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**Graduate Student Handbook for  
The Counseling Psychology Program  
The University of Akron**

Department of Psychology  
College of Arts & Sciences

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## INTRODUCTION

Welcome to the Counseling Psychology Program at The University of Akron!

This handbook is intended, in part, to provide detailed information for interested prospective students. Its primary purpose, however, is to serve as the definitive guide for incoming students to the curriculum and policies of the doctoral program. We ask that students read it carefully and refer to it as necessary throughout their program experience. Further pertinent information, including the Graduate Bulletin, is available on the Graduate School website <http://www.uakron.edu/gradsch/> and in other college and departmental resources.

This handbook provides the “contract” for the curriculum requirements of the program for newly matriculated students. To the extent that the curriculum is under the control of the program faculty, no changes will be required of students during their tenure in the program. Policy and procedure modifications may be made in response to issues arising in the program, university, and profession. However, individual faculty are not authorized to deviate from the policies and procedures of the Handbook without petition to, and approval from, the entire CPP faculty. In contrast to curriculum changes, these policy and procedural modifications may, in some cases, be communicated and made effective for all students, regardless of the date of their matriculation.

**Note:** *Given the uncertainty regarding health and safety with the COVID-19 pandemic, policies and procedures of the Counseling Psychology program and The University of Akron could change with notice.*

### Program Overview

The University of Akron offers a doctoral program in Counseling Psychology. The program was established in 1983 and is accredited by the American Psychological Association, with the next site visit scheduled for 2029. For many years, the program was a collaboration between the Departments of Psychology and Counseling and was called the Collaborative Program in Counseling Psychology. In 2017, the program was consolidated into the Department of Psychology. The Counseling Psychology Program (CPP) is committed to a multicultural perspective (broadly defined) and follows the scientist-practitioner model of training. Students in the program are expected to attain a broad level of scientific competence in the methodology and core areas of psychology: the biological, social, cognitive-affective, developmental, and individual bases of human behavior, as well as the history and systems of psychology. Counseling psychology coursework covers the topical areas of theories of individual counseling, vocational development, ethics, assessment and testing, supervision, diversity issues, and research design. Practice and internship experiences are required of students and range from skill building in basic psychological assessment and counseling; to actual work with clients; to a year-long, full-time internship in an applied health service setting.

The CPP provides students with a foundation in the aforementioned substantive areas of psychological theory and research, as well as opportunities for academic training in other counseling specialty areas. A preventative, developmental, and strength-focused orientation to training and professional practice is maintained. Graduates are typically employed as faculty at colleges or universities or clinicians in counseling and testing centers in higher education, community mental health agencies, hospitals, and other educational and health-related settings.

A competent, professional Counseling Psychologist is defined by the CPP faculty as an individual capable of contributing to the field and public through advocacy, practice, research, and teaching. The dimensions underlying this definition are assessed throughout the program and include, but are not limited to, skill in evaluating and carrying out research, understanding ethics and professional issues, competence in practice and adherence to accepted standards of practice, and the appreciation of human diversity. Research skills are evaluated in coursework as well as in students’ work on their thesis (if entering without having completed an empirical one), dissertation, and other research projects. Understanding of ethical and professional issues is

most specifically evaluated in the Professional, Ethical, and Legal Issues in Counseling Psychology course and in practice. It is also demonstrated by performance in all other courses and in the everyday conduct and practice of all participants in the program. Professional skills and knowledge of standards of practice are most specifically evaluated in practica, but given the manner in which theory, research, and practice are integrated, they are also examined in other courses. Students must demonstrate knowledge of and sensitivity to human diversity in their courses, their everyday conduct, and, most especially, in their applied work.

Competencies of the Counseling Psychology Program are listed in Appendix A.

### **Program Mission Statement**

The philosophy of the Counseling Psychology Program at The University of Akron is ultimately one that values and respects the integrity of all persons. The psychological perspective we take in training students is growth-based in that it focuses on students' strengths and potentials with respect to their personal and professional development. We believe that this training perspective will prepare students to help clients cope with problems, regardless of client complexities, in ways that maximize their development as unique human beings.

The mission of our program, more specifically, is to facilitate the professional, personal, and ethical development of our students. Our philosophy of training is consistent with the scientist-practitioner model and the Counseling Psychology humanistic tradition. It includes emphases on the appreciation of diversity and on the development of open and critical thought processes. The competencies, goals, and objectives that follow from this mission statement are presented in Appendix A.

### **Multicultural Perspective**

The Counseling Psychology Program at The University of Akron and all members of the CPP faculty are committed to a multicultural perspective, broadly defined. This commitment is evident in our mission statement; integration of multicultural issues into courses; applied practice; specific courses, such as Diversity Issues in Counseling Psychology, Psychology of Oppression, and Multicultural Counseling; the Diversity Dialogues student organization; faculty membership in professional organizations (e.g., APA's Division 45: Society for the Psychological Study of Ethnic Minority Issues; the Association of Black Psychologists; the Association for Multicultural Counseling and Development); our annual program-wide professional development day that focuses on diversity training; and the diversity within the faculty and student body.

Some of the clearest evidence of our commitment to a multicultural perspective comes from a sampling of faculty and student research, much of which has been published in journals such as *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Journal of Black Psychology*, *Psychology of Women Quarterly*, *Journal of Counseling and Development*, *Sex Roles*, and *Psychology of Men & Masculinity*. Topics have included: African American racial identity development, African American families' racial socialization in relation to mental health, women's experiences with racism and sexism, perceptions of heterosexist language in counseling, perceptions of training in gay/lesbian/bisexual issues, perceptions of violence in heterosexual and homosexual relationships, feminist identity development, gender roles and mental health, gender roles and sexual assault, women's eating-related disturbances, the negative effects of traditional masculinity ideology, measuring masculinities, men's health, normative male alexithymia, men's gender role conflict/stress, career development of racial/ethnic minorities, religion/spirituality and well-being, religious and vocational values, and frameworks for multicultural counseling.

## GETTING STARTED IN THE CPP

### Financial and Other Assistance

The University awards a number of graduate assistantships and tuition scholarships to qualified students who are in good academic standing. Historically, assistantships are awarded annually for up to four years for students who come in with a master's degree and five years for students who come in with a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. Beyond that, assistantships may be offered if funds allow. An assistantship, in addition to the stipend, usually provides remission of tuition for up to 16 credits for Fall and Spring terms, and Summer tuition credit as needed. A graduate assistant is contracted to render service to the University through teaching, research, and other duties for 20 hours per week. Possible assistantships within the Department of Psychology include: teaching (e.g., Introduction to Psychology, Developmental Psychology, Social Psychology, Dynamics of Personality, Professional and Career Issues, Quantitative Methods) and advising (advising undergraduate psychology students in setting up their schedules, preparing for grad school, etc.). Sometimes, it is also possible to obtain an assistantship outside the Department of Psychology, such as working in the Women's Studies Department, the College of Arts and Sciences Career Services Office, the Counseling & Testing Center, or the Office of Accessibility. **Students with assistantships cannot work more than a total of 8 hours per week at any other outside job(s).**

Graduate assistants' parking permits are partially supported by the Department of Psychology for each semester in which they have an assistantship. To obtain a parking permit, fill out the Parking Services online form, and Parking Services will forward it to the Psychology Department so that it can be approved. You will be notified of when and where to pick up your permit after approval is complete.

Other sources of financial assistance include loans and Work Study funding. Information about student loans can be obtained from the Office of Student Financial Aid. During Summer sessions, students often can obtain funding through the University Work Study program. This funding typically supports research activities with faculty members and other assignments. The FAFSA must be filled out and submitted prior to applying for Work Study funds. Students must submit the application for Work Study obtained from the Financial Aid office early in the Spring semester as outlined by Department of Psychology standards for graduate students throughout the department.

### Appointment of Advisor

The major advisor is appointed at the time of the student's admission into the program. The advisor assists the student in developing a course of study and serves as a primary faculty contact and resource to the student throughout their time in the program (and sometimes beyond). Students may opt to change advisors in their program subsequent to discussing this matter with both the original and new advisors. All students will always have a core program faculty member as their advisor. After discussion with this advisor, and with approval of program faculty, students can select a dissertation chair (or co-chair) from among The University of Akron faculty with a doctorate in psychology and Graduate Faculty II status. Information about program faculty is included in capsule form in Appendix B.

Although a student is assigned an individual advisor, students should also understand that the faculty as a whole feel a sense of responsibility for the development of each CPP student. Students should feel free to consult with any CPP faculty in ways that might facilitate their professional development. In line with this sense of collective responsibility for student/program well-being, faculty also consult with one another on an ongoing basis. In this regard, each student should understand that information they choose to share with one faculty member **may** be shared with other faculty if it is deemed to be important for the continued well-being of the CPP or the members of our community. Of course, faculty do not share all information (e.g., information not relevant to professional issues or training), but when sharing information can enhance program integrity and/or inform the

comprehensive review of each student, information known by one faculty member can be shared with other faculty members.

## **Development of a Student's Course of Study**

Following their admission to the program, students should be in contact with their advisors to begin developing their course of study. For students entering the program with a master's degree, particular attention needs to be made to transferring in applicable course work and/or a thesis waiver. A student's course of study must be in accord with Program, Department/College, and University requirements and be formally approved by the student's advisor. It is the student's responsibility to ensure that coursework taken will meet requirements for graduation in addition to any certification and/or licensure sought.

The program curriculum is described below, and a hypothetical basic schedule of full-time study for students is offered in Figure 1. (The Psychology Department also has a Graduate Student Manual, so students should consult that manual as well.) This basic schedule incorporates the best judgment of the faculty as to the most educationally sound sequence of required coursework and graduate training. It is provided as a way to maximize the benefit students realize from their coursework. Students are encouraged to follow this plan if at all possible.

## **Transfer of Credits**

If a student enters with relevant graduate coursework from an accredited college or university, some of these credits may be transferred to fulfill CPP requirements. Such transfers typically involve substantial numbers of credit hours for students entering with a master's degree (up to 30 credits from a single master's program) and are rarer for other students. Approval for requests that such coursework be used to fulfill program requirements rests with the student's advisor and, for required counseling psychology coursework, the instructor of the equivalent course at The University of Akron. The Graduate Bulletin further specifies the procedures and guidelines for this process: [https://www.uakron.edu/academics\\_majors/gb/](https://www.uakron.edu/academics_majors/gb/).

## **Expectations for Professional Involvement**

Students should be aware that optimal professional development during the graduate school years requires more than completion of program requirements. Students are expected to become student affiliates of relevant professional associations, particularly the Society for Counseling Psychology (Division 17) of the American Psychological Association, and they are encouraged to involve themselves in professional association activities (e.g., conferences). Active involvement in Departmental and Program activities is an equally important aspect of professional development. Part of the graduate school experience is attendance at program activities (e.g., Professional Development Day, town hall meetings, dissertation defenses, outside speakers, or other special presentations). In addition to taking advantage of these extracurricular activities, students are encouraged to seek out additional avenues for research, practice, teaching, and community service involvement. Although involvement in these types of activities is generally desirable, students should consult with their advisors to ensure that their commitments are developmentally and professionally appropriate and manageable.

## **Social Media Statement**

CPP doctoral students who use social networking sites should be mindful of how their communication may be perceived by clients, colleagues, students, faculty, and other mental health professionals. As such, CPP doctoral students should make every effort to minimize visual or printed material that could be deemed inappropriate for a health service psychologist. To this end, CPP students should consider setting all security settings to "private" and should avoid posting information, language, or photos that could jeopardize their professional image. Obviously, this is a subjective matter (e.g., who determines what is appropriate?) but we raise this issue to

increase self-awareness and critical thinking around one's social media presence. CPP doctoral students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, which could be seen as a boundary violation. Additionally, any information that might lead to the identification of a client, violating client confidentiality, is a breach of the ethical and legal standards that govern the practice of psychologists. Engaging in this action could result in disciplinary actions including dismissal from the program.

## CURRICULUM REQUIREMENTS

The CPP curriculum is designed to provide the student with sound training in Counseling Psychology by adhering to the scientist-practitioner training model espoused by the American Psychological Association. Students are provided with a grounding in the substantive content areas of biological, cognitive-affective, social, developmental, and individual bases of behavior, as well as history and systems of psychology. Counseling Psychology coursework includes theories of individual counseling and vocational development, assessment and testing, professional and ethical issues, issues of diversity, supervision, research design, and extensive practica. Psychometric and statistical coursework is also required. Integration of theory, research, and practice is emphasized. Faculty information included in Appendix B identifies courses typically taught by each Program faculty member.

### CPP Curriculum: 143 Credits

#### **Psychology Core (18)**

##### Biological Aspects of Behavior

		<u>Typically Offered</u>
PSYC:729	Brain & Behavior in Adulthood (4)	Every other Spring (next Spring 2023)

##### Cognitive and Affective Aspects of Behavior

PSYC:780	Cognitive and Affective Behavior (4)	Every other Spring (next Spring 2023)
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##### Social Aspects of Behavior

PSYC:780	Social Psychology (4)	Every other summer (next Summer 2022)
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##### Developmental Aspects of Behavior/Advanced Integrative Knowledge of Basic Discipline of Psychology

PSYC:780	Lifespan Gender Development (4)	Every other Fall (next Fall 2023)
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##### History & Systems

PSYC:718	History and Systems in Psychology (2)	Every other Fall (next Fall 2023)
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#### **Research Methodology and Statistics Core (20)**

PSYC:754	Res Methods in Psych (4)	Fall
PSYC:601	Psych Rsch: Quan&Com Meth 1 (4)	Fall
PSYC:602	Psych Rsch: Quan&Com Meth 2 (4)	Spring
PSYC:780	Multivariate Statistics (4)	Spring
PSYC:780	Applications of Quantitative Statistical Methods (4)	Summer 1

#### **Counseling Psychology Core (22)**

PSYC:709	Intro to Counseling Psych (2)	Fall
PSYC:710	Theories: Counseling & Psych (4)	Every other Fall (next Fall 2022)
PSYC:713	Ethics (4)	Every Spring
PSYC:711	Vocational Behavior (4)	Every other Summer (next Summer 2023)
PSYC:777	Psychopathology (4)	Every other Spring (next Spring 2022)
PSYC:707	Supervision in CP (4)	Spring



**Practicum and Professional Practice Core (52)**

PSYC:780	Psychology Training (4)	Summer 2
PSYC:672	Counseling Practicum (psychology Y1) (4)	Fall and Spring (8 credits total)
PSYC:673	Counseling Practicum Lab (psychology Y2) (4)	Fall and Spring and Summer (16 credits total)
PSYC:795	Counseling Psych Prac (1 <sup>st</sup> External Prac) (4)	Fall and Spring (8 credits total)
PSYC:796	Counseling Psych Prac (2 <sup>nd</sup> External Prac) (4)	Fall and Spring (8 credits total)
PSYC:712	Princ/Prac: Indiv Intel Test (4)	Fall
PSYC: 714	Objective Personality Assessment (4)	Spring

**Diversity and Social Justice Concentration (16) + Gender Development**

PSYC:646	Multicultural Counseling (4)	Spring
PSYC:717	Issues of Diversity (4)	Every other Fall (next Fall 2022)
PSYC:780	Oppression (4)	Every other Spring (next Spring 2022)
PSYC:780	Interventions for Social Justice: Consultation, Prevention, Advocacy (4)	Every other fall (next Fall 2022)
PSYC:780	Lifespan Gender Development (4)	Every other fall (next Fall 2023)

Thesis – 1 credit summer of Y1

Dissertation – 12 credits

## ADDITIONAL REQUIREMENTS

Fulfillment of the Graduate School Foreign Language Requirement: typically 8 credit hours beyond those listed above (see following section for details).

A basic schedule of class offerings and expectations about when courses are to be typically taken is available in Figure 1 at the end of this document.

### Ph.D. Language Requirement

The language requirement must be fulfilled as listed in the Graduate School Bulletin ([https://www.uakron.edu/academics\\_majors/gb/](https://www.uakron.edu/academics_majors/gb/)). The Graduate School allows the requirement to be met via demonstrated reading knowledge with the aid of a dictionary of two foreign languages (Plan A); demonstrated comprehensive knowledge of one approved foreign language without the aid of a dictionary (Plan B); or demonstrated competence in appropriate research skills, as specified by the student's department (Plan C).

**Because strong research skills are a critical component of the scientist-practitioner model and are necessary for successful completion of the doctoral dissertation, Plan C is the typical and recommended way of meeting the foreign language requirement in the CPP.** Demonstrated competence in appropriate research skills is operationalized as successful completion of 8 credit hours of coursework in research methods and data analysis beyond 3750: 601 and 602. The curriculum is designed so that the foreign language requirement is covered within the research methodology and statistics core (see curriculum above) through completion of Multivariate Statistics and Applications of Quantitative Statistical Methods. However, students may cover this requirement with other statistical courses if they choose, including Hierarchical Linear Modeling, and courses in qualitative or mixed methods research. For further details about the language requirement, students are referred to the manual for the Graduate School.

### Practicum Requirements

Students are required to complete ten semesters of practicum. All students see clients in the Department of Psychology Counseling Clinic in their first and second years. Practicum students in the Psychology Department Counseling Clinic are required to assist in the running of the Clinic for three to four hours each week. Students begin external practicum in their third year. Students have a wide variety of external practicum options available in the community and region. Students are required to take four semesters of external practicum, although students often choose to take more. Wherever taken, the final year of required practicum requires a total of 300 hours, of which a minimum of 120 are to be client contact hours and 90 are to be group and individual supervision.

At a minimum, a student's practicum experiences must total 450 clock hours, 150 of which must be in direct client contact and 75 of which must be in individual supervision. Students need to be aware that a number of internship sites require substantially more than the minimum 450 clock hours of practicum experience. To broaden their clinical experience and hours, some students, in consultation with their advisors, seek supplemental practicum placements at community sites in addition to their required practica. It is important that **all** practicum experience, both master's- and doctoral-level, be documented in students' program files. There is a 20 hour a week limit for participation in practica. The CPP has adopted the national board of counseling psychology programs (CCPTP) universal minimum requirements for applying to internship (see Appendix E).

To facilitate practicum placement, the program's Practicum Coordinator will distribute each year a list of available required and supplemental practicum sites, brief site descriptions and contact information, and application policies, procedures, and timelines. It is *not* the Practicum Coordinator's responsibility to ensure practicum placement for individual students. For a required practicum, a student should seek placement in

consultation with the instructor(s) for the practicum and their advisor. For a supplemental practicum, a student should seek placement in consultation with their advisor, who will serve as faculty liaison for the field placement. The advisor will generally seek the input of the most recent practicum instructor to help assess the student's readiness for the supplemental practicum settings and activities of interest.

### **Master's Thesis**

Students who come in without having completed an empirical master's thesis begin work on this project upon entrance to the doctoral program. This requirement may be fulfilled by completing a thesis waiver project. The details of completing the thesis waiver project can best be discussed with each student's advisor, as well as found in the Psychology Department Graduate Student Manual. Students must complete their thesis waiver project by the end of the fall semester prior to registering for the comprehensive exam; students who have not done so will not be permitted to register for and take the comprehensive exam.

### **The Dissertation**

The student is expected to develop a doctoral dissertation that meets the standards of the Department of Psychology, the Counseling Psychology Program, and the Graduate School. The university dissertation guidelines are available online at: <https://www.uakron.edu/gradsch/current-students/gdlnthessdiss.dot>. Many sample dissertations are available for students to access online as examples of the work to be done. In addition, students are expected to attend another student's dissertation defense meeting (it is not required that it is the same student for both), prior to their own proposal and defense, in order to familiarize themselves with the process.

A dissertation committee shall be formed prior to dissertation topic approval. The dissertation committee shall be composed of not fewer than five members, including the student's dissertation advisor. Students should discuss formation of the committee with their CPP advisor prior to approaching prospective committee members. With prior approval of program faculty, students can select a dissertation chair (or co-chair) from among The University of Akron faculty with a doctorate in psychology and Graduate Faculty II status.

The majority of the members of the committee, the committee chairperson, and the Graduate School representative must hold Level II Graduate Faculty status. One of the members of this committee (the Graduate School representative) must be from outside the Department of Psychology; this member should be chosen to contribute an outside perspective or area of expertise to the project. The student and their advisor (and chair if they are not the same person) determine together the members of the committee. Final committee composition, however, must be approved by the Dean of the Graduate School. The advisor submits the names of the committee members to the Dean of the Graduate School for approval prior to the first committee meeting. The core CPP faculty advisor for the student will be a member of the dissertation committee.

The dissertation topic must be judged by the student's dissertation committee to be appropriate for the specialty of Counseling Psychology. The proposal, consisting of Chapters 1 (statement of the problem), 2 (review of literature), and 3 (proposed methods), must be approved by the student's committee prior to the student commencing data collection and/or analysis. **In order to be eligible to apply for internship, students must have an approved proposal on file by October 1<sup>st</sup> of the year in which they wish to apply.** A copy of the dissertation proposal, as approved by the committee, shall be kept on file in the department until the dissertation is successfully defended. The committee guides the student in their research and writing. Final decisions pertaining to the dissertation and oral examination rest with the committee. The University of Akron Committee for the Protection of Human Subjects must approve all research pertaining to human subjects prior to the beginning of data collection.

The student must maintain orderly progress toward the completion of the dissertation and is required to establish a target date for completion of the dissertation. This target date commitment shall be given to the Committee. **Students who do not complete their dissertation within FOUR years of passing the Comprehensive Examination must retake the Exam.**

The dissertation must be submitted to the Dissertation Committee and Graduate School representative at least **two weeks** prior to the scheduled dissertation examination. The ensuing oral examination is scheduled for two hours. To pass the oral defense of the dissertation, the student must receive an overall vote of “pass” as defined by the Graduate School as the majority of the committee members voting to pass the dissertation defense. Verification, in writing, of the satisfactory completion of the dissertation and oral examination, along with the names of dissertation committee members, is filed by the major advisor with the Graduate School when the dissertation is successfully defended.

After committee approval, and after all suggested corrections have been made, the dissertation is submitted to the Graduate School for final format review. **Please note** that the deadline for this review is approximately 6 weeks prior to the end of the semester. Students are advised to check all deadline dates for the semester in which they intend to graduate.

**Note:** In order to aid students in planning for and understanding the 9- to 12-month dissertation proposal process, we have developed a flowchart (see Figure 2). The flow chart provides major milestones and important dates to help students move smoothly through the process from pre-proposal to a successful proposal meeting prior to applying for internship.

### **Scheduling Thesis and Dissertation Committee Meetings**

In consideration of other demands and plans of department faculty at other times of the year, the normal policy of the Department of Psychology will be to schedule committee meetings for thesis or dissertation proposals or defenses during the regular 9-month academic year. This time includes the first day of the semester through the last day of finals week, for Fall and Spring semesters, but excludes days on which class meetings or examinations are not regularly scheduled (e.g., weekends and breaks).

### **The Comprehensive Exam**

The comprehensive examination is a required experience, which allows students to demonstrate professional competencies in a variety of essential areas. The exam is given annually, typically in the summer, at the end of the student’s third year of coursework. The core portion of the exam remains constant, although the details fluctuate minimally annually. For the current procedure, please refer to Appendix C. For the current exam scoring rubric, see Appendix D. In order to register for and take the comprehensive exam, students must have completed all requirements for their master’s degree, including the thesis waiver project, by the end of the fall semester prior to registering for the comprehensive exam.

### **Internship**

The internship is an integral component of the total educational focus of the Counseling Psychology Program at The University of Akron. The philosophy behind the inclusion of the internship year within the training curricula is to allow for the application of knowledge and practice of skills acquired during training within an environment consistent with the intern’s future employment aspirations. The internship requirement meets the mandates of internship training suggested by the American Psychological Association and fulfills licensing requirements for pre-doctoral clinical hours.

The student should start planning for the internship at least one year prior to the proposed starting date. Most students complete their internship in their 5<sup>th</sup> or 6<sup>th</sup> year of enrollment. Students are considered to be ready for internship when they have finished the last practicum, completed all formal course work, and passed their written and oral Comprehensive Examination. In addition, students must have successfully proposed their dissertation proposal prior to **October 1<sup>st</sup>** of the year they are applying for internship. This is necessary in order for the Director of Clinical Training (DCT), on behalf of the faculty, to certify the student as ready for internship.

In the spring semester of each year, as part of the Advanced Practicum course, an “internship sharing” event is held where students who successfully matched with an internship, the DCT, and occasionally a local Training Director from a nearby internship share information about the internship application process. Then in June or July each year, the DCT holds another meeting with all applicants, which provides more details and answers questions about the application process, including cover letters, vitas, recommenders, counting hours, etc. Students are reminded of the importance of following the APPIC rules for internship applications (including timely and proper completion of the APPIC Application for Psychology Internships) and interviews. Other internship eligibility criteria are specified in Appendix E.

Students are encouraged to apply to a range of internship sites in order to enhance their opportunity for an offer from one or more of the sites. Application to APA approved pre-doctoral internships is strongly recommended, and all internship sites must be members of the Association of Psychology Pre-Doctoral Internship Centers (APPIC).

Students are permitted to only apply to APA accredited internships to insure that they will meet licensing requirements. The internship is usually a full-time experience or a half-time experience at the same site for no more than two years. The candidate must be supervised by individuals who meet the requirements of their State Board of Psychology and must receive at least 2 hours of formally scheduled individual supervision per week. The primary emphasis of the internship site should be on training. Finally, some other features to look for in an internship site include the following:

1. Intensive and extensive experiences with training activities that are an integral part of the internship program
2. Adequate administrative support
3. Communication between the internship site and the Collaborative Program
4. A clearly designated professional who is responsible for the program
5. Systematic reviews of the internship site by the staff of the internship site
6. Materials available which describe the internship
7. Adequate facilities, office space, etc.
8. Other interns involved in the program
9. The site provides services that fit the student's career goals.

After narrowing down possible sites according to how well they meet the needs of the individual student, the student should discuss the list with their advisor. The next step is to formally apply to the chosen internship sites and to inform the DCT of needed letters and forms certifying the student’s readiness for the pre-doctoral internship. Assistance is available, but it remains the responsibility of the student to make sure that all steps necessary in obtaining their internship are completed.

Selection decisions are made via the APPIC computer matching process, and students receive periodic information updates about current match policies on the CPP listserv. **Please note** that once the internship has been successfully completed, the student is responsible for filing final evaluations and documentation of completion with the DCT and The Graduate School and ensuring these documents have been received.

## Advancement to Doctoral Candidacy

Doctoral Candidacy is a recognition by the Graduate School that the student has reached the denouement of their academic course of study. Typically, this recognition comes near the end of the student's program when the student is moving toward presenting their dissertation proposal. This recognition brings with it a listing of all remaining requirements left to be completed before graduation. Please note that doctoral students need to take a minimum number of 12 dissertation credit hours to graduate. Students should begin taking dissertation credits as soon as they successfully finish compressive exams; students must apply for graduation through [www.my.uakron.edu](http://www.my.uakron.edu) no later than November 1<sup>st</sup> for the December commencement and no later than April 1<sup>st</sup> for the May commencement in the year which the student plans to graduate. Students who plan to graduate in summer (no commencement ceremony) must apply no later than July 1<sup>st</sup>.

A student is usually recommended for admission to candidacy for the doctoral degree following satisfactory completion of:

1. Doctoral course work and the residency requirement
2. Foreign language requirement
3. Official transfer of applicable graduate courses completed at another university
4. A grade average of "B" or better in all completed graduate work applicable to the degree
5. Written and oral comprehensive examination

## Enrollment Requirements and Limits

Once admitted to the program, students are expected to enroll on a full-time basis during the academic year. Some required coursework is offered only in the summer session, and students are expected to be involved in program activities (e.g., research) in the summer. Students who do not meet the minimum enrollment requirements will be considered inactive and will have their status in the program evaluated by CPP faculty. Subsequent to completion of all course work, students are required to be continuously enrolled until graduation for at least 1 credit hour each Spring and Fall term. Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, will be enrolled retroactively and charged tuition and late registration fees for all semesters in which they were not in compliance. Finally, please note that the Graduate School enforces a 10-year time limit for the completion of all doctoral requirements. Details of this requirement are specified in the Graduate Bulletin. Each student should also be aware that, **if they fail to submit a final copy of their dissertation to the Graduate School within four years of successfully meeting the Comprehensive Exam requirement, that student will be required to retake the exam.**

## LEAVE OF ABSENCE

If, for personal reasons, a student cannot meet the continuous enrollment requirement, the student should apply for a leave of absence by submitting a letter of request to their advisor in advance of the semester for which leave is sought. The student must receive approval for the leave from the doctoral advisor, CPP faculty, and Department Chair. The approved request will then be forwarded to the Dean of the Graduate School for final review, approval, and filing in the student's Graduate School record. **The 10-year time limit for completion of the doctoral degree is not extended for students who are granted a leave of absence.**

## STUDENT REVIEW AND RETENTION

For some years, reviewing CPP student competence has been undertaken in accord with The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs developed by the Student

Competence Task Force of the Council of Chairs of Training Councils (CCTC) and subsequently adopted in principle by the Council of Counseling Psychology Training Programs (see Appendix F). In the Spring of 2006, the CPP faculty developed and approved, in keeping with professional standards, a program statement regarding CPP student competence (see Appendix G) and, in the Spring of 2007, the CPP faculty adopted the “Counseling Psychology Model Training Values Statement” as a narrative guiding the program (See Appendix H). Current students should be aware that the statement represents an articulation, rather than an expansion, of long held standards and expectations for student functioning. Students should be thoroughly familiar with the Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code2002.pdf>), which serve as a primary guideline for reviewing student behaviors.

Effective student review is by definition comprehensive in nature, so, in accord with the recommendation of the Council of Chairs of Training Councils, the CPP faculty have adopted the following statement: “Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular communication about students’ performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student’s progress (CCTC, 2007).”

In keeping with the philosophy and general objectives of the Counseling Psychology Program, Student Review is an agenda item of all regular Program faculty meetings. Concerns related to such things as a student’s academic progress, ethical behavior, and/or personal fitness to be a Counseling Psychologist may be raised by any faculty member. In addition, once a year, the CPP faculty meet to review the progress of all Counseling Psychology students. Students are evaluated based on their performance in coursework, clinical activity, research endeavors, and assistantship assignments; involvement in appropriate professional development activities; and ethical conduct and other behaviors and characteristics as relevant to a comprehensive review of competence.

By the end of the Spring semester each year, all CPP students must prepare and submit to their advisors a written self-evaluation. Each cohort has their own evaluation form based on the CPP competencies (see Appendix I), which is sent by the faculty to the students during the Spring semester. Failure to provide this evaluation constitutes inadequate progress and may result in loss of assistantship or dismissal. Along with the self-evaluation, students are to submit to their advisors a completed annual data collection form (see Appendix J). This form is used to facilitate the completion of various program reports.

Written evaluation is given to each student regarding performance in graduate classes and clinical activity, performance in required research activity, teaching proficiency (or other assistantship responsibilities), performance in additional non-required research activity (e.g., presentations, publications, assistance with grant proposals), and professional development (e.g., student initiative and independence, program/department citizenship). Where appropriate, feedback will also be provided about other behaviors and characteristics relevant to a comprehensive evaluation of student competence. On occasion, students may be advised that the faculty recommend personal psychotherapy as an avenue for professional development. At such time, resources will be discussed with the student under review.

The procedures for dealing with students whose performance falls below that expected by the program are usually specific to the area(s) in question. For example, if the performance is a low grade in a class, then the teacher of record will interact with a student to establish a remediation plan. Where the performance relates to an off-site clinical activity, the supervisor of record will intervene and report behaviors that are of concern to the academic instructor. The student’s advisor will coordinate, organize, and monitor this plan. All parties

(advisor, student, supervisor, or instructor) will review the activities and establish a plan to work with the student to bring their behaviors up to acceptable standards.

When student performance is not related to specific courses, faculty are still expected to make direct interventions related to any specific behavior that falls below that expected by the program (e.g., hearing a student talking about a client in a public place) and to report this to the student's faculty advisor and the CPP faculty as a whole in the annual student evaluation session.

At times, a student's overall performance can fall below that expected by the program even though any single individual action is not violating a program standard (e.g., not completing expected work on time). The pooling of individual experiences can bring a student's overall performance to the collective attention of the CPP faculty. This takes place as part of the annual student evaluation session (e.g., the student has been consistently tardy with a number of obligations), although it can take place through faculty discussion at any time during the year. After the accumulation of incidences that individually did not require specific intervention, but which collectively merit attention, then that student's faculty advisor will set up a meeting with the student to provide them with information regarding specific behaviors of concern. Feedback regarding these behaviors is also noted in the student's annual evaluation letter. In some instances, a follow-up meeting with the Training Director is undertaken to convey with consistency and conviction the concerns about the student activity. These sessions also become an opportunity to establish plans to rectify problem situations. If these courses of action do not result in favorable outcomes, CPP faculty meet and establish a remediation plan that is specific to the situation and student. This plan is then delivered by the Training Director, along with the student's advisor, and a behavioral intervention strategy is devised, discussed, agreed to, and implemented. In a situation where the student does not then reach a level of performance satisfactory to the program, further faculty action (again, specific to the situation under review), with great attention to student rights, is undertaken.

Dismissal of students from the program may occur when remediation is not possible, when recommended remediation efforts are not successfully undertaken by the student in question, or when dangerous behaviors or gross violations have occurred.

### **CONFLICT RESOLUTION PROTOCOL INVOLVING FACULTY**

In this program, we value self-exploration and sharing personal beliefs to enhance our critical thinking. Given that these are often emotional topics, times of disagreement and tension are inevitable. This protocol exists to create a channel for clear communication with the goal of fostering openness, mutual understanding, and respect. First, the student is encouraged to talk individually with the professor involved in the conflict. If the student feels that this is not proceeding effectively, the student is further encouraged to set up a meeting with that faculty member and a third party. The goal of this meeting is to create a comfortable, safe environment for productive discussion. Usually, this third party is another psychology faculty member that the student trusts. If a student feels that having another student in the meeting would be beneficial, they may also select a student advocate to be present.

### **POLICY AND PROCEDURE PETITIONS**

If extraordinary circumstances result in a student perceiving undue hardship in relation to the application of a CPP policy and/or procedure, a petition may be made to the program faculty for the policy/procedure to be waived or modified. Such petitions are generally issued through a student's academic advisor and are considered on a case-by-case basis. Petitions are approved by majority vote of the CPP faculty.

### **GRIEVANCE PROCEDURES**



There is a web site designed to assist The University of Akron community in gathering the information it needs about The University of Akron Rules and Regulations at <https://www.uakron.edu/ogc/UniversityRules/>. Rule 3359-24-02, "Grievance Procedures for Graduate Students," is applicable in this section of our Handbook. What follows is specific application of the University procedures within the CPP.

## **Purpose**

The procedures set forth in this document are intended to provide graduate students in the Counseling Psychology Program with a formal channel of appeal and redress of grievances arising out of their academic relationships with faculty or other graduate students in the Program. These procedures are to be applied only after the student has attempted to resolve the problem through a conference with the faculty member or student involved and the graduate advisor.

The following procedures are intended to precede a graduate student's recourse to Graduate School grievance procedures, but not to replace these procedures as alternatives for the student.

## **Definitions**

A graduate student in the Counseling Psychology Program is any person pursuing graduate study within the program during the current year. This includes students on internship and those who are otherwise not currently enrolled who are, nevertheless, engaged in working toward a degree (e.g., doctoral candidates completing dissertations).

## **Grievance Committee**

The Grievance Committee is the entire faculty of the Counseling Psychology Program. The Grievance Committee selects the *ad hoc* Hearing Committee.

## **Hearing Committee**

The Hearing Committee will be chosen by the Grievance Committee and will be comprised of one faculty member from the Department of Psychology and a graduate student in the Program who is approved by the graduate student bringing the grievance, unless the graduate student bringing the grievance waives his or her right to have a student member on the Hearing Committee. Each member receives one vote. None of the members of the Hearing Committee will be principals in the grievance. The Hearing Committee shall be organized anew each time a grievance is brought.

## **Procedure**

1. Any graduate student who believes that he or she has valid grounds for a grievance shall attempt to resolve the problem at its most basic level. It is incumbent upon the student to redress orally the complaint with the faculty member or other student involved. If no resolution is achieved which is satisfactory to the student, then the student conveys the complaint in writing to the person with whom the student has the complaint. If this fails to yield a satisfactory result, the student then submits the written memo and a written petition to the Grievance Committee to establish a Hearing Committee to adjudicate his or her grievance. The student should include in the petition a written statement of the grievance, setting forth clearly and specifically the allegations.
2. Upon receipt of the statement of grievance, the petitions, and supporting materials, the Grievance Committee shall ascertain the applicability of the grievance.

3. The Committee shall submit to a Training Director of the Program, within 48 hours of receipt of the grievance, the statement of the grievance and recommendations as to whether a Hearing Committee should be convened. If the grievance charges the Training Director of the Program, the grievance and recommendations will be submitted to the Graduate Dean and *The University of Akron Grievance Procedures for Graduate Students* will be followed.
4. If the Training Director of the Program judges the grievance to be with merit, they shall notify the Grievance Committee in writing that a Hearing Committee should be constituted. The Hearing Committee shall be organized in no less than one week of the Training Director's determination.
5. If the Training Director of the Program judges the grievance to be without merit, the Grievance Committee shall vote by secret ballot whether to abide by that decision. If a majority is in favor of continuing with the grievance procedure, then the Hearing Committee shall be organized in no less than one week. If the Grievance Committee judges the grievance to be without merit, the complainant will be given a copy of *The University of Akron Grievance Procedures for Graduate Students* for their consideration. The student shall hand deliver the petition to any faculty representative on the Hearing Committee.
6. It is the responsibility of the Chairperson of the Hearing Committee to notify in writing all parties involved in the grievance within 48 hours. This notification shall include the following information: that a grievance has been filed, the nature of the grievance, and the parties involved.
7. If the charged party in that grievance admits the validity of the grievance, the Hearing Committee Chairperson shall waive the hearing and shall direct the appropriate resolution in consultation with the Hearing Committee.
8. If the charged party in the grievance denies the validity of the grievance, the Hearing Committee shall conduct the hearing.

## **Hearing Procedure**

1. The hearing must take place within two weeks of the Hearing Committee's formation.
2. At least 72 hours prior to the hearing, the Hearing Committee Chairperson shall deliver to the Hearing Committee members and the parties involved:
  - a. the student's written statement of the grievance;
  - b. written notification of when and where the Hearing Committee will meet;
  - c. a copy of the *Grievance Procedure for Graduate Students in Counseling Psychology* and all relevant documents.
3. Each party shall be required to appear in person before the Hearing Committee to present their case. Witnesses may be called for each party to present evidence on their behalf. Each party may also bring one individual solely for support during the hearing.
4. All parties shall be entitled to an expeditious hearing. In urgent cases in which it is alleged that a regulation, administrative decision, or action threatens immediate and irreparable harm to any of the parties involved, the Hearing Committee shall expedite the hearing and the disposition of the case.
5. The burden of proof shall be on the complainant and the standards of justice, and fair play shall prevail in the adjudication of violations and grievances.

## Decisions and Actions

1. The Hearing Committee shall decide as follows: (a) there has been a violation of the complainant's rights, or (b) there has been no violation of the complainant's rights.
2. In cases where a violation has occurred, the Hearing Committee shall recommend an appropriate and expeditious resolution to the entire faculty of the Counseling Psychology Program.
3. The entire faculty of the Program, exercising its judgment, shall act on the implementation of that resolution stipulated by the Hearing Committee.
4. If no violation is determined to have occurred, the graduate student will be given a copy of *The University of Akron Grievance Procedures for Graduate Students* for their consideration.

## DIVERSIONS

The University of Akron is located in the downtown area of Akron, Ohio, a city with a population of 198,148. Akron boasts multiple recreational opportunities for sports such as hiking, biking, fishing, boating, and even Alpine and cross-country skiing. Area residents enjoy easy access to an extensive Metro Park system; the scenic Cuyahoga National Recreation Area; the Tow Path trail; and many local ponds, lakes, and streams. Within a short drive, residents of Akron also have access to Lake Erie and all the recreational opportunities that go with close proximity to such a huge natural wonder.

The city of Akron also offers all of the conveniences of a major American metropolitan area, including a number of major shopping malls; a wide selection of good restaurants; the E. J. Thomas Performing Arts Hall which hosts a variety of music, dance, and theater events year-round; and an art museum known for its contemporary art collection. The campus is also home to the acclaimed Ohio Ballet and the Akron Symphony Orchestra. During the summer months, the Blossom Music Center offers outdoor concerts with nationally known artists of all genres.

Approximately 30 miles north of Akron is the city of Cleveland, providing area residents with easy access to professional sporting events; the world-renowned Cleveland Orchestra at Severance Hall; and many other music, theater, and museum offerings, including the Rock and Roll Hall of Fame Museum and a vibrant live theater scene in Playhouse Square.

Finally, should the need for a temporary change of locale arise, the interstate system provides ready access to the nearby cities of Columbus, Toledo, Youngstown, Pittsburgh, and beyond.

## APPENDIX A

### Competencies of the Counseling Psychology Program (Updated 6.29.18)

The nine competencies presented below, as well as their related objectives, outcomes, and minimum levels of achievement, follow from the Counseling Psychology Program's mission statement and are consistent with the requirements of the American Psychological Association's Standards of Accreditation for Health Service Psychology.

#### **Competency 1: Research**

##### Objectives:

Students will:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base;
- Conduct research or other scholarly activities; and
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
  - Outcome and minimum level of achievement 1: Students pass basic and optional advanced research and statistics courses with a grade of B- or better.
    - 1a. 3750:601 – Psychological Research: Quantitative and Computational Methods I
    - 1b. 3750:602 – Psychological Research: Quantitative and Computational Methods II
    - 1c. 3750:754 – Research Methods in Psychology
    - 1d. 3750:780 – Multivariate Statistics
    - 1e. 3750:780 – Applications of Quantitative Statistical Methods (or an approved substituted course)
  - Outcome and minimum level of achievement 2: Students earn a score of 3.0 (pass) or better on the Research portion of the written comprehensive exam.
  - Outcome and minimum level of achievement 3: Students develop two personal comprehensive exam questions in their area(s) of scholarly interest; they also earn a score of 3.0 (pass) or better on this portion of the written comprehensive exam.
  - Outcome and minimum level of achievement 4: Students complete a thesis waiver project within two years of entering the program.
  - Outcome and minimum level of achievement 5: Students successfully defend dissertations within four years of passing their comprehensive exam.
  - Outcome and minimum level of achievement 6: Students present one research-oriented presentation at a state, regional, or national conference or submit one research-oriented manuscript for peer-reviewed publication.

#### **Competency 2: Ethical and Legal Standards**

##### Objectives:

Students will:

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

- relevant professional standards and guidelines;
  - Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas; and
  - Conduct selves in an ethical manner in all professional activities.
- Outcome and minimum level of achievement 1: Students pass 3750:713 – Professional, Ethical and Legal Issues in Counseling Psychology with a grade of B- or better.
  - Outcome and minimum level of achievement 2: Students score an average of 3.0 (acceptable) or above on the Ethics section of all practicum and internship evaluation forms.
  - Outcome and minimum level of achievement 3: Students earn a score of 3.0 (pass) or better on the Ethical and Professional Issues portion of the written comprehensive exam.
  - Outcome and minimum level of achievement 4: Students pass the IRB’s CITI exam.
  - Outcome and minimum level of achievement 5: Students complete an ethical case analysis; they also earn a score of 2.0 (acceptable) or better on this assignment.

### **Competency 3: Individual and Cultural Diversity**

#### Objectives:

Students will:

- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work;
  - Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
  - Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; and
  - Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Outcome and minimum level of achievement 1: Students pass five courses on diversity with a grade of B- or better.
    - 1a. 3750:780 – Multicultural Counseling
    - 1b. 3750:717 – Issues of Diversity in Counseling Psychology
    - 1c. 3750:780 – Interventions for Social Justice: Consultation, Prevention and Advocacy
    - 1d. 3750:780 – Lifespan Gender Development
    - 1e. 3750:780 – Oppression and Social Liberation
  - Outcome and minimum level of achievement 2: Students score an average of 3.0 (acceptable) or above on the Diversity: Individual and Cultural Differences section of all practicum and internship evaluation forms.
  - Outcome and minimum level of achievement 3: Students annually attend Professional Development Day (focused on diversity issues) while on campus or complete an appropriate make-up assignment.
  - Outcome and minimum level of achievement 4: Students are involved with at least one organization that develops workshops and training activities on diversity issues, such as Diversity Dialogues, Defined Lines, or the Counseling Psychology Graduate Student Organization (CPGSO).

- Outcome and minimum level of achievement 5: Students complete an autobiographical social identity worldview analysis; they also earn a score of 2.0 (acceptable) or better on this assignment.
- Outcome and minimum level of achievement 6: Students make a case presentation in advanced practicum demonstrating multicultural competence; they also earn a score of 2.0 (acceptable) or better on this assignment.

#### **Competency 4: Professional Values and Attitudes**

##### Objectives:

Students will:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others;
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness;
- Actively seek and demonstrate openness and responsiveness to feedback and supervision; and
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
  - Outcome and minimum level of achievement 1: Students pass 3750:709 – Introduction to Counseling Psychology with a grade of B- or better.
  - Outcome and minimum level of achievement 2: Students pass 3750:718 – History and Systems in Psychology with a grade of B- or better.
  - Outcome and minimum level of achievement 3: Students score an average of 3.0 (acceptable) or above on the Professional Development section of all practicum and internship evaluation forms.
  - Outcome and minimum level of achievement 4: Students score an average of 3.0 (acceptable) or above on the Practical Skills to Maintain Effective Clinical Practice section of all practicum and internship evaluation forms.
  - Outcome and minimum level of achievement 5: Students earn an average score of 3.0 (adequate) or better on the oral portion of the comprehensive exam.
  - Outcome and minimum level of achievement 6: Students join at least one professional organization consistent with the identity of a counseling psychologist (e.g., APA).
  - Outcome and minimum level of achievement 7: Students attend at least three professional meetings and/or conferences prior to graduation that are relevant to counseling psychologists (e.g., the annual convention of the APA, OPA Legislative Day, ABPsy Conference, regional conferences, relevant specialty conferences).

#### **Competency 5: Communication and Interpersonal Skills**

##### Objectives:

Students will:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services;
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; and
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
  - Outcome and minimum level of achievement 1: Students score an average of 3.0 (acceptable) or above on the Relationship/Interpersonal Skills section of all practicum and internship evaluation forms.

- Outcome and minimum level of achievement 2: Students score an average of 3.0 (acceptable) or above on the Basic Work Requirements section of all practicum and internship evaluation forms.
- Outcome and minimum level of achievement 3: Students successfully complete a thesis waiver project within two years of entering the program.
- Outcome and minimum level of achievement 4: Students fail no more than one question and earn an average score of 3.0 (pass) or better across all written comprehensive exam questions.
- Outcome and minimum level of achievement 5: Students earn an average score of 3.0 (adequate) or better on the oral portion of the comprehensive exam.
- Outcome and minimum level of achievement 6: Students successfully defend dissertations within four years of passing their comprehensive exam.

## **Competency 6: Assessment**

### Objectives:

Students will:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology;
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural);
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process;
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient;
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
  - Outcome and minimum level of achievement 1: Students pass 3750:750 – Advanced Psychological Tests and Measurements with a grade of B- or better.
  - Outcome and minimum level of achievement 2: Students pass 3750:777 – Psychopathology with a grade of B- or better.
  - Outcome and minimum level of achievement 3: Students pass 3750:711 – Vocational Behavior with a grade of B- or better.
  - Outcome and minimum level of achievement 4: Students pass 3750:712 – Principles and Practice of Individual Intelligence Testing with a grade of B- or better.
  - Outcome and minimum level of achievement 5: Students pass 3750:714 – Objective Personality Evaluation with a grade of B- or better.
  - Outcome and minimum level of achievement 6: Students score an average of 3.0 (acceptable) or above on the Psychological Assessment Skills section of all practicum and internship evaluation forms.
  - Outcome and minimum level of achievement 7: Students complete an integrated assessment report; they also earn a score of 2.0 (acceptable) or better on this assignment.

## **Competency 7: Intervention**

### Objectives:

Students will:

- Establish and maintain effective relationships with the recipients of psychological services;
- Develop evidence-based intervention plans specific to the service delivery goals;
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables;
- Demonstrate the ability to apply the relevant research literature to clinical decision making;
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; and
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
  - Outcome and minimum level of achievement 1: Students pass 3750:710 – Theories of Counseling and Psychotherapy with a grade of B- or better.
  - Outcome and minimum level of achievement 2: Students pass 3750:711 – Vocational Behavior with a grade of B- or better.
  - Outcome and minimum level of achievement 3: Students receive credit for all practicum courses. (Students receive a grade of Credit/No Credit for these courses.)
  - Outcome and minimum level of achievement 4: Students score an average of 3.0 (acceptable) or above on the Intervention Skills section of all practicum and internship evaluation forms.
  - Outcome and minimum level of achievement 5: Students earn a score of 3.0 (pass) or better on the Practice and Intervention portion of the written comprehensive exam.
  - Outcome and minimum level of achievement 6: Students earn a score of 3.0 (pass) or better on the Theories portion of the written comprehensive exam.
  - Outcome and minimum level of achievement 7: Student successfully complete an APA- and/or APPIC-accredited internship.
  - Outcome and minimum level of achievement 8: Students present on an empirically supported treatment in advanced practicum; they also earn a score of 2.0 (acceptable) or better on this assignment.

### **Competency 8: Supervision**

Objectives:

Students will:

- Demonstrate knowledge of supervision models and practices.
  - Outcome and minimum level of achievement 1: Students pass 3750:707 – Supervision in Counseling Psychology I with a grade of B- or better.
  - Outcome and minimum level of achievement 2: Students successfully supervise at least one practicum student.

### **Competency 9: Consultation and Inter-professional/Interdisciplinary Skills**

Objectives:

Students will:

- Demonstrate knowledge and respect for the roles and perspectives of other professions; and
- Demonstrate knowledge of consultation models and practices.



- Outcome and minimum level of achievement 1: Students pass Interventions for Social Justice: Consultation, Prevention and Advocacy with a grade of B- or better.
- Outcome and minimum level of achievement 2: Students pass Supervision in Counseling Psychology I with a grade of B- or better.
- Outcome and minimum level of achievement 3: Students score an average of 3.0 (acceptable) or above on the Consultation Skills/Inter-professional Collaborations section of all practicum and internship evaluation forms.
- Outcome and minimum level of achievement 4: Students successfully complete a consultation and prevention intervention project; they also earn a score of 2.0 (acceptable) or better on this assignment.

APPENDIX B  
Core CPP Faculty

**Margo A. Gregor**, Ph.D. Counseling Psychology, University of Maryland, 2016. She joined the faculty at the University of Akron in 2016. Her theoretical perspective is an integration of interpersonal, humanistic, and feminist orientations. Her research interests focus primarily on career development with a particular interest in the ways in which culture and social identities influence interests, choices, leadership, and educational and vocational outcomes. She has a secondary interest in training and supervision of beginning counselors and measure development. Typical publication outlets include: *The Counseling Psychologist*, *Journal of Counseling Psychology*, and *Journal of Career Assessment*. She teaches courses on Vocational Psychology, Social Psychology, Counseling Practicum, and Intro to Counseling Psychology, as well as serves as the Co-Director of the Psychology Department Counseling Clinic.

**Dawn M. Johnson**, Ph.D., Counseling Psychology, University of Kentucky, 2001. She joined the faculty of The University of Akron in 2008 after completing a post doc at Brown School of Medicine and employment as a licensed psychologist at Summa Health Systems of Akron, Ohio where she coordinated the Summa-Kent Center for Treatment and Study of Traumatic Stress. Her research program addresses PTSD and battered women's experiences/treatment, and she has received in excess of \$1 million dollars to treat battered women suffering from PTSD. Typical publication outlets include the *Journal of Interpersonal Violence*, *Behavior Therapy*, *Journal of Traumatic Stress*, *Women and Health*. Dr. Johnson teaches Objective Personality Evaluation, Lifespan Gender Development, Counseling Practicum, and serves as Practicum Coordinator.

**John E. Queener**, Ph.D., Counseling Psychology, The University of Akron, 1995. He joined the faculty of The University of Akron in 1996. Before joining the faculty here, he was employed at the counseling center at the University of Virginia. His theoretical perspective is holistic with a multicultural emphasis. His research interests include multicultural issues, career development, racial identity development and gender issues in supervision. Publication outlets include *Journal of Black Psychology*, *Career Development Quarterly*, *Counselor Education and Supervision*, and *Journal of Counseling and Development*. He currently teaches Multicultural Counseling, Diversity, Supervision and Counseling Practicum, and serves as the Co-Director of the Psychology Department Counseling Clinic.

**Suzette L. Speight**, Ph.D., Counseling Psychology, The Ohio State University, 1990. Dr. Speight joined the faculty of The University of Akron in 2008 and is the Director of Clinical Training for the CPP. Dr. Speight is a Fellow of Division 17, Society for Counseling Psychology of the American Psychological Association and a member of the Association of Black Psychologists. A licensed psychologist, Dr. Speight is a supervisor and clinician at the Minority Behavioral Health Group in Akron. Her research and scholarly interests include the psychological effects of oppression, mental health and African American women, identity development, African-centered Psychology, multicultural competence, and psychology's role in promoting social justice. Typical publication outlets include *The Counseling Psychologist* and *Journal of Black Psychology*. Dr. Speight teaches graduate classes on Ethics, Counseling Skills, and the Psychology of Oppression.

**Ingrid K. Weigold**, Ph.D., Counseling Psychology, Texas Tech University, 2007. She joined the faculty of The University of Akron in 2008 following a position as a staff therapist at the Counseling Center at Texas Tech University. Her primary area of research involves human agency, with an emphasis on personal growth initiative and how it relates to college student development and international student adjustment. Her secondary area of research is data collection methodology, particularly the equivalence of self-report surveys collected using paper-and-pencil and computers. Publication outlets include: *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Psychological Assessment*, and *Psychological Methods*. Dr. Weigold currently teaches Theories of Counseling and Psychotherapy, Applications of Quantitative Statistical Methods, Research Design & Psychometrics in Counseling Psychology, and Counseling Practicum.

## APPENDIX C

### Comprehensive Examination Memo

**DATE:** February 15, 2022

**TO:** Counseling Psychology Comps candidates, and other interested students

**FROM:** Dawn M. Johnson and John Queener (Co-Chairs, 2022 Comps Committee)

**SUBJECT:** 2022 Counseling Psychology Comprehensive Examination

The purpose for the Counseling Psychology Comprehensive Exam is stated in Appendix A (see attached). Briefly, the comprehensive examination serves the important function of assessing the learning that students have achieved during their professional development in our program.

***Please read this memo fully and carefully. Also, feel free to speak with your advisor and/or any member of the faculty regarding any aspect of comps. There will be a meeting with Dr. Queener to discuss comprehensive exams for all interested parties on Thursday March 3<sup>rd</sup> at 7:00PM. A Teams invitation will be sent.***

Comprehensive exam questions are grouped and labeled by each of the four general content areas (1. THEORY; 2. RESEARCH; 3. PRACTICE AND INTERVENTIONS; 4. ETHICS/PROFESSIONAL ISSUES). All students will receive 2 questions grouped and labeled by each of these four general content areas and will need to answer one of these two answers in each of the four areas.

Students will also answer one individualized question in an area related to their own research interests. The expectation for this question is that it will help inform their dissertation research. For this fifth question students will collaborate in writing two questions with their faculty advisor (and additional faculty members as needed/desired). A faculty committee comprised of two CP faculty will review questions and provide edits to these questions until deemed appropriate for comps. This committee will then choose one of these two questions to give to the student to complete during the examination period. Students will not be informed in advance which question they will be required to answer.

Comps is a “take-home” exam. Students will receive the questions on a Monday morning and will have 10 days to write answers independently for their selected questions. Students will return their 5 answers the Wednesday of the following week. **Please note that we can only provide accommodations to this timeline if the request comes through the Office of Accessibility. If you have any condition or disability that may require accommodations, please work with the Office of Accessibility to have said accommodations in place well in advance of the exam dates.** The page limit for each answer is 10 double-spaced pages, 12-point font. Each student will turn in a reference list for each answer which will not be counted toward the page limit. All responses should follow the requirements set forth in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*. Appropriate use of APA style, accuracy of the reference list, and grammar/spelling/clarity of thought are evaluated during the comps grading process.

Please keep in mind that, since the comprehensive exam answers are meant to demonstrate the work of each individual student, they should be the result of your work alone. Seeking feedback on your actual answers from anyone (including peers, friends, writing services etc.) indicates that your answers are not your own. This means during the 10 days of taking comps you should be working independently. This rule also applies to your work on your individually prepared answers. We want comps to represent your independent thoughts and work.

Since this is a professional qualifying exam in counseling psychology, material from this body of literature will be emphasized. However, material which informs the answers (e.g., classes, professional conferences, other professional journals) could provide support in any answer. In addition to material from required courses (which includes historical perspectives), students will be expected to demonstrate their familiarity with the current professional literature. Therefore, although we expect historical and contemporary counseling psychology literature to inform your answers, we will not limit students' review material to any specific body of professional literature. In choosing which literature to inform their answers, students should keep in mind the overall purpose of the Comprehensive Examination:

*To assess, in a standardized manner, a student's independent ability to understand, interpret and synthesize the recent professional literature, and then to answer questions regarding this literature in a manner that is consistent with the scientist-practitioner model of training we espouse.*

We define four broad content areas for the exam in order to help students organize their thinking and plan their study programs with regard to the material specified. The four broad areas are:

1. THEORY (therapy/personality, vocational, supervision, and multicultural theories)
2. RESEARCH (design, statistics, critical review, and methodological issues)
3. PRACTICE AND INTERVENTIONS (case studies, diagnosis/assessment, intervention techniques)
4. ETHICS/PROFESSIONAL ISSUES (ethical principles, case law [e.g. Tarasoff], current issues such as education and training, competence)

### **Grading**

Grading of answers to the four broad areas above will be blind (i.e., faculty will not know whose answer they will be grading). Grading of individual answers will not be blind. Grading for the written portion of the exam will be qualitative. Each answer will be scored as either High Pass, Pass, Low Pass, or Fail. Results for the overall exam will be reported to students, by their advisors, in the following ranges:

- **Pass with Honors**: High Pass on three or more of the five questions; no failed questions.
- **Pass**: Low Pass, Pass or High Pass on all five questions; no failed questions; no more than two scores of "Low Pass."
- **Low Pass**: Low Pass on three or more of the five questions; no failed questions.
- **Partial Pass with Remediation**: Low Pass, Pass or High Pass on four questions, no more than one failed question. Student will have the opportunity to remediate the failed question.
- **Fail**: Two or more failed questions. Students will have to retake comps the next time it is offered.

Students who have a Partial Pass with Remediation will have the option to remediate that one failed content area rather than having to retake the entire exam. Remediation of a specific content area will include answering 1 of 2 questions on that content area (similar to the method used for the overall examination) and will take place within 2 to 8 months of the original examination. Students will be allotted three days for the remediation. Failure to pass the remediation will result in the student needing to retake the entire exam at the next available sitting or being dismissed from the academic program if this is the second failed attempt at the exam.

All students will receive anonymous informational feedback on their exam answers in an effort to help them better understand their performance on this important developmental task. This feedback will refer to the strengths and weaknesses of each of the student's answers. No score will be changed as a result of the feedback which will be gathered by and delivered through each student's advisor.

Students must have a Low Pass, Pass or Pass with Honors on the written portion of the Exam in order to be eligible to sit for orals. The oral exam will be scheduled by your advisor at the time you receive feedback on your comprehensive exam performance. The oral portion of the exam is intended to allow students to demonstrate their professional demeanor and their ability to "think on their feet." Students are expected to

behave just as they might behave in a job interview, demonstrating their knowledge, competence, professionalism, ethics, judgment, etc. The purpose of the oral exam is not remediation for the written exam, but rather a scholarly exchange of ideas between the student and their committee with the intent of evaluating the student's ability to communicate their understanding of the scientist/practitioner underpinnings of counseling psychology. It is an opportunity for the student to demonstrate their ability to engage in spontaneous scholarly dialogue and to think through and communicate about complex professional, scientific, and practice issues. Discussion of relevant clinical issues or the posing of clinical vignettes or clinically-oriented questions have always been and remain a viable direction for any orals committee process.

Faculty make every effort to have the grading done within four weeks of the examination. Oral exams are scheduled for 60 minutes, and oral examination committees are comprised of a minimum of two core CPP faculty members, one of whom will be the examinee's advisor. The other member(s) of the committee will be determined by the Comprehensive Exam committee chair.

Oral exams for all students will be roughly equivalent in structure. Of course, the content of each oral exam will depend on the particular committee and the flow of ideas, thereby making the oral exam a somewhat unique experience for each student. Although students may be asked questions related to their individual questions and/or comps experience during the oral exam, the focus of the exam will not be specifically on questions already answered in the written exam.

In order to help all involved to understand better the purpose and process of orals, the major elements that make up a solid oral exam performance have been operationalized. Students' performance is evaluated on the following 8 items/domains:

1. Presentation, poise, professional behavior, anxiety management, good balance of openness and confidence but without defensiveness/overconfidence.
2. Thoughtful integration of theory, research and practice; a scientist-practitioner approach; appropriate engagement in scholarly dialogue.
3. Demonstration/communication of clear identity as a counseling psychologist.
4. Demonstrated ability to think on one's feet; flexibility and openness of thinking; demonstrated response to immediacy of process and dialogue in the oral exam.
5. Ability (or willingness to try) to translate academic issues into real-world applications; ability to build critically on current paradigms or solutions by applying one's own thinking.
6. Demonstrated ability to bring one's own thinking to bear on controversial issues, and possibly to move beyond merely socially desirable answers.
7. Demonstrated knowledge of and sensitivity to diversity issues (e.g., issues of race, ethnicity, gender, class, sexual orientation, disability, others).
8. Demonstrated understanding of ethical and professional issues, relevant ethical codes, etc.

In accordance with published policy, students will have two opportunities to pass each portion of the exam. **Any student who fails either written or oral examinations twice will be dismissed from the training program.**

If a student fails a remediation of one content area of the written portion, the exam will be considered failed and the student will have to retake the entire exam the next time it is offered. In no case will students be allowed to postpone sitting for their second attempt to pass the written portion of the exam longer than the second regular administration after a failure occurs (two years). If a student passes the written exam but fails their first attempt to pass the oral exam, they are only required to again attempt to pass the oral exam. A second attempt to pass the oral examination may not be scheduled sooner than six months or later than twelve months after the first failed attempt. Failure to pass a 2<sup>nd</sup> attempt of the oral exam will result in dismissal from the program.

### **Timing**

As of 2020, the timing of comprehensive exams is fixed. The exam will always be offered during the two-week period prior to the start of the Fall Semester. The exam will start on a Monday and end on the Wednesday

before the start of Fall Semester. **For 2022, the test will be from 9:00 am EST, Monday, August 8 through the end of business (4:00 pm EST in the summer), Wednesday, August 17th.** Unless there is a documented extenuating circumstance that faculty approve, responses turned in after the exam deadline will be considered failed.

If students receive accommodations that include extra time for the comprehensive exams, the extra time will be added to the start date (i.e., students with accommodations will start earlier than their peers who do not have accommodations). It is important that all students have the same deadline for turning in comps and upload files on the same day. This is required to assure that faculty are blind when grading the exam answers.

We recognize that on occasion Comprehensive Exams may interfere with a conference (e.g., APA). Students should plan accordingly, and not submit abstracts or commit to attending conferences that overlap with the standardized timeframe for comprehensive exams. Students should also be careful to not schedule vacations or other important events that might interfere with the exam.

Students must register (i.e., send an email to the chair indicating intent to take comps) to take the written portion of the Exam with one of the co-chairs of the Comps Committee (*for 2022, Dr. Johnson*) no later than the last Friday before Spring Break (*for 2022 Friday, March 18*).

Students must have their two individualized questions which have been approved by their faculty advisor, to the comps chair (*for 2022, Dr. Queener*) 3 weeks before the last Friday of the Spring Semester (*for 2022 Friday, April 15<sup>th</sup>*). *Failure to turn in these questions on time will forfeit your opportunity to submit and know these individualized questions ahead of time, rather faculty will create the question on the student's behalf.* Students who register and who do not take the Exam (without prior approval of a legitimate excuse) will receive a grade of fail. Faculty approval of these individual questions will be supplied to students by the last Friday of spring semester (*for 2022 Friday, May 6<sup>th</sup>*).

After students have turned in their exams, faculty advisors will notify students of the date that general feedback about performance on comprehensive exams (i.e., pass with honors, pass, low pass, partial pass with remediation, or fail) will become available. Faculty advisors will make arrangements individually with students regarding the students preferred method (i.e., in person or by phone) for receipt of feedback. All students will receive feedback on the same date and time (with some variation for faculty who have multiple students taking comps in the same year). Each student's advisor will gather written informational feedback from faculty and distribute to students within two weeks of the initial notification date.

### **Formatting of Exam**

All students must turn in hard copies of all 5 of their answers to Qualtrics by the exam deadline. In an effort to maintain the blind when grading responses we ask that all students use the same format. Each student should pick 4 unique numeric six-digit ID numbers (please do not include letters or special characters): one for each of the four general questions. Students will then turn in their four unique IDs to Kim. We ask that you have a different ID for each question so that when faculty read/grade more than one area they cannot link together responses and thus "weaken the blind." Thus, please do not use consecutive numbers for your four IDs. Also, please make sure that the numbers you use do not have a pattern (e.g., use a combination of only 2's and 9's for each question). Please use times news roman 12-point font for all your responses. The cover page should include your unique ID for that question centered on the page. Below your ID number you should indicate the area you are answering and question number. Below that, you should retype the question to which you are responding (see below). Please use APA style for the remaining of the documents, including page numbers.

543782  
Research  
Please design a study.....

Formatting of your individual question should be identical to the formatting for you other four questions, with the exception that this question will include your name. Thus for this question your title page should have your name on the first line, note that it is your individual question on the 2<sup>nd</sup> line, and the 3<sup>rd</sup> line should start with your specific question (see below).

First name Last name  
Individual Question  
Please design a study.....

### **Comprehensive Exam Statement of Purpose**

*The comprehensive examination is an opportunity for the student to demonstrate an ability to integrate broad and specific knowledge of the field of counseling psychology from a scientist-practitioner perspective. This knowledge derives from coursework, professional activities (e.g., organizational membership, conference attendance), broad reading in the field of counseling psychology, and practical experience (e.g., providing therapy/assessment, conducting research, receiving/providing supervision).*

*Integration, roughly, involves reasoned synthesis, application, and communication -- from a scientist-practitioner perspective -- of knowledge gained from empirical research, theory, practical experience, and ethical considerations in the field of counseling psychology. We take our cue from Wechsler's broad definition of "intelligence," tailoring it to counseling psychology. We expect students to be intelligent counseling psychologists, in the sense that they are able "to act purposefully, think rationally, and to deal effectively with [their professional counseling psychology] environment" (Wechsler, 1958). Students will have the opportunity to demonstrate such abilities in their written and oral responses.*

*What follows are five general guidelines for evaluating comprehensive examination answers. These five general areas may be given different consideration depending on the question, but should serve as standards to which all comprehensive examination answers can aspire, and parameters upon which they can be evaluated.*

*First, and foremost, good answers respond to the question. Regardless of the other criteria, good answers reply to the stimuli presented and demonstrate a general understanding of the important issues presented in the question.*

*Second, good answers present accurate knowledge of counseling psychology literature and considerations. Good answers demonstrate that this knowledge base has both depth (i.e. employing of specific literature with appropriate citations) and breadth (i.e. articulating conceptual considerations).*

*Third, good answers exhibit the integrative thinking indicative of a scientist-practitioner attitude. In other words, the answer is thoughtful in that it integrates both scientific thinking and real-world implications. Good answers demonstrate critical thinking rather than simple rote information regurgitation.*

*Fourth, good answers communicate ideas in a clear, organized, and coherent fashion.*

*Fifth, good answers are consistently professional. Regarding this guideline, we ask such questions as: Does the answer show any lapses in ethical reasoning? Is the factual information accurate? Are there essential considerations which have been overlooked within the answer?*

APPENDIX D

CPP Comprehensive Exam Score Sheet

**Student Name:**

**Content Area:**

**CPP Comprehensive Exam Grading Rubric**

<b>Fail</b>	<b>Pass</b>	<b>High Pass</b>
<p>The student does not adequately answer all parts of the question in a manner that demonstrates knowledge of the question content area.</p> <p>The student does not demonstrate an adequate knowledge of CP literature.</p> <p>The answer does not adequately integrate both scientific thinking and real-world implications.</p> <p>The answer does not adequately communicate ideas in a clear, organized, and coherent fashion.</p> <p>The student's presentation of the material is inadequate (e.g., many grammatical or APA style issues in written document, does not adequately convey information to others).</p>	<p>The student answers all parts of the question adequately in a manner that demonstrates knowledge of the question content area.</p> <p>The student demonstrates adequate knowledge of CP literature.</p> <p>The answer does an adequate job in integrating both scientific thinking and real-world implications.</p> <p>The answer adequately communicates ideas in a clear, organized, and coherent fashion.</p> <p>The student's presentation of the material is adequate (e.g., few grammatical or APA style issues in written document, adequately conveys information to others).</p>	<p>The student answers all parts of the question in a manner that demonstrates superior knowledge of question content area.</p> <p>The student demonstrates superior knowledge of CP literature. Answer has both depth and breadth.</p> <p>The answer does a superior job in integrating both scientific thinking and real-world implications.</p> <p>The answer does a superior job at communicating ideas in a clear, organized, and coherent fashion.</p> <p>The student's presentation of the required material is superior (e.g., no grammatical or APA style issues in written document, expertly conveys information to others).</p>

**Answer Score:**

High Pass

Pass

Fail

**Student Feedback:**

**Strengths**

**Weaknesses**



## APPENDIX E

### Council of Counseling Psychology Training Programs Expectations for Internship Eligibility

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent) by internship application.
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
  - a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author, or
  - b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Adopted by CCPTP February 9, 2013

## APPENDIX F

### The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

#### **I. Overview and Rationale**

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

#### **II. Model Policy**

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know – prior to program entry, and at the outset of training – that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure – insofar as possible – that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g. knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and
- (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

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This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC)

(<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft

of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

## APPENDIX G

### Informed Consent Regarding CPP Student Competence

The Counseling Psychology Program (CPP) is charged with the dual task of nurturing the development of psychologists-in-training and ensuring the standards of the profession of psychology. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The policy for this provision of the training experience is articulated in the *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* document included in the student handbook. This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<https://www.ccptp.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence>) and approved by the CCTC on March 25, 2004, and subsequently adopted in principle by the CPP in October, 2004.

In order to ensure the promotion of human welfare and the standards of the profession, all CPP students will abide by relevant ethical codes and demonstrate developmentally appropriate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. The CPP faculty do their best to ensure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, research participants, etc., are not allowed to train for or enter the profession. Certain types of probation, suspension, or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to warrant major concern regarding whether the student is emotionally, interpersonally, or ethically unsuited for current study in the discipline of psychology and eventual entry into the profession of psychology. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status produces inappropriate activities along the lines of impairment, incompetence, ethical misconduct, academic misconduct, or problematic behaviors (see below for definitions and examples of these terms).

As described in the CPP Student Handbook, the overarching goal of the CPP is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional community. In addition to developmentally appropriate technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Students are expected to be familiar with the Program goals and to work with faculty toward ensuring that their academic and professional development is consistent with the achievement of these goals. Faculty monitor student progress to assess student competence and also to identify deficiencies. Faculty assist students in remediation of deficiencies where possible, but dismissal of the student from the program may occur when remediation is not possible, or a student is unwilling to attempt recommended remediation(s).

It is important for students to understand and appreciate that academic competence in professional psychology training activities (e.g., doctoral and internship programs) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic and professional performance, development, and functioning of students.

Consistent with this policy, students should know that faculty and supervisors evaluate, within a developmental framework, their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, students they teach, faculty, allied professionals, the public,

and individuals from diverse backgrounds or histories), (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, students, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning), and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

This policy applies to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision, research collaboration), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, regardless of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student or other program members, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

The purpose of this statement is to inform students that evaluation occurs as stated previously, but it also serves to emphasize that the program's evaluation processes and content have as their primary goals: (a) facilitating student development; (b) enhancing student self-awareness, self-reflection, and self-assessment; (c) emphasizing strengths as well as areas for improvement; and (d) assisting in the development of remediation plans when necessary. Students should also know that the program's evaluation process involves more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). Finally, negative evaluations always include opportunities for remediation—provided that the faculty and supervisors conclude that satisfactory remediation is possible for a given student.

In conclusion, by signing this document you are entering into an agreement to allow the CPP faculty to assess your academic and professional development in relation to the goals of the CPP and the standards of the profession of psychology, in accord with the explanations herein. You have the right to not enter into this agreement, which would result in your not being admitted into the CPP at The University of Akron. This agreement will be in effect during the complete time when a student is enrolled in the CPP (e.g., from admission to graduation).

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Adopted by CPP faculty 3/3/06

## Competence Definitions

**Problems with competence** are defined as an interference in professional functioning. (Previously referred to as “impairment”). These problems are typically reflected in an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning, typically involves a decrease in level of skill or functioning. Problems typically become identified as impairments:

when they include most of the following characteristics: (a) The [student] does not acknowledge, understand, or address the problem when it is identified, (b) the problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training, (c) the quality of services delivered by the [student] is consistently negatively affected, (d) the problem is not restricted to one area of professional functioning, (e) a disproportionate amount of attention by training personnel is required, and/or (f) the [student’s] behavior does not change as a function of feedback, remediation efforts, and/or time. (Lamb et al., 1987, p. 599).

When addressing competence issues, faculty will assess the themes identified in Gizara and Forrest (2004), regarding whether: “(a) the [student’s] behavior was either professionally harmful or deficient, (b) the behavior was a clear pattern, and (c) the behavior was not resolving” and “a ‘noticeable shift’ in the [student’s] level of performance.

Examples:

A student demonstrates consistently angry interactions with clients and shows no ability to refrain from these non-constructive activities even after remediation has been attempted.

A student has a substance abuse problem which cannot be brought under control.

**Incompetence.** As a program we recognize that competence “depends on habits of mind, including attentiveness, critical curiosity, self-awareness, and presence. Professional competence is developmental, impermanent, and context-dependent” (Epstein & Hundert, 2002, p. 228). In general, “professional competence” involves: “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (p. 227). Incompetence is defined as a lack of achievement of developmentally appropriate competence, which may include either professional or interpersonal skill, or academic deficiency. Overholser and Fine (1990) also state that “incompetence occurs when professionals continue to provide services that they are not fully capable of performing” (p. 462).

Examples:

A student provides psychological services (e.g. teaching, research, counseling) without appropriate professional supervision.

A student is unable to learn and exercise appropriate counseling skills.

A student demonstrates multiple instances of gross inappropriate interpersonal conduct.

**Ethical misconduct** is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2002) are not followed. This code is intended to provide both the general principles and the decision rules to cover situations often encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights so that they do not knowingly participate in or condone unfair discriminatory practices.

Examples:

A student engages in an exploitive dual relationship with a client or research participant.

A student misrepresents her/his professional credentials or training in order to increase personal gain (e.g., secure an internship).

**Academic misconduct** is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Examples:

A student cheats on an examination.

A student collaborates with others on a course assignment which has been designated as a project to be completed by each student independent from others.

A student submits a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas.

For further information about The University of Akron's policies regarding academic conduct, please consult the following sources <http://www.uakron.edu/studentlife/sja> ( Student Conduct and Community Standards) or <https://www.uakron.edu/studentconduct/code-of-conduct.dot> (Code of Student Conduct).

**Problematic behaviors** refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with other persons' diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment or incompetence status [c.f., Lamb, D. H., Cochran, D. J., & Jackson V. R. (1991). Training and organizational issues associated with identifying and responding to intern impairment. *Professional Psychology: Research and Practice*, 22(4), 291-296. <https://doi.org/10.1037/0735-7028.22.4.291>].

Examples:

A student has strong negative emotional reactions to client concerns and is unwilling to examine these conflicts in personal psychotherapy.

A student consistently doesn't follow the guidelines specified within departmental or program guidelines.



APPENDIX G(a)

CPP Student Remediation Plan

Student:  
Advisor:

Date:

(1) Problem(s) of Professional Competence

(2) Background/Context/Situation

(3) Action Plan (details and due date)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date



## Appendix H

### Counseling Psychology Model Training Values Statement Addressing Diversity<sup>1</sup>

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and postdoc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on

their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

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<sup>1</sup>This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.

## APPENDIX I

### Annual CPP Student Review Form Sample

(Note that each cohort receives their own form with modifications based on the typical competencies achieved each year.)

### Annual CPP Student Review Year 1

**Student:**

**Advisor:**

**Summer \_\_\_\_\_ through Spring \_\_\_\_\_**

For the full list of CPP competencies, objectives, outcomes, and minimum levels of achievement, please see the Competencies of the Counseling Psychology Program in the Student Handbook. Courses not listed as falling under a competency (i.e., Domain-Specific Knowledge [DSK] courses) have a minimum level of achievement consistent with that of other required CPP courses and The University of Akron Graduate School.

### Courses

Competency	Outcome	Minimum Achievement	Grade Earned
1: Research	Pass 3750:601 – Quant I	B- or better	
1: Research	Pass 3750:602 – Quant II	B- or better	
1: Research	Pass 3750:754 – Research Methods*	B- or better	
3: Diversity	Pass 3750:780 – Multicultural	B- or better	
4: Professional Values	Pass 3750:709 – Intro to Counseling	B- or better	
4: Professional Values	Pass 3750:718 – History and Systems	B- or better	
6: Assessment	Pass 3750:777 – Psychopathology*	B- or better	
7: Intervention	Pass 3750:672 – Counseling Prac (Fall)	Credit	
7: Intervention	Pass 3750:672 – Counseling Prac (Spring)	Credit	
7: Intervention	Pass 3750:710 – Theories*	B- or better	
DSK	Pass 3750:780 – Neuropsychology*	B- or better	

\*Might also be taken in Year 2

If other course were taken this year, please list the course number, name, and grade earned here:

Comments:

## Practicum Evaluations

Minimum level of achievement for all practicum evaluation form sections is an average of 3.0 (acceptable) or above.

### Spring Semester

**Location:** Psychology Clinic

**Supervisor:** CPP Core Faculty

Turned in all required practicum paperwork to UA faculty supervisor or advisor?

\_\_\_\_\_ Yes \_\_\_\_\_ No

<b>Competency</b>	<b>Evaluation Form Section</b>	<b>Average Rating</b>
2: Ethical and Legal	Ethics	
3: Diversity	Diversity: Ind & Cultural Diffs	
4: Professional Values	Professional Development	
4: Professional Values	Practical Skills	
5: Communication	Interpersonal Skills	
5: Communication	Basic Work Requirements	
6: Assessment	Psych Assessment Skills	
7: Intervention	Intervention Skills	
9: Consultation	Consultation Skills	

Comments:

## Professional Development

### 1: Research

1. Conducted a research-oriented presentation at a conference OR submitted a research-oriented manuscript for peer-reviewed publication? (Required: One during time in the program.)

\_\_\_\_\_ Yes \_\_\_\_\_ No

If “yes,” provide the reference(s):

### 3: Diversity

1. Attended Professional Development Day OR completed an appropriate make-up assignment? (Required: One per year while on campus.)

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. Involved with an organization that develops workshops and training activities on diversity issues? (Required: One during time in the program.)

\_\_\_\_\_ Yes \_\_\_\_\_ No

If “yes,” provide the name(s) of the organization(s) and, if applicable, position(s) held:

### 5: Professional Values

1. Part of at least one professional organization consistent with the identity of a counseling psychologist? (Required: One during time in the program.)

\_\_\_\_\_ Yes \_\_\_\_\_ No

If “yes,” provide the name(s) of the organization(s) and, if applicable, position(s) held:

2. Attended a professional meeting and/or conference that is relevant to counseling psychologists? (Required: Three during time in the program.)

\_\_\_\_\_ Yes \_\_\_\_\_ No

If “yes,” provide the name(s) and location(s) of the meeting/conference:

## Professional Development

Other professional achievements not asked about on this form:

## Overall Evaluation

### Degree Progress:

1	2	3	4	5
Below Expectations (Unsatisfactory)		Meets Expectations (Satisfactory)		Exceeds Expectations (Exemplary)

### Highlights and Recommendations for Next Year:

### Student comments:

### Approved by advisor and student:

Advisor's initials and date:

Student's initials and date:



## APPENDIX J

### Annual Data Collection Form

Complete for **Summer 20XX-Spring 20XX** [year from the past summer through the current spring].

1. Name:
2. Ethnicity:
3. Subject to the Americans with Disabilities Act: Yes No
4. Foreign National: Yes No
5. Member of Professional or Research Society: Yes No N/A
6. Author or Co-Author of Papers or Workshops at Professional Meetings: Yes No N/A
7. Author or Co-Author of Articles in Professional or Scientific Journals: Yes No N/A
8. Involved in Grant-Supported Research: Yes No N/A
9. Involved in Teaching: Yes No N/A
10. Involved Part-time in Supervised Practicum Training on or off Campus: Yes No N/A [*If yes, complete item 12. Otherwise go on to item 13.*]
  - a. Practicum Hours (received during supervised formal academic training and credit or which were program-sanctioned training experiences)
  - b. Intervention and Assessment Hours: Total actual clock hours spent in direct service to clients/patients. (Time spent gathering information about the client/patient, but not in the actual presence of the client/patient should be recorded under Support Activities.): \_\_\_\_\_
  - c. Support Hours: Total number of hours spent on activities outside the counseling/therapy hour while still focused on the client/patient (e.g. chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation and report writing, etc.) Also, include hours spent at a practicum setting in didactic training (e.g. grand rounds, seminars): \_\_\_\_\_
  - d. Supervision Hours: Total number of hours spent in supervision. Supervision is divided into one-to-one, group, and peer supervision/consultation: \_\_\_\_\_
11. Did you take comps during this time period?
  - a. If yes, indicate outcome: Fail Pass Honors Pass
12. Did you apply for internship during this time period?
  - a. If yes, indicate outcome:
    - i. \_\_\_ Placed at an accredited site.
      - How had you ranked this site? (e.g. 3rd) \_\_\_\_\_
    - ii. \_\_\_ Placed at an unaccredited site.
      - How had you ranked this site? (e.g. 3rd) \_\_\_\_\_
    - iii. \_\_\_ Not placed
13. Did you complete your dissertation during this time period? Yes No
14. If you graduated during this time period (or expect to do so this spring), have you accepted a postgraduate position? No Yes
  - a. If yes, please specify title and setting:

FIGURE 1

Course Sequencing (Updated 8.22.22)

Summer Prior to Year 1: (5 required/take 6)

Psychological Training (4)

Thesis (1)

IR&R (1)

Year 1

Fall – 14	Spring - 16	Summer – 8
PSYC:672 Counseling Practicum (4)	PSYC:672 Counseling Practicum (4)	<u>Interession</u> PSYC:673 Counseling Practicum Lab (4) (Continues through summer 1)
PSYC:709 (2b) Intro to Counseling Psych (2)	PSYC:780 Multicultural Counseling (4)	<u>Summer 1</u> PSYC:780 Applications of Advanced Statistical Methods (4)  Prac continued from interession
PSYC:718 History and Systems in Psych (2) OR PSYC:710 Theories: Counseling & Psych (4)	PSYC:602 Psych Rsch: Quant Comp Methods II (4)	<u>Summer 2</u>
PSYC:601 Psych Rsch: Quan & Com Meth 1 (4)	PSYC:729: Brain & Behavior in Adulthood (4) OR PSYC:777 Psychopathology (4)	

Year 2

Fall – 10 or 16	Spring – 16	Summer – 8
PSYC:717 Issues in Diversity (4) (if offered)	PSYC:729: Brain & Behavior in Adulthood (4) OR PSYC:777 Psychopathology (4)	<u>Interession</u> PSYC:673 Counseling Practicum Lab (4) (Continues through summer 1)
PSYC:718 History and Systems in Psych (2) OR	PSYC:780 Multivariate Statistics (4)	<u>Summer 1</u> PSYC:711 Vocational Behavior (4) OR

PSYC:710 Theories: Counseling & Psych (4)		PSYC:780 Social Psychology (4) Prac continued from intersession
PSYC:673 Counseling Practicum Lab (4)	PSYC:673 Counseling Practicum Lab (4)	<u>Summer 2</u>
PSYC:712 Princ/Prac: Indiv Intel Test (4)	PSYC:713 Prof, Eth & Leg Iss: CP (4)	
(2022-2023 incoming cohort only): IR&R on Psychometrics (2)		

Year 3

Fall – 12 or 16	Spring – 12	Summer – 4(6)
PSYC:795 Counseling Psychology Practicum (4)	PSYC:795 Counseling Psychology Practicum (4)	<u>Intersession</u>
PSYC:780 Interventions for Social Justice: Consultation, Prevention and Advocacy (4) OR PSYC:780 Lifespan Gender Development (4)	PSYC:780 Oppression and Social Liberation (4) OR PSYC:780 Cognitive and Affective Behavior (4)	<u>Summer 1</u> PSYC:711 Vocational Behavior (4) or PSYC:780 Social Psychology (4)
PSYC:717 Issues in Diversity (4) (if offered)	PSYC:714 Objective Personality Assessment (4)	<u>Summer 2</u> COMPS date TBA
PSYC:754 Res Methods in Psych (4)		

Year 4

Fall – 8(9)	Spring – 12	Summer – 4(6)
PSYC:796 Counseling Psychology Practicum (4)	PSYC:796 Counseling Psychology Practicum (4)	
PSYC:780 Interventions for Social Justice: Consultation, Prevention and Advocacy (4) OR PSYC:780 Lifespan Gender Development (4)	PSYC: 707 Supervision (4)	PSYC:763 Counseling Practicum Lab (if supervising)
	PSYC:780 Oppression and Social Liberation (4) OR PSYC:780 Cognitive and Affective Behavior (4)	

Year 5

Fall – 9	Spring – 9	Summer - 6
Diss Credits	Diss credits	

FIGURE 2

Dissertation Process Suggested Timeline Flowchart



June &  
July

- Focus on internship application materials
- Meet all deadlines set by Training Director
- ***IF YOU HAVE NOT BEGUN WRITING YOUR DISSERTATION BY NOW, DO NOT PLAN ON APPLYING FOR INTERNSHIP THIS NOVEMBER.***

August

- *If not completed in May or if a 2nd meeting is needed...*
- Send final version of proposal to committee by September 1. If you do not meet this deadline you will likely be unable to apply to internship.
- Schedule a proposal meeting/2nd meeting

September

- Final Dissertation Proposal meeting (if not yet completed)
- ***YOU MUST BE SUCCESSFULLY PROPOSED BEFORE OCTOBER 1st TO APPLY TO INTERNSHIP***

October &  
November

- Apply for internship