a-d for details.

2. The postdoctoral program is organized, and builds upon but is distinct from doctoral preparation and internship. The postdoctoral program must be clearly differentiated from other training programs offered within the institution. The program includes the following:

- (a) education and training activities are cumulative, graduated in complexity and are structured in terms of their sequence, intensity, duration, and frequency, as well as planned and programmed in their methods and content.
- (b) the primary training method is supervised service delivery in direct contact with service recipients;

CP.B.2.b. The postdoctoral residency shall consist of at least 25% and not more than 60% face-to-face direct service hours per week.

- (c) training includes socialization into the profession of psychology, and is augmented by other appropriately-integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, and supervisory or consultative guidance;

CP.B.2.c. In addition to the requirements for individual, face-to-face supervision, the program provides a minimum of 2 hours of additional training experiences for full-time residents, and a minimum of 1 hour per week of additional training experiences for halftime residents. The content of training prepares residents for an advanced level of functioning in the competency areas of the program, and diversity, developmental/lifespan, individual differences, and person/environment interaction perspectives infused in all training experiences. Methods include mentoring, didactic presentations, observational/vicarious learning, and supervisory or consultative guidance.

3. Consistent with its philosophy or training model and the standards for the advanced substantive traditional or specialty area of professional psychology practice in which the program provides its training, the program specifies education and training objectives in terms of residents' competencies expected upon program completion. In achieving these objectives, the program requires that all residents demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the following content areas:

- (a) theories and effective methods of psychological assessment, diagnosis and interventions;

CP.B. 3.a. Counseling psychology residents will demonstrate competence in diagnosing and defining problems through psychological assessment; assessing appropriate developmental tasks and relevant stages of human development; assessing cultural context; and implementing appropriate psychological interventions.

- (b) consultation, program evaluation, supervision and/or teaching;

CP.B.3.b. Counseling psychology residents will demonstrate competence in: 1) consultation processes and methods that emphasize a systems approach and/or person environment interaction at the individual, group, or organizational level; 2) program evaluation that includes

the identification of goals, appropriate outcome measures, and quality assessment; 3) supervision that includes a broad knowledge of supervision theory and models, basic administrative principles and methods, and ethics and professional standards, and specific knowledge of developmental, growth-oriented techniques, evidence-based methods, and case management; and 4) presenting psychological content by utilizing effective planning, adapting to audience response, incorporating feedback from audience to inform improvement and gathering outcome data regarding learning objectives.

(c) strategies of scholarly inquiry;

CP.B.3.c. The program specifically provides opportunities for residents to engage in scholarly inquiry to maintain the necessary body of current and seminal knowledge in Counseling Psychology and to then develop advanced competencies in this area. Residents actively engage the literature for research findings relevant to clinical practice, to contribute to knowledge, to critically evaluate the quality and effectiveness of their psychological interventions and outcomes, to practice vigilance regarding how socio-cultural variables influence scientific practice, and to subject their work to the scrutiny of colleagues, stakeholders, and the public. Opportunities to conduct research may be present in some programs.

(d) organization, management and administration issues pertinent to psychological service delivery and practice, training, and research;

CP.B.3.d. The program provides training, teaching, and mentoring in agency administration for residents to develop advanced organizational, managerial, and administrative skills for operating systems necessary for the research and practice of psychology.

(e) professional conduct; ethics and law; and other standards for providers of psychological services;

CP.B.3.e. For the jurisdiction in which the program is located, residents shall demonstrate knowledge of laws and ethical codes relevant to the practice of psychology generally, and particularly to the practice of the substantive traditional area of Counseling Psychology. Residents shall demonstrate the ability to apply both relevant laws and ethical codes to actual practice situations that occur during the course of the residency. Residents shall demonstrate knowledge of current professional issues and standards for the practice of Counseling Psychology, in general, and particularly as these apply to actual practice situations that occur during the course of the residency. The post-doctoral training program shall specify the methods of demonstration.

(f) issues of cultural and individual diversity that are relevant to all of the above.

CP.B.3.j: Residents shall demonstrate awareness, knowledge, and skills of culturally competent counseling that affirms the unique aspects of individual and cultural diversity and identity. The residency training program shall promote, and require, the development of advanced competencies, skills, and knowledge whereby Counseling Psychology residents may assist those clients who face discrimination in overcoming such barriers through non-traditional, culturally-appropriate approaches. These approaches shall be applied in the areas of, but not limited to: diagnostic and assessment procedures; consultation and program development needs; program evaluation methods; attention to and knowledge of supervision issues and concerns; methods of

scientific/scholarly inquiry individual, group and system interventions, and management issues relevant to service delivery (e.g. specialty provider procedures and guidelines for counseling women and men; gay, lesbian, bisexual, and transgender individuals, racially and ethnically diverse individuals, groups and organizations, persons with disabilities; older adults); appropriate research procedures relevant for diverse populations; and knowledge of professional issues, ethics, and laws.

4. Resident supervision is regularly scheduled and sufficient relative to the resident's professional responsibility. At a minimum, a full-time resident will receive four hours structured learning activities per week, at least two hours of which will include individual, face-to-face supervision;

CP.B.4. The postdoctoral residency shall provide a minimum of (2) hours per week of individual, face-to-face supervision for full time residents, and a minimum of one (1) hour per week for parttime residents. The supervisory process addresses legal, ethical, and cultural dimensions that impact not only the professional practice of psychology, but also the supervisory relationship. Professional skills development, client welfare, and professional identity development are essential components of supervision. Supervision will meet the regulations for supervised professional experience in the jurisdiction in which the program resides.

- (a) Each resident shall have at least two supervisors during any one training year; at least one of these shall be a psychologist who shall serve as the resident's primary supervisor;

CP.B.4.a. Each resident shall have at least two (2) supervisors during any one training year. At least one of these supervisors shall be a psychologist identified with counseling psychology, as evidenced by knowledge, skills and activities congruent with the philosophy and practice of counseling psychology, who shall serve as the resident 's primary supervisor. Assigned supervisors have professional/legal responsibility for the services provided by residents to service recipients that are assigned to their supervision dyad for the duration of the supervisory relationship.

- (b) Supervision is consistent with the residents' training activities, so as to provide an intensive, advanced substantive traditional or specialty practice learning experience while maintaining appropriate responsibility for the service recipients;
- (c) Methods of supervision are appropriate for advanced practice training and reflect the knowledge base of the substantive traditional or specialty practice area in supervision;
- (d) Residents have access to supervisor consultation and intervention in emergencies.

5. Postdoctoral residency programs encourage their residents to participate in state, provincial, regional, national and international professional and scientific organizations.

6. The program demonstrates that residents' service delivery activities are primarily learning oriented and that training considerations take precedence over service delivery and revenue generation.

7. The postdoctoral program has well documented procedures for the administrative structure and process that systematically coordinates, controls, directs, and organizes its training activities and resources. The program has responsibility for recruitment, selection, evaluation and termination of residents, as well as program content.
 - (a) The program has a designated director who is a psychologist, appropriately credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located, who is primarily responsible for directing the training program and has administrative authority commensurate with those responsibilities;

CP.B. 7.a. The Director of Training shall hold a license to practice psychology in the jurisdiction in which the training program is located and shall demonstrate advanced skills, commitment and leadership in Counseling Psychology through indicators such as: research, professional presentations, and publications that are appropriate to the program's goals and objectives; membership, service or Fellowship in Division 17; possession of the specialty diploma in Counseling Psychology by the American Board of Professional Psychology (ABPP); and/or other specialty-related recognitions.

- (b) The program director's credentials and expertise must be consistent with the program's mission and goals and with the advanced substantive traditional or specialty practice area of professional psychology in which the program provides its training. Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for post-doctoral residents to satisfactorily progress through and complete the residency program, as well as evidence that it adheres to the minimum levels it has set.

CP.B. 7.b. The Director of Training shall engage in some practice activity that can serve as a basis for review and examination by, and training of, the post-doctoral residents. The Director of Training shall insure the adequacy of training in the residency.

Domain C: Program Resources

The program demonstrates that it possesses resources of appropriate quality and sufficiency to achieve its education and training goals and objectives and ensure program stability and sustainability.

1. The postdoctoral training program has formally designated training supervisors who are sufficient in number to accomplish the program's service delivery, education and training and supervision goals;
2. The formally designated supervisors include at least two psychologists, who:
 - (a) deliver services in the advanced substantive traditional or specialty practice area in which the postdoctoral training occurs;

CP.C.2.a. delivers services in the advanced counseling psycholog^y practice area in which the postdoctoral training occurs;

- (b) function as an integral part of the program at the site where the program is housed;

- (c) have primary professional/clinical responsibility for the cases on which they provide supervision;
- (d) are appropriately credentialed (i.e. licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located;

CP.C.2.d. are appropriately credentialed as licensed psychologists to practice psychology in the jurisdiction in which the program is located; holds a a doctoral degree in Counseling Psychology or a doctoral degree in professional psychology with demonstrated expertise in Counseling Psychology' settings; ABPP in Counseling Psychology encouraged;

- (e) are of appropriate quality for the program's philosophy of training, model and goals;
- (f) have expertise, demonstrate substantial competence and have credentials in the advanced substantive traditional or specialty practice area of professional psychology which are at the core of the program's training goals and objectives;
- (g) participate actively in the program's planning, its implementation, and its evaluation; and
- (h) serve as professional role models for the residents.

3. The program may include appropriately qualified adjunct staff/supervisors to augment and expand residents' training experiences, provided these adjuncts are integrated into the program and are held to standards of competence appropriate to their role/contribution within the program (as in 1 c , e & h above).

4. The program has one or more postdoctoral psychology residents who:

- (a) are provided with opportunities that ensure appropriate peer interaction, support and socialization;
- (b) have completed appropriate doctoral education and training in professional psychology or appropriate re-specialization, both of which must include the completion of an appropriate internship;

CP.C.4.b. Resident's formal doctoral coursework shall meet the APA accreditation standards and guidelines for academic programs and shall include the General Psychology Core, the Professional Practice core, and a doctoral internship as outlined in these guidelines

- (c) have interests and attitudes that are appropriate for the postdoctoral training program's goals and objectives;

CP. C.4.c. Residents shall have knowledge and skills in the area of individual differences and cultural diversity which is demonstrated in their attitudes and performance in practice areas including practicum, internship, and research experience. Further, residents shall demonstrate an understanding of their own individual and cultural diversity, personal biases, and an awareness of how these might affect their work with clients.

- (d) have an understanding of the program's philosophy, model and goals;

CP.C.4.d. Residents shall have a clearly articulated understanding of their postdoctoral program 's philosophy, model of training, goals, and objectives, and how these are directly related to their preparation for advanced practice in Counseling Psychology.

- (e) have meaningful involvement in those activities and decisions that serve to enhance resident training and education; and
- (f) have a title commensurate with the title carried in that setting by other professionals in training who have comparable responsibility and comparable education and training, consistent with the laws of the jurisdiction in which the program is located.

5. The program has the additional resources necessary to achieve its training goals and objectives. The program works with the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program development. The resources include:

- (a) financial support for resident stipends, training supervisors, and training activities, consistent with the standards of the advanced substantive traditional or specialty practice area in which the program provides its training;
- (b) clerical and technical support;

CP.C.5.b. see CP.C.5.c.

- (c) training resources, materials and equipment;

CP. C.5.c. The program possesses resources sufficient in quality and amount required to achieve its goals and objectives. These resources are stable and are sustainable by the program.

Necessary resources would include but are not limited to:

- 1) *Director of Training who is in charge of the program and who is appropriately credentialed and trained to serve in this capacity.*
- 2) *Training resources, materials and equipment.*
- 3) *Physical facilities.*
- 4) *Assessment materials.*
- 5) *Computer equipment and connections.*
- 6) *Access to appropriate populations of service recipients.*
- 7) *Sufficient number and appropriately credentialed primary and adjunct training staff.*
- 8) *Sufficient number of support staff*

- (d) physical facilities, training populations and settings.

CP.C.5.d. see CP.C.5.c.

6. The program takes advantage of the resources and diversity offered by the community in which the program is located.
7. A postdoctoral training program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:
 - (a) the nature and characteristics of the participating entities;
 - (b) the rationale for the consortial partnership;
 - (c) each partner's commitment to the education and training program, its philosophy, model, and goals;
 - (d) each partner's obligations regarding contributions and access to resources;
 - (e) each partner's adherence to central control and coordination of the training program; and,
 - (f) each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing resident admission, financial support, training resource access, potential performance expectations and evaluations.
8. An individual consortial partner (member entity) of an accredited consortium may not publicize itself as independently accredited unless it also has independently applied for and received accreditation

Domain D: Cultural and Individual Differences and Diversity

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

1. The program has made systematic, coherent, and long-term efforts to attract and retain residents and supervisors from different ethnic, racial, gender and personal backgrounds into the program. Consistent with such efforts it acts to ensure a supportive and encouraging learning environment and the provision of training opportunities appropriate for the training of diverse individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in postdoctoral training or a career in professional psychology.
2. The program has a thoughtful and coherent instructional plan to provide residents with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena and professional practice. It engages in positive efforts designed to ensure that residents will have opportunities to learn about cultural

and individual diversity as they relate to the advanced substantive traditional or specialty practice area of psychology postdoctoral training. The avenues by which these training goals are achieved by the program are to be developed by the program.

CP. D 2. Training programs shall intentionally recruit and retain diversity in their staff supervisors, residents, and other key personnel in regard to race, gender, ethnicity, socioeconomic level, sexual orientation, and individual and personal backgrounds. The residency program shall take full advantage of the resources and diversity available in the setting in which the program is located, as well.

Further, the program shall ensure a supportive learning environment and the provision of training/educational opportunities appropriate for diverse trainees. These training opportunities shall include, but not be limited to, the acquisition of information and practice experiences related to the unique aspects of Counseling Psychology as a specialty, such as the scientist-practitioner/scholar-practitioner model, a focus on holistic health, wellness and positive psychology, life-span learning and development, career development, theories and techniques in clinical supervision; and multicultural diversity.

In order to guarantee that residents have experiences that foster the integration of individual and cultural diversity throughout their training:

- a) *residents shall be involved in sequential, cumulative educational and training activities that are graded in complexity that include opportunities to examine, assess, and treat issues involving multicultural diversity;*
- b) *residents shall have opportunities, within the primary training mode of directly supervised service delivery, to work with both supervisors and clients who represent a full range of individual differences and cultural diversity;*
- c) *residents shall have additional experiences that help them to integrate multiculturalism and to socialize them into the specialty, such as mentoring, role-modeling, consultative guidance, self-exploration, vicarious observational learning, and opportunities to attend, and present, at local, regional, and national professional conferences.*

Domain E: Resident-Supervisor Relations

The program demonstrates that its policies, procedures, education, training, and socialization experiences are characterized by mutual respect and courtesy between residents and training supervisors and that it operates in a manner that facilitates residents' training and educational experiences.

1. The program recognizes the rights of residents and training supervisors to be treated with courtesy and respect. In order to maximize the quality and effectiveness of residents' learning experiences, all interactions among residents, training supervisors, and program staff should be as between colleagues and conducted in a manner that reflects psychology's ethical principles and professional conduct standards⁹. The program has an obligation to inform residents of these principles and their avenues of recourse should problems arise.

2. Training supervisors are accessible to the residents and provide them with a level of guidance and supervision that actively encourages timely and successful completion of the program. The supervisors provide appropriate professional role modeling and engage in actions that promote the residents' acquisition of knowledge, skills and competencies consistent with the program's training goals.
3. The program shows respect for cultural and individual diversity among its residents by treating them in accord with the principles contained in Section C, Domain A, Standard 5 of this document.
4. The program provides residents immediately upon entry with written grievance and conflict resolution procedures and policies regarding program requirements and expectations for residents' performance and continuance in, or termination from the program. The nature and structure of supervision are reviewed early in the program. Residents receive, at least semi-annually, systematic written feedback on the extent to which they are meeting these performance requirements and expectations. Feedback should address the residents' performance and progress in terms of professional conduct and psychological knowledge, skills and competencies in the areas of psychological assessment, intervention and consultation, and should include:
 - (a) an initial written evaluation provided early enough in the program to serve as the basis for self-correction (if needed);
 - (b) a second written evaluation which occurs early enough to provide time for continued correction (if needed) or development;
 - (c) discussions and signing of each evaluation by the resident and the supervisor;
 - (d) timely written notification of all problems that have been noted, the opportunity to discuss them and guidance regarding steps to remedy them (if remediable);
 - (e) substantive written feedback on the extent to which corrective actions are or are not successful in addressing those problems.
5. The program issues a certificate of residency completion to residents successfully completing the training program.
6. The program documents and permanently maintains records of the residents' supervised training experiences and evaluations for future reference, certification and credentialing purposes. In all matters relevant to the evaluation of residents' performance, programs must adhere to their sponsor institution's regulations and local, state, and federal statutes regarding due process and fair treatment.

⁹ See the current APA "Ethical Principles and Code of Conduct" and the Canadian Psychological Association "Canadian Code of Ethics for Psychologists" (1991).

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

Domain F: Program Self-Assessment and Quality Enhancement

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

1. The program, with appropriate involvement from its training supervisors, residents and former residents, engages in a self-study process that addresses:
 - (a) its expectations for the quality and quantity of the resident's preparation and performance in the program;
 - (b) its effectiveness in achieving program goals and objectives for residents in terms of outcome data (i.e., while residents are in the program and after completion) and including the residents' views regarding the quality of the training experiences and the program;
 - (c) its procedures to maintain current achievements or to make changes as necessary;
 - (d) its goals, objectives, and outcome data relevant thereto, in relation to local, regional, state/provincial, and national needs and changes in the knowledge base of the profession and the advanced substantive traditional or specialty practice area in which the program provides its training.
2. The program provides resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.
3. The program and its host institution value and recognize the importance of resident training and of the supervisors' training and supervisory efforts, and demonstrate this in tangible ways.

Domain G: Public Disclosure

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

1. The program is described accurately and completely in documents that are available to current residents, applicants, and the public. The descriptions of the program should include:

- (a) its counseling psychology training model, goals and objectives; its selection procedures and requirements for completion; its training supervisors, residents, facilities, service recipient populations, training settings and other resources; its administrative policies and procedures, the average amount of time per week residents spend in direct service delivery and other education and training activities, and the total duration of the program to completion.
- (b) its status with regard to accreditation, including the specific program covered by that status, and the name, address, and telephone number of the Committee on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

Domain H: Relationship with Accrediting Body

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

1. The training program abides by the accrediting body's published policies and procedures, as they pertain to its recognition as an accredited postdoctoral training site.
2. The training program informs the accrediting body in a timely manner of changes in its training model, goals, objectives, curriculum plan and resources or operations that could alter the postdoctoral training program's quality.
3. The training program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

APPENDIX D

Publications of the Society of Counseling Psychology

The Society of Counseling Psychology (Div. 17 of the APA) publishes two journals: *The Counseling Psychologist* and the *Journal of Prevention and Health Promotion*. Both journals are accessible online. The URLs for access to the journals are provided below, rather than providing printed copies of each.

The Counseling Psychologist

<https://journals.sagepub.com/loi/tcpa>

Journal of Prevention and Health Promotion

<https://journals.sagepub.com/toc/PRV/current>

APPENDIX E

Counseling Psychology Model Training Program

The Counseling Psychology's Model Training Program was published in the January issue of ***The Counseling Psychologist*** (Scheel, M. J., Stabb, S. D., Cohn, T. J. et al. [2018], *The Counseling Psychologist*, Vol. 46(1) 6–49). The training program was developed by a special task group of the Society of Counseling Psychology appointed by then-president James Lichtenberg. The model training program was adopted by SCP/Div17 and by the Council of Counseling Psychology Training Programs (CCPTP).

The Model Training Program is accessible through either of the links/URLs below:

<https://journals.sagepub.com/stock/default+domain/TCP-SHEEL-ETAL-2018/full?redirectUri=/doi/full/10.1177/0011000018755512>

<https://www.apa.org/education/ce/model-training-program.pdf>