Counseling Psychology Doctoral Trainee Handbook – 2013

Note: There are relatively few forms appended to or included in this on-line version of the Doctoral Trainee Handbook. Where forms are referred to or required, they will be found either on the Counseling Psychology website, on the website for the College of Education and Humans Services, or on the university website.

Trainees are responsible for downloading, completing and turning in the forms as required by the program of study and overseen by the program administrative staff.

Accurate record keeping is an aspect of professional conduct and responsibility. Doctoral trainees are reminded that progress through the program is documented and verified based on the accuracy and timeliness in filing the relevant forms.

If required materials are not in the trainee’s file when required for specific training tasks such as application for practicum, constituting the doctoral committee, or requesting a prospectus meeting, the training director may need to delay or cancel the trainee’s request until the proper paperwork has been completed.

The trainee should be aware that tardiness or lack of attention to such basic professional responsibilities will necessarily contribute to his or her evaluations and could have a negative impact on the trainee’s program of study.
Table of Contents

Accreditation 5
Inclusivity 5
Professional Psychology 5
Training Model & Program Philosophy 5
Program of Study 7
    Required Courses 7
        A. Psychological Foundations 7
        B. Counseling Psychology Core 7
        C. Clinical Training 8
            Doctoral Practicum—9 credit hours 8
            Predoctoral Internship—12 credit hours 8
        D. Research Design & Statistics—13 credit hours 8
    Suggested Electives 9
Course Planning 9
    Practicum Training and Preparedness for Internship 10
    Doctoral Colloquia/Pro-Seminar 10
Suggested Sequence of Study for 2013 Cohort 11
    Evaluation of Coursework from Master's Degree 12
Incomplete Policy 12
    Absence due to Military Service 13
Residency Requirement 14
Other Program Elements 14
    Funding & Financial Aid 14
    Student Files 14
    Tracking System 14
    Collaborative Research 15
    Computer Literacy 15
    Course Evaluations 15
    Policy on Employment 15
Practicum Training 15
    Overview 15
    Practicum Policies 16
        Background Checks: 16
        Grading: 16
        Incomplete Policy: 16
        Employment and Practicum Policy: 16
    Eligibility 16
    Application 17
    Readiness for Practicum 17
    Attendance 17
    Liability Insurance Coverage 17
    Responsibilities 17
Table of Contents

   Documentation 18
   Evaluation 18
   Practicum Training and Internship Readiness 18

   Doctoral Committee 18
      Doctoral Committee Requirements 19

   Comprehensive Examinations 19
      Overview 19
      Eligibility and Application 19
      Schedule for Administration 19
      Examination Content and Procedures 19
         Sample Essay Questions 20
      Scoring 21
         Passing Scores: 21
      Remediation & Reexamination 22

   Doctoral Candidacy 22
      Comprehensive Exams and Degree Time Limits 22

   Dissertation 23
      Overview 23
      Scheduling of Proposal & Defense Meetings 24
         Summer Session 24
         Refreshments 24
      Procedures 24
      The Prospectus 24
      The Final Examination and Defense 25
         Policies and procedures at the defense meeting 26
         Electronic Theses & Dissertations 26
      The Dissertation Manuscript 27
         Typical Structure of a 5-Chapter Dissertation 27
         The 4-Chapter Dissertation 27
         Publication 28

   The Pre-Doctoral Internship 29
      Overview 29
      Eligibility 29
      Policies 29
      Other Issues germane to the Internship 30

   Due Process 31
      Rationale 31
      Guidelines for Due Process 31

   Comprehensive Evaluation of Student Competence 31
      Overview of the competency-based evaluation model 32
         Readiness for Practicum 32
         Readiness for Internship 32
         Readiness for Entry to Practice 33

   Program Completion & Graduation 33

   Student Retention, Remediation and Termination 34
      Preventive Measures 34
### Failure to Achieve Competency & Remediation 34

### Grievance Procedures 36
- **Overview** 36
- **Summary of Grievance Procedure** 36

### Student Services Provided by the University 36
- **Financial Assistance** 36
- **Student Counseling Service** 36
- **Career Services Center** 37
- **Student Health Service** 37
- **The University Library System** 37
- **Computing Services** 37
- **Other Student Life Issues** 38
  - Parking on Campus 38
  - Housing 38
  - Campus Security/University Police 38
  - Campus Smoking Policy 38
  - Personal Rapid Transit (PRT) 38
  - Mobile Access 38

### Academic Checklist: Getting Done 39

### Goals, Objectives and Outcome Measures 42

### DOCTORAL COMMITTEE REQUIREMENTS 49
Accreditation

The Counseling Psychology Ph.D. Program at West Virginia University is housed in the College of Education and Human Services. It is fully accredited by American Psychological Association to provide education and training leading to the doctoral degree in Counseling Psychology.

Accreditation is a process that reflects the commitment of the institution to self-study, external-review by one’s peers in seeking not only to meet professional standards but also to continuously seek ways in which to enhance the quality of education and training provided by the program. Next site-review: 2017.

For more information please refer to:
The Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978
Email: apaaccred@apa.org

Inclusivity

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

Professional Psychology

In its July 31, 2013 meeting, the APA Commission on Accreditation renders the following statements pertinent to training in professional Psychology:

APA affirms that health service psychologists must be trained in APA/CPA accredited doctoral and APA/CPA accredited internship programs or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice.

APA also affirms that graduation from an APA/CPA accredited doctoral and APA/CPA internship training program, or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice, be a prerequisite for licensure for independent practice as health service psychologists.

Training Model & Program Philosophy

The program at West Virginia University is based on the practitioner-scholar model of training, which places emphasis on the balanced application of clinical activities, scholarly endeavors and research skills. The basics of this model of training in professional psychology were proposed at the historic Vail Conference held in 1973 in Vail, Colorado. Although the proceedings of the Vail Conference may be seen as the exegesis of the doctorate in psychology [PsyD], it can also serve as a model for balancing clinical training with scholarship and research. It is in that light that we assert that our program is consistent a practitioner-scholar approach to doctoral training in professional psychology.

In adapting and following this approach we assert that the practitioner-scholar model facilitates an attitude that supports the application of critical thinking in clinical practice, but also the use of clinical material to drive research.

Thus we agree with Hoshmand and Polkinghorne’s suggestion that training in professional psychology should encompass a “mutuality of science and practice, in which psychological science as a human practice and psychological practice as a human science inform each other” (American Psychologist, 47, 55-66).

Counseling psychology comprises a general practice approach to the provision of health services within professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Professional preparation for the specialty of Counseling Psychology occurs at the doctoral and postdoctoral level.
Counseling Psychology centers on typical or normal developmental issues, as well as atypical or disordered development applied at the individual, family, group, system and/or organizational levels. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychological disorders.

Building upon a core knowledge base of general psychology (i.e., the biological, cognitive/affective, social, and individual bases of behavior, history and systems of psychology) common to the other applied specialties within professional psychology, the competent and skillful practice of Counseling Psychology requires knowledge of career development and vocational behavior, individual differences (including racial, cultural, gender, lifestyle, and economic diversity), psychological measurement and principles of psychological/diagnostic and environmental assessment, social and organizational psychology, human life span development, consultation and supervision, psychopathology, learning (cognitive, behavioral), personality, methods of research and evaluation, and individual and group interventions (counseling/psychotherapy).

Client populations served by counseling psychologists can be organized along three dimensions: individuals, groups (including couples and families) and organizations. Counseling psychologists work with individual clients of all ages such as children who have behavior problems; late adolescents with educational and career concerns or substance abuse problems; adults facing marital or family difficulties, career shifts, or overcoming disabilities; older adults facing retirement, loss, or age-related health concerns.

Counseling Psychologists work with groups in a variety of settings toward achieving solutions to these challenges, as well as toward improving personal and interpersonal functioning. Counseling psychologists also consult with organizations and work-groups to help provide a vocational environment conducive to improved human functioning and to enhance the ability of organizations to increase productivity and effectiveness.

Within this context, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situational influences (including the context of cultural, gender, and lifestyle issues) and the role of career and vocation on individual development and functioning.

The treatment foci addressed by the specialty of Counseling Psychology are varied and multifaceted and they include, but are not limited to:
- educational and vocational career/work adjustment concerns,
- vocational choice, and school-work-retirement transitions,
- relationship difficulties—including marital and family difficulties,
- learning and skill deficits,
- stress management and coping,
- organizational problems,
- adaptation to physical disabilities, disease, or injury
- personal/social adjustment,
- personality dysfunction, and mental disorders.

The procedures and techniques used within Counseling Psychology include, but are not limited to:
- individual, family, group and systemic counseling;
- behavioral and psychotherapeutic interventions;
- crisis intervention, disaster and trauma management;
- psychodiagnostic assessment techniques;
- psychoeducational/preventive programming;
- organizational consulting;
- program evaluation and treatment outcome;
- training; clinical supervision;
- test construction and validation; and methodologies for quantitative and qualitative inquiry.

Intervention procedures and techniques have as their focus change in client cognitions, feelings and behaviors, and may be preventive, skill-enhancing or remedial. The intervention procedures may range from short term or time-limited to longer term approaches.

Our training model also fully endorses the statement found in the APA (2002) document “Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists” in that we strive to

… provide psychologists with: (a) the rationale and needs for addressing multiculturalism and diversity in education, training, research,
practice, and organizational change; (b) basic information, relevant terminology, current empirical research from psychology and related disciplines, and other data that support the proposed guidelines and underscore their importance; (c) references to enhance ongoing education, training, research, practice, and organizational change methodologies; and (d) paradigms that broaden the purview of psychology as a profession.

(See also Division 17 “About counseling psychologists” Available on-line at: http://www.div17.org/students_defining.html).

Counseling Psychologists adhere to the standards and ethics established by the American Psychological Association., available online at: http://www.apa.org/ethics/code/index.aspx

Many of our graduates are employed in applied settings such as university counseling centers, private practice, correctional institutions, community mental health centers, and rehabilitation agencies. Many graduates also have appointments in academic settings.

See Appendix A for program goals, training activities, and process and outcome measures of the training model.

Program of Study

A total of 107 of post-Masters credit hours is required to complete the program. The coursework, scholarly, and applied elements of the program are distributed among four areas: (A) Psychological foundations—18 credits, (B) Counseling Psychology core—37 credits, (B) Clinical Training—21 credits, and (D) Research Design/Statistics and Dissertation—31 credits.

The following is a list of the required courses for each of the four areas. Note: Unless specified otherwise, the courses listed are for three (3) credit hours.

The form for documenting and updating the program of study can be found on-line at: http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_forms

Required Courses

A. Psychological Foundations

[18 credit hours] Exposure to the theories and knowledge comprising these five areas is required by the American Psychological Association accrediting guidelines that state doctoral training in professional psychology should be “broad and general”. One course from each area is required with the exception of the 5th domain, from which both courses must taken as indicated.

1. History and Systems of Psychology: CPSY 745 History & Systems of Psychology

2. Biological Bases of Behavior: CPSY 750 -Physiological Psychology


5. Individual Bases of Behavior [both required] CPSY 740 -Assessment of Psychopathology CPSY 738 -Life Span Psychology

Course may be available from the Psychology Department in the WVU Eberly College of Arts & Sciences that could be substituted for similar courses in Counseling Psychology listed above. These will be approved only in the instance of a critical scheduling conflict that cannot be resolved otherwise.

Some of these are indicated below. Please note it will require permission both of the Psychology Department and the Counseling Psychology faculty to substitute and enroll in any of the following:

PSYCH 721 - History and Systems
PSYCH 722 - Biological Aspects of Behavior
PSYCH 542 - Child/Adolescent Cognitive Dev.
PSYCH 733 - Stimulus Control & Memory
PSYCH 735 - Social Behavior
PSYCH 541 - Infant Development
PSYCH 543 – Child/Adolescent Social Dvlpt.
PSYCH 544 - Adult Development and Aging
PSYCH 524 - Fundamentals of Gerontology
PSYCH 754 - Clinical Psychopharmacology
PSYCH 745 – Sem: Life Span Development

B. Counseling Psychology Core
Most of these courses are completed during the first training year.

CPSY 701 - Advanced Counseling Psychology Interventions
CPSY 709 - Advanced Group Counseling
CPSY 734 - Multicultural Psychology
CPSY 760 - Introduction to Counseling Psychology
CPSY 763 - Advanced Theories of Counseling Psychology
CPSY 764 - Intellectual Assessment (4 hours)
Three hours in class, 1 credit hour assessment activities.
CPSY 766 - Vocational Theory/Assessment
CPSY 769 - Personality Testing and Interpretation
CPSY 780 - Professional & Ethical Issues
CPSY 783 - Consultation & Supervision
CPSY 799 – Colloquium/Pro-Seminar – 6 credit hours are required, 1 credit hour for each semester (fall and spring) for the first three years of study. Please see the relevant section in the handbook for a description of the Pro-Seminar.

C. Clinical Training

Doctoral Practicum—9 credit hours
CPSY 770 Doctoral Practicum in Counseling Psychology: A minimum of 9 credit hours. At least 3 semesters of practicum must be taken. Please refer to the discussion below concerning practicum hours and the pre-doctoral internship.

Prerequisites include successful completion of CPSY 701 and 769 or equivalents. Students work with the training director to determine appropriate practicum placements each semester. A satisfactory “Readiness for Practicum” evaluation form must be in the student’s file prior to placement.

Predoctoral Internship—12 credit hours
CPSY 772 Internship: A minimum of a full-time (12 months = 1 academic year). Students must apply for APA-accredited internship placement via the APPIC/NMS system.

D. Research Design & Statistics—13 credit hours

Includes the 1 credit Research Practicum; see #5 below.

1. ED P 613 - Statistical Methods
2. ED P 614 - Statistical Methods 2
3. ED P 611 - Measurement/Evaluation in Educational Psychology
4. CPSY 782 - Research Methods & Design

§Student who demonstrate advanced competency in quantitative methods, may petition to waive the first course in statistics. If the waiver is granted the student may enroll in the second statistical course (subject to instructor approval) and substitute a course in multivariate techniques, qualitative and/or mixed methods for the waived course. However, at least two courses in data analysis are required.

Courses may be available from the Psychology Department in the WVU Eberly College of Arts & Sciences that could be substituted for similar courses in CEHS such as those listed below:

PSYCH 511 - Research Design/Data Analysis I
PSYCH 512 - Research Design/Data Analysis II
PSYCH 612 – Multivariate Analysis

These substitutions require permission of the training director, the relevant faculty in the Psychology Department and are subject to availability. These will be approved only in the instance of a critical scheduling conflict that cannot be resolved otherwise.

The Department of Psychology website is located here: http://psychology.wvu.edu

5. CPSY 781 – Research Practicum in Counseling Psychology (1 cr)*

*CPSY 781-This one credit requirement is for participation in research activities. Students will provide signed documentation of 90 clock-hours of such activity. Forms for recording and reporting this activity are available on the web site.

These hand-on hours are designed to facilitate a beginning experience in research in psychology. Students may work with researchers within or outside the department. They may also assist
advanced doctoral students with dissertation research. Course is monitored by the student’s academic advisor and reported to the training director. The research preceptor must sign the documentation reporting the hours.

All activity hours must be completed by the end of spring semester in the second year.

6. CPSY 797 – [Dissertation] Research 1-15 credits per Semester; 18 credit hours are required.

Dissertation credit hours are typically spread over several semesters and are registered for until the total of 18 hours has been reached. Please note that students are limited to taking 16 credit hours per semester as imposed by the Graduate School.

Students are advised to plan carefully so that the 18 credit hours of dissertation are completed prior to leaving for internship.

Note: CPSY 797 hours are graded “P” except for the semester in which student intends to graduate. An “I” is entered on the transcript until the dissertation defense has been successfully passed and the graduate office has officially recorded the final acceptance of the dissertation into the library. Please be aware that if the dissertation is not completed in the anticipated semester, students will need to register and pay for the next semester.

If additional credit hours are required to complete the dissertation, students must register for CPSY 795 Independent Study. If not completing internship, students must be registered for at least 1 credit hour each fall and spring to maintain active enrollment in the program. Summer registration is not required unless the student intends to graduate during the summer session.

7. One or more of the following courses may be recommended by the dissertation chair based on the student’s research/dissertation interests:

- PSYCH 612 - Multivariate Analysis
- PSYCH 613 - Quasi-Experimental Designs
- PSYCH 611 - Single-Subject Research Methods
- ED P 711 - Multivariate Methods I
- ED P 712 - Multivariate Methods II
- ED P 713 - Designing Single Case Research
- C & I 791 - Advanced Study: Ethnographic Methods
- SCFD 615 - Qual Research Methods
- SCFD 715 - Adv. Qual Research Methods

Suggested Electives

CPSY 755 - Applied Psychopharmacology This course is strongly recommended as it forms a part of the current knowledge base in professional psychology as examined on the EPPP.

PSYCH 752 - Family and Marital Therapy
COUN 645 - Couples/Family Counseling

Check with the training director for suggestions regarding other options.

Course Planning

The course of study leading to the PhD in Counseling Psychology nominally comprises five years following the Masters Degree. The general college and university guidelines suggest seven years or less as the optimum time-frame for completing a doctoral degree at West Virginia University. The APA also recommends that the doctorate in psychology be accomplished in seven year or less.

The program imposed an additional frame discussed more fully below that allows five years from the time of advancement to candidacy for the degree (i.e., passing the comprehensive qualifying examinations) to complete all remaining requirements: the predoctoral internship and the dissertation. As most students sit the qualifying examinations after the second year, this also tallies to a seven-year limit to complete the degree.

The primary reason for the time limit past the comprehensive examinations is due to the changing nature of the field. The course work and competencies demonstrated on the comprehensive examinations is only current for a specific period of time that will be superseded as new research and clinical findings emerge. We do not wish to certify doctoral students as health service providers whose knowledge base and practice experience have aged beyond a reasonable boundary of time and relevance.

In the first year the schedule consists routinely of the basic Counseling Psychology courses and statistics. Students are encouraged to complete the 90-clock hour requirement for CPSY 782 Research Practicum during the first year. See below.

Students in the 2013 cohort are provided with a “Suggested Program of Study”. By following this course sequence, you will be able to finish your required courses in timely and efficient manner. This
will further ensure you’re you will be ready to register for the Comprehensive Doctoral Qualifying Examinations prior to beginning the third year, and that your transcript will be complete when making applications for the pre-doctoral internship.

Finally there is the practicum and internship that must be considered. There is currently a deficit between the number of students applying and the number of internship rotations available comprising well over 700 more students than available rotations in accredited sites.

Some doctoral training programs are putting students up for internship with over 1,000 hours of practicum training accompanied by several hundred hours of supervision. To be competitive for the predoctoral internship, students must take into account these realities.

The current minimum for our program is two semesters (9 credit hours) of practicum. Most students will meet the nine credit hour requirement by taking three practica consisting of three credit hours each. The number of required hours of various practicum-based activities is detailed below. Please read this section very carefully and be sure you understand the requirements.

Practicum Training and Preparedness for Internship

At its mid-winter, 2013 meeting, the Council of Counseling Psychology Training Programs (CCPTP) adopted a resolution clarifying expectations for practicum training and supervision in APA-accredited programs in order to be qualified to accept an internship. The analogous group in Clinical Psychology (CUCDP) approved a nearly identical document. Selected details of the CCPTP documents are provided below.

- Trainee’s dissertation proposal has been accepted at the time of application to internship.
- Trainee successfully completed at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist…and included observation of the trainee’s work.

As of the current, 2013-14 academic training-year, the Counseling Psychology faculty has agreed to abide by the recommendations set forth by the CCPTP. Other components of “expectations for readiness for internship” proposal are also being implemented in due course.

Doctoral Colloquia/Pro-Seminar

Two pro-seminars are presented each semester. All doctoral students are required to attend the departmental pro-seminars, and to sign up for one-credit hour of CPSY 799- Colloquium each fall and spring semester across the first three years of the doctoral program. This will mean six credit hours of CPSY 799 and attendance at 12 pro-seminars across the first three years of enrollment.

Attendance at all scheduled pro-seminars will be the criteria for successfully obtaining a passing grade of “S” (satisfactory) in CPSY 799. Exemptions from attendance for a specific colloquium will be made on a case-by-case basis, usually only for illness or emergencies, and approved by the training director. However, missed seminars must be made up and any substitute activity approved in advance by the training director.

The topics and speakers for the pro-seminars are determined by the current doctoral students, and may include research presentations, current clinical issues, talks by local or regional clinicians and matters pertinent to the practice of professional psychology.

The schedule for the pro-seminars will be determined in the fall and in conjunction and made available as the dates for speakers are confirmed.

Practicum or work obligations must give way to attendance at the pro-seminars as they are not optional but a required element of the program of study.
Suggested Sequence of Study for 2013 Cohort

Optional sequences

1st Year:

Fall-2013
CPSY 760 Introduction to Counseling Psychology
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 769 Personality Testing & Interpretation
CPSY 781 Research Practicum (1cr)
CPSY 799 Colloquium/Pro-Seminar (1cr)
ED P 613 Statistical Methods I

Spring-2014
CPSY 701 Adv. Counseling Psychology Interventions
CPSY 764 Intellectual Assessment (4 cr)
CPSY 766 Vocational Theory & Assessment
CPSY 780 Professional & Ethical Issues
CPSY 799 Colloquium/Pro-Seminar (1cr)
ED P 614 Statistical Methods II

Summer-2014
CPSY 770 Practicum--optional
ED P 611 Tests & Measurement—required
§ED P 614 Statistical Methods I or II

2nd Year:

Fall-2014
CPSY 734 Adv. Multicultural Psychology
CPSY 750 Physiological Psychology
CPSY 782 Research Methods & Design
CPSY 770 Practicum
CPSY 799 Colloquium/Pro-Seminar (1cr)

Spring-2015
CPSY 709 Advanced Group Counseling
CPSY 710 Cognitive-Affective Behavior
CPSY 755 Applied Psychopharmacology [elective]
CPSY 770 Practicum
CPSY 799 Colloquium/Pro-Seminar (1cr)

Summer-2015
CPSY 770 Practicum--optional

[Doctoral Comprehensive Qualifying Examination in August]

3rd Year:

Fall-2015
CPSY 735 Social Psychology
CPSY 740 Assessment of Psychopathology
CPSY 770 Practicum
CPSY 799 Colloquium/Pro-Seminar (1 cr)

[Internship Application]

Spring-2016
CPSY 738 Life Span Psychology
CPSY 745 History & Systems of Psychology
CPSY 783 Consultation & Supervision
CPSY 770 Practicum
CPSY 799 Colloquium

Summer-2016--[Leave for internship]

There may arise a situation in which it may be advisable or necessary for you to deviate from the program of study your cohort. In order to plan accordingly, the course offerings through spring 2017 can be viewed and downloaded on the program website. Please be aware that the general timeline of course offerings is not amenable to ad hoc changes to meet individual student needs as the program of study has to satisfy the scheduling needs some 30 person at any given time.

Some students may find it advantageous, particularly if they do not match for internship in the fourth year, to continue practicum training and to work on the dissertation during that year. Students must petition the training director to follow this option. Permission may be granted for an extra year if supported by the dissertation committee chairperson.
Evaluation of Coursework from Master's Degree

Course substitutions can sometimes be made for work completed at the master's level. This is an unusual circumstance, however, and the burden is on the student to establish the course taken is a) no more than 5 years in the past; and b) equivalent to the relevant course in our doctoral program. The decision to allow such substitutions rests with the training director in consultation with the doctoral faculty.

Students interested in course substitution must complete the form *Substitution Coursework from of Master's Degree: Doctoral Program Planning* (Appendix B) in order to delineate the courses taken in theories of counseling and psychotherapy, counseling techniques, and tests and measurement. This planning form is also used to determine what courses in the psychological foundations have been taken at the master's level (i.e., history and systems, social, biological, cognitive-affective, and individual bases of behavior). For any course taken at the master's level for which substitution is sought, students are to provide the following information: college or university at which the course was taken, course number, course title, course syllabus, name of professor (licensure status, membership status in APA), a list of major texts or readings, and a brief course description. There is a maximum of 12 credits that can be waived.

Please be aware the courses counted towards a prior degree, cannot be counted towards the 107 credits required by the PhD in this program. Therefore waivered courses do not reduce the total number of hours required to complete the doctorate. Rather, more elective choices are open to the student who has a certain number of course substituted. (Students who wish to apply for this substitution must complete the evaluation form prior to the end of the first year.)

The necessary forms can be found on the website.

Incomplete Policy

When it is necessary to take an “incomplete” in a course, the following University policy will be followed:

“When a person requests an incomplete from an instructor in a course, an agreement for completion of the coursework must be done. Please note that the policy is that the coursework should be completed within the following semester. A grade of "incomplete" ("I") should be given to a student when the instructor believes the course work is unavoidably incomplete (e.g. due to illness, family emergency, etc.) or a supplementary examination is justifiable. Incomplete grades should not be given to students who have stopped attending class, who have never attended class, or who are trying to improve their grades by being granted additional time to complete the work of the course, particularly students who are earning grades of C or below. Neither should an incomplete be given unless the student has contacted the instructor to explain the circumstances of the unavoidable delay or absence. A grade must be recorded on the official transcript each time a student registers for a class.

Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the incomplete. If the student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor regarding how and when the work will be completed.”

The CONTRACT TO REMOVE GRADE OF I form can be obtained from the office staff in 502 Allen Hall for completion.

An exception is made for CPSY 770 Practicum as circumstances beyond the student’s control may make it impossible to complete all the requirements for a given semester in a timely fashion. Students should strive, however, not to make every effort to complete each semester’s practicum requirements by the end of term.

**Note:** All incompletes, with the exception of CPSY 797 Dissertation Research/CPSY 795 Independent Study, must be removed prior to application for internship, which typically occurs in the fall of the third year.

When incompletes or other course accommodations are requested due to health or disability status, the student will be asked to produce verification of the condition to the instructor and the training director. This is especially critical when classes are missed due to illness. The course instructor has the right to require verification of the condition/illness if the student is asking for extensions, make-up work, etc.

Absence due to Military Service

Guidelines for Absences Due to Military Service Requirement

In accordance with the “Veteran Friendly” designation, WVU faculty may allow students who are members of the US Armed Forces (including the National Guard and Active Reserve) to make up tests and assignments that are missed during a semester if the student is officially called up for military service requirements for a limited period; and if the delayed coursework completion will not irreversibly impact the students’ ability to appropriately master the required subject matter. Absence due to required military obligation should not exceed a cumulative amount of three weeks, and the students should follow the appropriate protocol as presented below.

Class Absence Due to Military Service

West Virginia University is a “Veteran Friendly” institution and as such recognizes its obligations to students who serve in the US military. Although there is a university expectation that all students attend all of their classes, the choice to serve in the military should not negatively impede academic progress and faculty members should be responsive to the needs of our students who choose to serve in the military. The WVU community has many students who serve in the National Guard or Active Reserve. As an institution, WVU recognizes that there are times when Armed Forces students need to miss class (normally for up to three weeks) due to call-ups for military service during a semester.

This section outlines the guidelines and the appropriate steps to follow should a student be obligated to miss class due to official military service requirements. Prior to entering into an agreement with the student regarding the missed coursework due to a proposed absence associated with military obligations, the faculty member must first evaluate if the absence timing and/or duration imposes an inability to complete the course successfully.

Should the faculty member determine that missing classes and the associated work for the duration of the absence would negatively impact grades or the likelihood of a successful course completion, the student should meet with his or her advisor immediately to determine the appropriate course of action.

Should the faculty member and the student agree that special accommodations and flexibility could provide the opportunity for the student to successfully complete the course, a written agreement between the student and the faculty member will be finalized that incorporates a formal student plan of action.

Once an agreed upon student plan of action is in place, if the plan is followed, students will not be penalized for absences due to a military service requirement. The plan of action may require that all course requirements be completed within the semester of the absence, or may permit that an incomplete grade be issued for the semester of the absence, with stipulated and agreed upon subsequent completion dates and requirements for the student.

If the student and faculty member are unable to reach a resolution, the student may then approach an academic advisor, the department chair, and the dean for further discussion and guidance.

Students are responsible for:

a. Notifying faculty members of such circumstances as far in advance as possible;
b. Providing documentation to the course instructor, vetted by the Veterans Advocate office, to verify the reason for the absence;
c. Furnishing the time and date of the planned absence to the faculty.
d. Completing all course requirements and meeting the agreed upon plan of action.

Instructors are responsible for:

a. Providing reasonable accommodations or opportunities to make up examinations or other course assignments that can impact the course grade;
b. Grading the student with an Incomplete for the course if, in the opinion of the instructor, the volume of the course work cannot be completed by the student in the time left in the semester.
c. Developing a plan with the student to complete the required course work for a letter grade.

Please see the university website devoted to veteran affairs here: http://wvuveterans.wvu.edu.
Residency Requirement

West Virginia University requires that students complete a residency defined as two consecutive semesters in which students are enrolled for 9 hours each. **Note: You must meet this requirement prior to leaving campus for internship.**

Other Program Elements

Funding & Financial Aid

Financial support for doctoral study in Counseling Psychology is not guaranteed for students offered admission. Securing appropriate and adequate funding for at least three years of full-time residential study ultimately devolves upon the individual student.

A small number of departmental Graduate Assistantships are available for qualified students. Students may inquire and apply for these positions via the departmental secretary. Selection and appointment is by the Department Head in consultation and conjunction with the program faculty.

Like most Graduate or Teaching Assistant positions offered through West Virginia University, these appointments carry full tuition waivers for the fall and spring semesters and a monthly stipend. Summer tuition remission is specifically not covered unless the appointment is specified as a 12-month position. Be sure to inquire regarding this provision for your specific appointment.

Other department and programs in the university also offer GA/TA positions for which students are encouraged to apply. Positions in Admissions, Gerontology and Undergraduate Advising have often utilized doctoral students from our program.

In addition the Carruth Center for Psychological & Psychiatric Services typically has three (occasionally four) GA positions available as a part of practicum training program. Applications are made through their training director in the spring of each year.

Students should be aware that a “GA” offered by a practicum site or outside educational institution will likely not provide tuition remission for credits taken at WVU. If you secure a paid practicum or other GA/TA type position outside of the university, be careful to inquire and ascertain if tuition waivers are part of the financial package accompanying the offer. Typically, they are not.

A certain number of extra-mural scholarships are also available such as the W.E.B DeBois Scholarship and funding from the Southern Regional Educational Board. Applications for these merit-based awards are available through the Office of Graduate Studies.

Finally, the department has a limited number of “tuition remission waivers” from the college that it may grant based on student need taking into account the financial situation for that year in the university. The department cannot award tuition waivers for the summer term, as noted above.

Note that APA-accredited internships, discussed more fully below, carry a stipend, usually in the $15,000-$24,000 range for a year’s internship appointment.

Student Files

All necessary documentation pertaining to a trainee’s progress in the doctoral program is kept in the student files in the 502 Allen Hall Suite. Students may review their files at any time during regular department business hours (8:45 a.m. to 4:45 p.m.) with permission from departmental administrative staff (office manager, department head, training director).

Caveat Discipulus: Student Beware—always retain an electronic and/or written copy of any program materials, papers, forms, etc., that you submit to an instructor, the training director or the administrative associate.

Tracking System

A tracking system is used to help students and faculty members monitor student progress in the doctoral program. The system utilizes the Doctoral Program of Study in Counseling Psychology: Program Completion Form (see Appendix C), a document which is continually updated by the student and which includes local address and phone number, colloquia attended, and courses completed in the psychological foundations, research and statistics, and Counseling Psychology core areas. Commonly known as the Tracking Form, it also includes information about the locations of practicum sites and the number of contact hours completed.

Students are responsible for keeping the tracking form up-to-date by completing the required information at the end of each year. Suggested timelines for completion of the various requirements of the program can be found in the Academic Checklist at the end of
this narrative. As noted the program of study form is available on-line.

**Collaborative Research**

In addition to the research practicum required for the second year students, students are encouraged to become involved in collaborative or team-oriented research.

**Computer Literacy**

All students are expected to acquire basic computer literacy skills prior to the time they present the dissertation prospectus for approval. At a minimum, students should be familiar with basic "canned" statistical programs such as *SAS* and *SPSS*, as well as with a word processing system such as *Microsoft Word* or *WordPerfect*. Students can acquire such expertise either through formal coursework or through more informal training provided the Learning Center on the fourth floor of Allen Hall.

Note: The computers located at various stations in the Allen Hall offices 502-504 are reserved for the use of our Graduate/Teaching/Research Assistants for work specific to their departmental responsibilities. They are not to be used by others students for class preparations, paper writing, Emailing, surfing the Web or other personal projects.

All University students will be assigned a computer account (MIX account) for access to the WVU system and e-mail. This account information is contained in the student’s letter of admission from the Office of Admission & Records.

University policy requires that all communication from the program, including from instructors to students, must go via MIX. So be sure to check your Mix account regularly. You can setup MIX email to be forwarded to another account, but the program will always reply to your MIX account.

**Course Evaluations**

Students evaluate all courses in which they are enrolled at end of the semester. Professors may use either the traditional paper and pencil method or an online program designed for that purpose. Students are asked to assess the degree to which the content described in the course syllabus matches the content actually presented in the course as well as other important aspects of the course and its instruction. Students who are concerned about the adequacy of a course in addition to discussion with the instructor, training director and/or department chair may follow the steps listed in the Grievance Procedures for making a formal complaint.

**Policy on Employment**

The faculty recognizes that many students may be employed while they are enrolled in the doctoral program. The departmental expectation is that the employment will not conflict with the program of study to the degree that students’ education is negatively impacted.

To maintain program integrity, none of the APA-accreditation standards, guidelines and requirements can be changed to meet a particular student’s special circumstances. Although timelines can be adjusted to a certain degree, all students must completed the program of study described and delineated in this handbook in order to attain the PhD in Counseling Psychology from West Virginia University.

**Practicum Training**

**Overview**

All forms related to practicum are available on the program website: [http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_for_ms](http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_for_ms)

A practicum is an intensive, supervised, practical experience in the provision of psychological services. Practicum experiences are provided in field-based service settings such as college counseling centers, community agencies, and health psychological service providers.

Practicum is, by design, a graded and sequential series of applied clinical experiences the goal of which is the attainment of a range of competencies that will prepare the student for a pre-doctoral internship in professional psychology.

Students may enroll in 1-4 credits of practicum each semester, including summer. As discussed above, 9 credit hours of practicum must appear on the official transcript.

Trainee must successfully complete at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a
For 3 credit hours, this represents approximately 15-18 clock-hours per week, with weekly on-site and departmental supervision. Some sites may have requirements that exceed these minima.

Practicum Policies

Background Checks:

Students should be aware that criminal and sex offender background checks may be required by a practicum site or internship placement. The costs associated with such background clearances must be borne by the individual student.

If for any reason you believe you will fail a background check for criminal or sexual offenses, you should immediately consult with the training director.

Although the presence of such offenses might not automatically necessitate dismissal from the doctoral training program in Counseling Psychology, advice from faculty and other professional organizations (including legal counsel) may be sought to determine to best course of action for a student with a criminal and/or sex offender background.

However if a background check precludes you from completing the applied elements of the program, your course of study will be terminated.

Grading:

The S/U (satisfactory/unsatisfactory) grading system is used for practicum courses. "U" grades are assigned for violations of ethical behavior or unsatisfactory performance at a placement site as shown on the practicum evaluation form.

Incomplete Policy:

Students are responsible for completing all the requirements of practicum including necessary paperwork in a timely fashion. In addition to receiving an "I" in practicum when requirements are not completed, the training director may not allow a student to enroll in additional hours of practicum until all necessary paperwork is completed satisfactorily.

Employment and Practicum Policy:

The American Psychological Association discourages doctoral practicum placement at a student's employment site (current or past employment). This position is based on the value placed on diverse placement settings by APA doctoral internship sites, and commensurate with a focus on training rather than merely increased work experience.

Our program recognizes the existence of situations that might mitigate this policy. It is the program's position that doctoral students may complete a maximum of six credit hours of practicum at an employment site, under the following conditions:

1. At least 50% of the weekly practicum time must be under an approved clinical supervisor who is not the student's regular employment supervisor. Typically the clinical supervisor is required to be a licensed psychologist.

2. The balance of supervision must be conducted by a program-approved clinical supervisor.

3. At least 50% of the clinical activity must be discernibly different from the regular clientele, responsibilities, and activities encountered as part of the normal employment assignment.

The balance of the activities must conform to APA practicum standards as defined in this handbook.

Rationale: The practicum is viewed as an educational & training experience that is unique and differentiable from routine employment activities. The student should have new experiences not encountered "on the job". A majority of program faculty is required to approve a student using an employment site for practicum. At least one practicum (3 credit hours) must be completed at an approved site not associated with the student's work history.

Upon the majority vote of program faculty, students who lack requisite counseling and other clinical skills may be required to remediate this lack through a program developed approved by the faculty.

Eligibility

Students normally take field-based practica during the second and third years of training, although some students with limited clinical background may also take a field-based practicum at the master's level during the first year of coursework as advised by faculty.
Succeeding practica can be taken in the same or in different settings, depending upon the student's prior work experience; and internship and career goals. A list and description of practicum sites is available from the training director. Students are generally advised not to complete all of their practica in one setting under one supervisor.

Application

The training director (and faculty member arranging practicum if not the training director) meets with all students during their initial year of coursework to review the practicum process, to answer procedural questions, and to discuss potential practicum sites. Each student must initiate practicum site selection by March 15 of the year prior to which they plan to enroll in their initial field-based practica.

Readiness for Practicum

The training director in conjunction with the faculty will evaluate each trainee’s readiness for practicum using the Competency Benchmarks documents for this level as will be discussed in full below. Trainees must receive an average of 2.0 or better across the benchmark items for this level designated as “Readiness for Practicum”.

See also the section below discussing the “Readiness for Internship” level of the benchmarks that establishes the required number of assessment/intervention hours and direct supervision hours to be accrued in practicum training to be approved to apply for the predoctoral psychology internship.

If the benchmarks are met, the training director or designee makes initial contacts with sites listed by students on the practicum applications. Students should not contact sites on their own until they have verified with the training director that this initial contact has been made or unless permission is given by the training director or practicum coordinator.

When placement at a particular site is approved, the training director notifies the student. Students are not permitted to enroll in practicum until receipt of this notification. Students dissatisfied with any aspect of this process may discuss their concerns with their advisor, training director or the practicum coordinator. Students may appeal any decision to the using the Grievance Procedures outlined in this handbook.

The training director also provides each site with a letter of agreement to be signed by the program representative, the site, and the student, along with a copy of the Counseling Psychology Practicum Objectives (see Appendix F). This letter serves as a contract among the site, the student, and the department. A copy of this agreement is given to the student. A sample copy can be found in Appendix G.

Attendance

All students enrolled for practicum for less than 3 credit hours must inform the training director in advance, and develop an attendance and evaluation plan acceptable to the practicum instructor.

Liability Insurance Coverage

Before a student may begin providing service at a practicum site, proof of professional liability insurance coverage must be on file with the training director.

The simplest and perhaps most cost effective method to secure adequate coverage is to apply with The Trust, an provider associated with the American Psychological Association Insurance Trust. There is a special fee structure for graduate students in psychology. The current cost is $35.00 per year for a $3,000,000 aggregate and $1,000,000 per incident coverage.

Students are not required to use this service, but are encouraged to do so as part of their developing relationship with the national professional organization.

Information related to the APA Insurance Trust can be found here: http://www.apait.org/apait/products/studentliability/

Responsibilities

Prior to beginning a practicum, each student is given a Doctoral Practicum Agreement to complete, sign and return to the instructor of practicum. This agreement delineates the following student responsibilities during the course of practicum training:

1. Demonstration of professional demeanor and behavior.

2. Adherence to APA ethical principles, site guidelines and policies, and legal statutes regulating professional practice.

3. Attendance at the site during the specified hours and at all scheduled supervision sessions and departmental practicum meetings.
4. Timely communication with practicum supervisors about clinical, ethical, supervisory or other related problems.

5. Demonstration of an acceptable level of counseling and assessment related competencies.

Documentation

The Practicum Log is a three-part document that serves as a record of client contact hours (Part I), other practicum-related activities (Part II), and formally scheduled individual and group supervision hours (Part III), in addition to supervisor credentials. Students are responsible for completing the practicum log for submission to the instructor of the practicum course at the end of each semester. No identifying client information should be recorded in the log. Copies of blank logs are available on the department website (http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_forms).

An MS Excel spreadsheet is available for download from the program website that will allow students to track their practicum hours, supervision, training activities and diversity statistics and compute the totals. This program is currently maintained by the University of Kentucky, which strives to keep it up to date with the latest tracking information reported as part of the pre-doctoral internship application. It can be downloaded here: http://education.uky.edu/EDP/content/student-forms#cp_forms.

A software-based tracking system My Psych Track, has been made available gratis by APPIC for students in registered professional psychology programs applying for the predoctoral internship. It is available here: http://www.mypsychtrack.com.

The training director has a release code/coupon that allow trainees from our program to use the software at no charge. Request the code via your Mix email account and it will be sent to you. Do not share the code with others. To do so will be considered a violation of professional ethics and dealt with accordingly.

Evaluation

All practicum supervisors complete the Counseling Psychology Practicum Student Evaluation form (Appendix J) at the end of each semester. These forms should first be reviewed with the students and then provided to the instructor of the practicum course where they are reviewed and then retained in the student files along with copies of the logs. The practicum instructor then assigns a practicum grade (S/U grading) to the student. Students likewise fill out an evaluation sheet providing feedback to the training director regarding the suitability of the site, training experiences and quality of the supervision. All these forms are available on the program website.

Practicum Training and Internship Readiness

The Council of Counseling Psychology Training Programs (CCPTP) adopted a uniform set of expectations that specifies the minimum clinical experience required to proceed to internship. This standard was passed by the CCPTP in Feb. 2013.

As already noted, to be ready for the predoctoral psychology internship, a trainee needs to have completed a minimum of 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist.

Other expectations will be discussed under the section on internship below.

Doctoral Committee

Upon admittance into the Counseling Psychology program, all students are assigned a member of the Counseling Psychology core faculty as a temporary program advisor. Prior to the end of the second year (by May 15), a dissertation chair must be chosen and the Doctoral Committee must be selected.

There are several forms that must tracked in forming and managing the doctoral committee. They are all available on the program website.

This committee has four functions: (1) to approve the student's plan of study, (2) to approve the student's dissertation prospectus, (3) to admit the student into doctoral candidacy, and (4) to administer and approve the final dissertation defense and attest to the document readiness for submission to the Electronic Theses and Dissertations Office of the library. Relevant information can be found on-line at: http://www.libraries.wvu.edu/theses/.

The committee consists have a total of five members, including a Chair, who must be chosen from the Department faculty and have Regular Graduate Faculty
Status. The full document defining a doctoral committee can be found in the appendices to the handbook.

Doctoral Committee Requirements

• Five (5) members minimum - three (3) must be REGULAR graduate faculty. [“Regular” in this instance refers to status granted by the graduate school representatives in the college to faculty who meet certain requirements for scholarly activity in their chosen fields.

Besides regular status, the committee responsible for making this determination can also award associate status to a faculty member. This person can take the “4th” spot on the committee, leaving one left to be filled as shown below:

• Only one (1) person can be a non-member of graduate faculty. [That is, he/she would be neither a regular nor an associate member.]

• One (1) member must be from a department other than one student is seeking degree.

• Chair must be from student’s major program (our department) and must have regular graduate faculty status.

• No more than two (2) other members may be from student’s major program area of study (CEHS).

This does not include the chair. This means you can have three (3) core Counseling Psychology faculty on your committee including your chair. You are required to have at least two.

• At least two (2) members must be from MAJOR program area.

• One (1) member must be from student's MINOR program area. [This will typically be a methodology consultant or a specialist in the student’s research area.]

• One (1) member (with professional relevance to program of study) must be from outside student's program area.

Student should be aware that the committee chairperson and other members of the doctoral committee serve at their own pleasure are not assigned or obligated to serve on the committee. Once constituted and subsequently approved by the Registrar, the doctoral committee becomes the sole arbiter of the scholarly component of the student’s progress towards the doctoral degree.

All matters regarding the scientific integrity and value of the research, as well as determining the state of readiness of the manuscript for final submission to the library, rest with the committee. There is no higher authority.

Comprehensive Examinations

Overview

The comprehensive examinations are evaluations in essay format, administered over a two-day period, which have as their purpose the demonstration of a student’s abilities to synthesize and integrate the knowledge thus far acquired in the doctoral program.

The doctoral faculty uses the examinations as diagnostic tools in an effort to assist students in attaining the necessary standards of competence. Students must pass the comprehensive exams before applying to potential internship sites or submitting the dissertation prospectus to the doctoral committee for review.

Eligibility and Application

Students must complete all required Counseling Psychology CORE coursework offered during their first two years of matriculation (see Section B) before applying to take the comprehensive exams. Students should check with their advisors to be certain that all prerequisites have been met. Examinees must apply in writing to the training director at least two weeks prior to the end of the semester in order to sit for the comprehensive exams administered at the beginning of the next semester.

The application is available on the program website.

Schedule for Administration

Comprehensive exams are scheduled twice during each academic year, once in early January, and again in mid-August.

Examination Content and Procedures

Examinees should report to The Learning Center lobby at 8:45 a.m. on the first examination day. Each examination day will be divided into a morning session from 9-11 a.m. and an afternoon session from
1-3 p.m., during which students will complete responses to examination questions as described below. Please note the research question on the afternoon of the second day consists of a 3-hour writing session from 1-4 p.m.

Ordinarily students will write the comprehensive exams on a computer using MS Word. After the end of each session of writing, files will be saved to a secure medium, and printed copies placed in the students’ file kept by the training director. Students are permitted to handwrite the exams if they prefer.

Should a student require accommodation to sit for the exams due to disability; he or she should apply to the training director two weeks in advance of the scheduled comprehensive examinations to determine the manner in which the accommodation is to be provided. Any other major accommodations must be approved via the Accessibility Services Office as described above.

The training director will conduct an orientation session before the end of May for those requesting to sit the qualifying examination in August, or the end of October for the January sitting.

For each of the first three examination sessions, the student will be presented with at least two essay questions from which he/she will choose one to answer for a total of 3 essays.

The last essay, occurring during the afternoon session of the second day, requires the student to develop either a quantitative or qualitative research proposal based on a question provided by the faculty. Students are given the research question a week in advance of the examination and the decision whether to write a quantitative versus qualitative proposal is random and given as the writing session begins.

Questions tend towards the complex, and will generally focus on more than one area of Counseling Psychology practice at a time, and thus will not be sufficient merely to list studies or provide general overviews of the topic at hand. The student will be expected to analyze, synthesize and evaluate diverse bodies of information that will provide a comprehensive, rigorous and creative response to the questions posed in the examinations. In order to understand the implications and expectations of these terms you may wish to review Bloom’s Taxonomy of Educational Objectives (Bloom, B.S. (Ed.), 1956). See http://www.coun.uvic.ca/learn/program/hndouts/bloom.html.

The primary purpose of the examination is to demonstrate the synthesis of one's broad knowledge in professional psychology. Because of the nature of these questions, the Comprehensive Examination Committee cautions students to avoid attempts to prepare answers in advance, but rather to review the basic materials provided as examples in this handbook as to the nature and range of essays to be completed.

On the first day historical, theory and practice issues are examined. Materials from the following areas provide the basis for these issues: history & systems of psychology, individual and group therapy (theory and technique), assessment and testing, and supervision (if not assessed during the second day).

On the morning of the second day professional issues are examined. Materials from the following areas provide the basis for this: ethics, supervision, and current issues in psychology.

In the afternoon of the second day candidates will be asked to demonstrate their statistics, research methodology/design and psychometric knowledge as described above. One extra hour will be allotted for this question.

Sensitivity to and awareness of multicultural issues relevant to any of the questions posed should be reflected in your responses.

Sample Essay Questions
1. The history of psychology is characterized by numerous schools of thought and theoretical orientations. Discuss how this history has contributed to the development of Counseling Psychology as described by Division 17 of the APA. (This is a history/theory area question)

2. Some authors argue that the many different approaches to therapy can be categorized into one of the following: psychoanalytic/neoaanalytic, existential/humanistic, and behavioral. What factors contribute to the differences among these orientations? What implications result from these theoretical differences in terms of supervision strategies? (This is a practice area question.)

3. Describe at least three client populations that counseling psychologists consider to be especially difficult to treat. Explain why this is so. What approaches to counseling/psychotherapy provide skills and knowledge specific to the treatment of these conditions? What is it that they provide? (This is a practice area question.)
4. Most psychologists believe that it is important to have a theoretical orientation in therapy. The orientation provides a systematic approach to the treatment. What are the ethical issues involved when a therapist adheres to a given theoretical approach and uses only the techniques associated with the one orientation? Describe the use of a particular therapeutic orientation with a specific type of client and enumerate the possible ethical issues involved. (This is a crossover question between professional and practice areas.)

5. You are a newly licensed psychologist, recently employed in a rural mental health center in Appalachia. One of your recent referrals is a member of a fundamentalist church who consistently ascribes his depression and anxiety to the “workings of demons in our midst.”

- Identify the psychological, social, cultural and spiritual dimensions of this case.
- Identify an evidence-based treatment that could be used in treating this client.
- Are there any ethical concerns involved in this case?

Scoring

Each student essay is read by two faculty members. Readers provide a brief written evaluation of each response and assign a numerical rating using the following point scale:

0 = Fail
1 = Fail
2 = Fail
3 = Minimum Pass
4 = Strong Pass
5 = Excellent/Pass with Distinction

The scoring rubric for the comprehensive essays is given below:

5
Writer demonstrates a thorough, articulated, and nuanced understanding of the subject. Fine distinctions and shades of meaning are readily discerned. Knowledge and skill are demonstrated virtually without error. Moreover, the writer can apply this understanding flexibly, as in detecting connections between ideas that on the surface may seem distantly related, in combining thought forms to solve demanding problems, and in producing a coherent, sensible, and sensitively-interpreted product. Performance is marked by thorough knowledge, comprehensiveness and insight.

4
Writer demonstrates a strong mastery of the domain. Errors are uncommon and genuine understanding is demonstrated. The writer demonstrates the beginnings of creative or insightful applications of the knowledge. Performance should be marked by solid understanding and a facility with content, connections, and applications.

3
Writer shows a solid grasp of important concepts and applications, but lacks a certain fluidity and flexibility with ideas. Performance is likely to be marked by some errors and a lack of comprehensiveness. Certain relevant knowledge, concepts and connections are omitted.

2
Writer shows only the beginnings of what can properly be called understanding. Performance is marked by a lack of knowledge, comprehensiveness, and depth of thought. Errors of fact or inference will be found in responses. Overall, the proficiency indicated is that of the beginner.

1
Writer shows only the most rudimentary knowledge of the subject. There are large gaps in understanding. Responses will either be minimal or, if extended, will contain errors throughout.

0
No response or insincere attempt.

Their scores are averaged from both readers in order to determine a final score for each response. If the mean of the two scores is below 3, and there is a discrepancy of more than 1.5 points between the ratings of the two readers, a third reader is assigned to determine the grading of the question. The mean of the scores from all three readers will determine the final evaluation of the question.

Passing Scores:

Each essay must receive a score of at least 3.0 averaged across all readers to pass.

The training director provides feedback by Email to each student once the preliminary scores are recorded. The Email will indicate the scores for each essay and the results of the examination. Questions requiring additional work will be indicated.
The completed written examinations and the faculty members' evaluations of them are placed within the student's files.

Remediation & Reexamination

If a question does not receive a passing score, the student will be required to respond to the second option that was originally supplied for that question. It may be that several questions will need to be reexamined in this fashion if they do not receive passing scores on the initial sitting.

If all questions, including those reexamined, do not receive passing scores, the student will have failed the first attempt at the comprehensive examinations.

Students who fail the comprehensive exams must be reexamined within 1 year following the initial examination. Prior to the second attempt to pass the comprehensive examinations, the faculty may require additional coursework and/or experience in the relevant areas.

The second attempt will be governed by the same policies and procedures outline above for the first attempt. It can be occur at the next scheduled administration, or at a time of mutual convenience for student and readers.

Two consecutive failures will result in a recommendation for a student's dismissal from the program of study.

The faculty in Counseling Psychology retains the final authority regarding student dismissal, subject to review by the Department Head and Dean of the College.

Students may file grievance if they feel such a decision was made unfairly or inappropriately. See the relevant section in this handbook on grievances.

Doctoral Candidacy

Students are admitted to candidacy (i.e., become doctoral candidates) only after the comprehensive examinations are passed. At that time, the Admission to Candidacy form (Appendix M) is completed and submitted with related documentation to the Student Advising Office.

Once the Admission to Candidacy form is filed, students must enroll for at least one credit hour each semester (fall and spring) for the remainder of the time required to graduate. Students do not have to register for summer terms unless they plan to graduate in August.

Admission to candidacy for the degree is a significant and critical milestone towards the PhD. It signifies that the faculty believes the student is ready to pursue an independent, scientifically rigorous research project leading to an original contribution to the field. At this stage of the program the student may refer to himself/herself as a “Doctoral Candidate”.

Copies of all completed forms are to be kept in the student files.

Comprehensive Exams and Degree Time Limits

Because the comprehensive examination attests to the academic competence of the student who is about to become an independent researcher and/or practitioner, the examination cannot precede the conferring of the degree by too long a period of time. Consequently, doctoral candidates are allowed not more than five years in which to complete the remaining degree requirements.

Unless granted an exception by the faculty via a formal petition, trainees ordinarily sit the comprehensive examinations following the second year. Allowing five years in which to complete following the comprehensive exams provides the trainee seven years to gain the doctorate. This time period is that recommend by the APA Commission on Accreditation for doctoral studies in professional psychology. Trainees who exceed this timeframe will necessarily have their programs of study reviewed. Unless a compelling rationale is presented to the faculty for exceeding the 7-year limit, the trainee’s program of study will be terminate for failing to make adequate progress towards the degree. Trainees may appeal such decision as will be reviewed below under the sections entitled Due Process and Grievance Procedure.

The training director via the annual review letter and other communication will keep each student clearly apprized of his or her progress towards the degree, including the status of the 5-year and 7-year limits.

If extraordinary circumstances intervene, such as serious medical conditions, a death in the immediate family, military service (as documented above), or similar highly critical events, that prevent a trainee from completing the degree in the specified time, a
petition for an extension can be filed with the training director as described below.

If the comprehensive scores have become invalid due to passage of five years or more since they were posted, the trainee may petition the training director setting forth the necessary details the reasons why he/she has not been able to complete the degree within the timeline. The program faculty will determine if the petition is sound and if so, an opportunity retake the comprehensive examinations will be provided. The same provisions as obtained during the previous sitting will apply. See above for details.

If the retake of the comprehensive exams is successful, one of the following provisions will apply:

1. If the candidate has not yet proposed the dissertation, 18 months will be granted to in which to complete all aspects of the doctoral research, including its acceptance by the ETD office in the library.

2. If the candidate has an approved dissertation proposal, he/she will have 12 months in which to produce a final draft, successfully defend it and have it accepted by the ETD office in the library. However, the dissertation committee may, at its discretion, require some updates to the proposal, for example, if the literature review is too aged, or the provisions for the IRB submission have changed.

If the relevant timeline cannot be followed, the trainee’s program of study will be reviewed for termination at the close of the allotted time. Students are referred to the grievance section of the handbook if they feel such a decision was unfair or in appropriate.

**Dissertation**

**Overview**

The dissertation is an independent research project conducted by the doctoral candidate. It is a guided learning experience that introduces a PhD candidate to advanced scholarship and prepares him or her to conduct research without supervision in future professional endeavors.

There are various forms associated with the dissertation, scheduling meetings and manuscript preparation that are provided on the program website.

It must be understood that no prescribed course of study, sequence of courses, or range of applied experiences, however excellently completed, can serve to qualify a student for the doctoral degree.

This highest scholarly accolade is reserved for those who, by reason of intellectual effort, conceptual rigor, perseverance, and the highest academic integrity, prove they are capable of conducting and expounding an independently conceived research project.

The writing standard for this task is exceptionally high and students are advised to expect several drafts of each chapter to be submitted and returned for further work before an acceptable draft is achieved. Because this process can be very time consuming and intensive, students are further advised to plan well in advance such matters as job interviews, post-doctoral fellowships or other professional or personal initiatives that depend on the awarding of the degree.

Whether the student works alone or on a team, the research project should be an original, theory-driven investigation characterized by rigorous methodology and capable of making a significant contribution to knowledge about the subject under study. Only the doctoral committee can determine when a draft can be considered final and ready for submission to the library office of electronic theses and dissertations.

The College of Education and Human Services, as well as the Graduate School, have established time-lines and policies to ensure adequate is available to committee members to review and comment of drafts of the dissertation. Please be aware that your personal circumstances, however acute or critical, cannot justify rushing committee members to complete reviews of your work. Typically one should allow a committee member at least two weeks to review and comment on a preliminary draft of the prospectus.

The process of completing and submitting the final draft of the dissertation can be fraught with unexpected concerns and delays even under the best of situations. As a result, guaranteeing a specific time for graduation may not be possible, as it will solely depend on the readiness of the manuscript, as well as the availability of the members of the doctoral committee.

The study can be quantitative, qualitative or of mixed methodology, and the subjects can be from any age or population group. Students must complete at least 18 of CPSY 797 Research in order to graduate.

**Note:** Students must not register for more than 18 credit hours of CPSY 797. If additional hours are required to complete the dissertation, candidates should register for CPSY 795 Independent Study.
Scheduling of Proposal & Defense Meetings

Dissertation proposal/prospectus and defense meetings must be scheduled during the academic year, which dates typically fall in mid-August to mid-May. The exact dates are supplied by the university general academic calendar available on-line.

Summer Session

Students should be aware that program faculty might not be available during the summer session. Therefore students should not expect their dissertation committee chair or other committee members to be available during the summer. If all committee members are willing, a proposal meeting can be scheduled during summer session, but such an event will be at the discretion of the individual committee members.

Specifically, please note that the final, oral defense cannot be scheduled during the summer under any circumstances.

The final oral defense should be scheduled in the early spring or fall of the semester the student hopes to graduate—allowing ample time for the finalizing of the manuscript for submission to the library. The graduate school publishes the dates for this process on the relevant WVU web site: http://thesis.wvu.edu/.

Refreshments

Students are NOT permitted to provide refreshments at either the proposal or defense meetings.

Procedures

Goals and times for completing each phase of the dissertation should be mutually developed by the student and the Chair and reported on the Dissertation Plan form (see Appendix O). This form serves as a tool to plan, monitor and document student dissertation progress. It is completed for each semester that the student is enrolled for the dissertation credit. These phases include review of the literature, solidification of research questions and methodology, Institutional Review Board Protocol Statement, proposal defense, pilot study, data collection, data analysis, and oral defense.

Before a student can start collecting data, the student's committee must approve the prospectus and the Institutional Review Board for the Protection of Human Research Subjects (IRB) must approve the submitted Protocol Statement. In addition it is necessary to gain IRB approval specific to any pilot studies or data gathering related to pilot studies before they are begun.

All policies and procedures for obtaining Institutional Review Board (IRB) approval are available on-line through the Office of Research Integrity and Compliance at: http://oric.research.wvu.edu/. The software currently in place for IRB submission is called WVU+kc. Training resources for its use are provided via the website above.

Only faculty may be designated as principle investigators on the IRB protocol, and only they can formally submit it via the WVU+kc website.

Note: All researchers, students or faculty, must have a current ethical compliance certificate (CITI) on file with the IRB in order to submit or be identified as personnel on a protocol. The details are available here: https://www.citiprogram.org.

Working through the IRB submission and review process can be long and arduous; students are advised to plan accordingly and to work closely with the dissertation chair in completing this vital and necessary step toward completing the doctoral dissertation.

The Prospectus

The dissertation prospectus is the written proposal for a scholarly and rigorous investigation of critical aspects of the theory and practice of Counseling Psychology. Furthermore, it provides the scientific and philosophical rational for the study of a substantive question in the field. It is essentially the body of the dissertation minus the actual data, results of the data analyses and conclusions. As such it will require considerable effort, persistence and initiative to complete successfully. Candidates must anticipate that this component of the dissertation will likely require 9-12 months.

Students are advised not to leave this vital and indispensable aspect of the doctoral program to the last minute before applying for internship as faculty may be unavailable on short notice and it may take several readings and editorial sessions before a defense of the prospectus can be scheduled. Students should begin working towards identifying a research area and potential questions in their first year of study in the doctoral program.

Please be aware that a student may not submit a rank-order list for internship unless he/she has successfully proposed the dissertation. Not only does this allow the program to provide tuition support during the internship
year, but become increasingly common for internship site only to interview candidates who have an approved prospectus. The training councils in both Clinical and Counseling Psychology have recently adopted this standard.

The following suggested timeline is provided relevant to the year in which the student wishes to commence the predoctoral internship. Students are encouraged to propose well in advance of these guidelines whenever possible.

**March 1**—the dissertation chair has read and approved the prospectus and agrees it is ready to go to the whole committee. If the student is consulting with a committee member who is serving as a methodologist or content specialist, copies of the relevant portions of the prospectus will naturally be shared with him or her as part of preparing a draft for the committee as a whole.

**April 1**—the prospectus should be received by the dissertation committee. Copies of the prospectus must be received by the committee **TWO weeks prior** to the scheduled defense.

Meetings should be scheduled for two hours. As far as is possible, the meeting should be scheduled with all members present. Under no circumstances will a meeting be held with less than four members present. If a faculty member cannot be present, he or she should provide written feedback to the student and the dissertation chair at least one working day prior to the meeting. The prospectus meeting is closed to all but the candidate and the committee.

At the dissertation proposal meeting, the prospectus is approved, approved with changes, or rejected by the student's doctoral committee. If rejected the student will follow the committee's directions and work with the chair to submit a new or modified proposal.

After the prospectus has been approved, the student files the Doctoral Approval of Prospectus form (Appendix G) with the Student Advising Office.

If applying for internship please observe the following restriction: **You must have an approved dissertation proposal by the deadline to submit a rank-order list for Phase I of the match on the date given by the National Matching Service for the year you are applying. All critical information relevant to the Match can be found here:** [https://www.natmatch.com/psychint/](https://www.natmatch.com/psychint/).

**The Final Examination and Defense**

Once the prospectus has been approved, and IRB review completed, the candidate can proceed to collect the specified data and proceed to analyze and write up the results. The candidate should provide the chair with timely updates as the analysis, results and discussion chapters of the dissertation are developed. When the chair feels these sections are ready, the candidate will forward a copy of the entire dissertation to the doctoral committee for review. At that time the candidate should canvass the committee members for available dates and times to schedule the final, oral defense. Be aware that five committee members must be present in some form for the final defense meeting.

A specific form for scheduling the final, oral defense, the **Shuttle Sheet**, must be submitted to the Registrar. Program administrative staff prepares this form for the trainee at the request and approval of the dissertation chair. Without a properly prepared and timely submission of the shuttle sheet, the final defense cannot be held and will need to be rescheduled.

See below for details.

The **Shuttle Sheet** and a final copy of the dissertation document must be delivered to committee members **THREE weeks prior** to the agreed upon final defense date.

At the delivery time of the final copy of the dissertation, the committee members, and the **Department Head**, must sign the Shuttle Sheet which must be turned into the Office of Student Advising **three weeks** prior to final defense date.

One committee member, but not the chair, may be substituted at the defense. As noted, if these dates are not observed, the graduate school may cancel the final defense and require it to be rescheduled according to the guidelines in the Registrar’s office.

At the dissertation defense meeting the candidate presents his or her research to the doctoral committee and any interested university faculty and/or students. The final defense is considered a public event by the university, flyers and invitations will be posted in Allen Hall.

Candidates are free to invite friends and family members to this meeting. However be sure to inform the administrative staff of the number you anticipate might attend, to make sure a room of sufficient size has been reserved. [Remember: no refreshments in the meeting.]
The WVU library Electronic Theses and Dissertations Office advises that the final defense should occur at least a month prior to its published deadline for submitting an approved final draft to the library. This will allow time for any final corrections or changes required by the doctoral committee to be completed before the ETD deadlines.

Also bear in mind the committee has to have the final draft in hand 3 weeks prior to the meeting. This suggests allowing at least two months’ lead-time from the end of fall or spring semester in which you hope to graduate for the final draft to be ready for the committee.

However if you hold a successful final defense by the end of spring semester, and all committee members are amenable, you may proceed to make any corrections and changes during the following summer session in order to graduate by the end of the relevant summer.

The ETD office provides specific deadlines for a summer submission on its website. You will need to be registered for at least 1 credit hour during that summer in order to graduate. If committee has not approved the final draft by the summer session deadline, you will need to submit during the subsequent fall semester, observing those deadlines and registration requirements.

Policies and procedures at the defense meeting

The final defense consists of two distinct but related procedures, each with its own requirements and documentation.

In the first of these, the oral presentation, the committee must determine if the candidate has been able to explain and justify the approach taken to the research question or questions and to present and interpret the findings based on the data analyses. The committee may pose certain questions or ask for clarification as part of the question and answer portion of the defense.

The committee will excuse the candidate at the close of the oral presentation to deliberate. Four of the five members must vote to “pass” the oral defense. If passed the appropriate document is circulated among the members of the committee for their signatures. Once signed the successful outcome along with the signed warrant is forwarded to the Registrar and a date for the successful defense is recorded in the candidate’s file.

If there is more than one dissenting vote, the candidate may request a re-examination, which must show cause and be approved thereupon by the Dean of the College. If the request for re-examination is denied, or there is a subsequent failure, the candidate’s program of study will be terminated.

In such an instance, the student may file a grievance with the department and college if he or she believes the results or procedures to be biased, unfair or out of compliance with the general requirements as given in the graduate catalog in force for that year. If the grievance is upheld the student will be directed to consult with the training director, dissertation committee and department head regarding an appropriate course of action to reinstate the program of study. If it is not upheld, the dismissal from the program will be final pending review from the Office of Provost.

The second element of the final examination is the determination of the manuscript’s readiness for submission to the library’s Electronic Theses and Dissertations Office. As a result of the questions posed and answers provided during the oral presentation, the committee may wish to see certain changes or corrections incorporated in the final draft before it is submitted to the library.

These changes may be minor and/or few in number. In that case, some or all committee members, excepting the chair, may sign the document readiness form at the meeting, and charge the dissertation chair with insuring the recommended changes are incorporated in the final draft.

If the recommendations are more substantive or numerous, committee members may withhold their signatures from the document readiness form until they have reviewed the next draft and are satisfied that it meets their expectations and adheres to the requisite scientific and scholarly standards. Only when all members of the committee and chair have signed the document readiness form can the student proceed to submit the manuscript to the library.

Electronic Theses & Dissertations

Please see: http://www.libraries.wvu.edu/theses/ for the guidelines and procedures for submitting the manuscript. Be aware that the library must approve of the form and format of the manuscript and may require the candidate to emend elements of the document in order for it to be approved.
When the library accepts the final manuscript the candidate and the chair are so informed.

A summary of the requirements, policies and procedures leading to the awarding of the doctoral degree at West Virginia University may be found in the Graduate Catalog at: http://coursecatalog.wvu.edu/r/download/87625.

Consult Appendix S of this handbook for more information.

**The Dissertation Manuscript**

As discussed above all current dissertations must be presented in electronic format to the library’s office of Electronic Theses and Dissertations: http://thesis.wvu.edu/.

This website covers virtually every aspect of manuscript preparation and submission. Please review the information provided there most carefully. The ETD office retains final control over the manuscript, and it may send the manuscript for formatting or other reasons. Only when the library formally accepts the manuscript, and so informs the candidate and chair, is the process complete.

A packet of detailing the submission process is available on the website. Candidates should download this, and carefully follow all of the instructions and guidance contained therein.

Candidates should be aware that the manuscript format in all of its aspects, except where superseded by the university’s requirements, must adhere to the style and publication guidelines found in the latest (currently the 6th) edition of the *Publication Manual of the American Psychological Association*. Students should obtain a personal copy of this text upon matriculation as all classroom papers and projects must likewise follow its guidelines.

The manual also contains a wealth of information regarding scientific prose, clear writing, and publication requirements for APA and other professional journals.

**Typical Structure of a 5-Chapter Dissertation**

**Preliminary Pages**—numbers are lower case Roman

- Title Page – *counted but not numbered*
- Abstract – *numbered*
- Signature Page – *counted but not numbered*
- Copyright Pages (optional) – *counted but not numbered*
- Dedication (optional) – *numbered*
- Acknowledgments (optional) – *numbered*
- Table of Contents – *first page counted but not numbered, additional pages are numbered*
- List of Tables (if applicable) – *numbered*
- List of Figures (if applicable) – *numbered*

**Ch 1. Introduction**

- Introduction to the research—historical, theoretical and conceptual background.
- Definitions of important terms or concepts
- Statement of the problem/purpose of the study
- Research questions or hypotheses derived from the problem

**Ch 2.**

- Review of the Literature—the literature relevant to the research questions being posed are discussed and analyzed. The purpose of the literature review is to demonstrate how theoretical and empirical scholarship from the last five to seven years has lead to the need to clarify and answer the candidate’s research hypotheses.

**Ch 3.**

- Methods and procedures (subjects, variables, etc.)
- Psychometric properties of any scales, instruments, etc, use for data collection.
- Statistical procedures for displaying/analyzing data

The proposal/prospectus includes the foregoing and the reference section. The preliminary pages are not required.

**Ch 4.**

- Results (including tables and graphs)

**Ch 5. Discussion of the results and their implications**

**Closing pages:**

- References
- Appendices (if needed for supplementary material)
- Current student vita

**The 4-Chapter Dissertation**

An alternate format for the dissertation typically known as the *APA Journal Article Format*, may be submitted. In this model chapters 1 and 2 of the traditional format are combined into a single chapter that simultaneously sets forth the theoretical elements of the proposed
research and provides scholarly and empirical justification via a review of the selected literature. The dissertation chair must approved this format at the prospectus stage.

It has both strengths and weaknesses compared to the traditional format. For a discussion and comparison with the traditional 5-chapter format see the following electronic document available at the Texas A & M College of Education and Human Development: http://epsy.tamu.edu/articles/jaf.

Publication

It is highly recommended that, in consultation with the committee chair, the student draft a manuscript based on the dissertation for submission to a refereed journal for publication review once the ETD office has accepted the final draft of the dissertation.

Consistent with the Principal 8.12 of the Ethical Principles of Psychologists (published by the American Psychological Association), "publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions.

Major contributions of a professional character made by several persons to a common project are recognized by joint authorship, with the individual who made the principal contribution listed first.

Minor contributions of a professional character and extensive clerical or similar nonprofessional assistance may be acknowledged in footnotes or in an introductory statement."
The Pre-Doctoral Internship

Overview

The pre-doctoral internship is a full-time (rarely two half-time, requires approval of the training directors), 12-month applied field experience for doctoral candidates. Internships provide students with the opportunity to take responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structure.

Students must seek internships in APA-approved settings consistent with our accreditation standards. Internships should be related to students’ professional objectives as well as to the goals of the Counseling Psychology program. All APA-accredited internships are paid staff positions; the salaries are listed in the APPIC directory as discussed below.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) has taken primary leadership in promoting and standardizing pre-doctoral internship training in the U.S. Their website is the single most comprehensive resource for pre- and postdoctoral training currently available. The APPIC home page is found at: http://www.appic.org/.

Two of most important aspects of this website are the directory which lists all APA-accredited pre-doctoral psychology internships in the US, and the APPI—the application portal for such internships. The directory is only available in electronic format, and applications may only be submitted via the electronic portal. There are fees associated with applying for pre-doctoral internships that are payable to APPIC.

Note: The APPIC directory also contains APPIC-Listed, but not APA-accredited internships. Typically these are programs that are in the process of applying for, or are under review for accreditation by the APA. In order to apply to an “APPIC-listed, but not APA-accredited” internship, please consult with the training director.

In the fall of each year, the training director meets with prospective interns to guide and assist them in preparing and submitting the application for internship via APPIC. There are no departmental forms for the internship, all documentation is carried out via the APPIC and NMS websites.

Eligibility

Students are eligible to apply for internship when the following conditions have been met:

1) Completion of at least 9 credit hours of approved practicum that included a minimum of 450 hours of assessment/intervention and 150 hours of direct, one-to-one, face-to-face supervision by an approved supervisor.

2) Satisfactory ratings [4 or better] on the practicum evaluation forms and a passing grade in for all practicum courses.

3) Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a) Submitting for publication a manuscript (e.g., journal article, book chapter) as an author or co-author—OR
   b) Presenting at least two papers/posters/workshops at regional, national or international professional conferences or meetings.

4) Successful completion of all required coursework, defined by a grade of B or better.

5) Removal of all incompletes except for CPSY 797 Research and/or CSY 795 Independent Study.

6) Satisfactory completion of the comprehensive exams.

7) Approval of the dissertation prospectus by the doctoral committee.

8) Minimum rating of 2.0 on all items of the Competencies Benchmark document at the “Readiness for Internship” level.

9) Core faculty agree that the student is ready for internship training signified by the signature of the training director on the APPIC affidavit submitted electronically as part of the trainee’s application.

Students are encouraged to consult with the training director in the selection of potential internship site, the preparation of their essays and submission of the rank-order list.

Policies

The West Virginia University Counseling Psychology Program does not support internships at the student's employment site. Internships at these sites will not be
approved. The internship is a unique educational and training experience; it is distinct from employment site activities.

We support APA's position of encouraging diversity in experience and training. In this regards completing all of one’s practica and internship in the same setting is discouraged.

1. It is the policy of the doctoral Counseling Psychology Program that all students complete APA-accredited internships. It should be understood upon entering the program that this requirement typically necessitates relocating to another geographic area in order to obtain a position in an APA-accredited program. Under particular circumstances, and based on petition of the faculty, permission may be granted to seek an internship that is not APA-accredited.

2. Students are encouraged to apply to a minimum of ten (10) APA approved internship sites. If a student is not matched with any site after both Phase I and Phase II, he/she must consult the training director to determine how to proceed.

3. Should there be an exceptional circumstance (undue hardship on the student, multiple attempts to acquire an APA internship, etc.) with the approval of the Core faculty the student may apply for and complete a non-APA accredited internship.

4. If a student is given permission to apply for a non APA-accredited internship, it will be incumbent upon the student and the site supervisor that the activities and training experience provided therein be consistent with the standards of the Association of Psychology Internship Centers (APPIC). The training director will assist and guide the student and the site supervisor in developing the internship program such that it will approximate, to the degree required by the faculty, the training received at APA-accredited internships.

5. Once a student is “matched” and has accepted the internship, the contract cannot be changed or rejected except under the most exceptional circumstances such as severe, debilitating illness or a death in the immediate family. Proof of such circumstances may be required.

6. If a student is dismissed from the internship program for any reason, his or her program of study will be placed under review. If the reason for dismissal should prove to be due to ethical violations, criminal convictions, or egregious unprofessional conduct, the student will be dismissed from the doctoral program.

If the termination from the internship program is due to failure to attain competency, the faculty will take under advisement if remediation should be considered and if so, a suitable plan for doing so will be developed. If remediation is not possible such that a student can satisfactorily complete the internship requirement, he or she will be dismissed from doctoral training.

If the reasons are medical, or circumstantial, as described above, the student may reapply in a subsequent year. However under no circumstances can the PhD in Counseling Psychology be awarded without a satisfactory internship experience that meets all the necessary standards and guidelines.

Other Issues Germaine to the Internship

To minimize the costs of registration during the internship year, students are advised to register for 1 credit hour the first summer, five credit hours each for fall and spring and another 1 credit hour for the final summer semester—12 credit hours of internship (CPSY 772) are required. Do not register for more.

Students should be aware that the evaluation and determination of competence during the internship are solely the within the provenance of, and subject to, the authority of the internship site training director.

The evaluation of the internship from the doctoral program’s perspective is based on providing “pass/fail” grade each semester. A grade of P is given to the Registrar for all but the final semester unless the internship training director has informed the program of unsatisfactory performance.

For the final semester of the internship an I grade is recorded until the Counseling Psychology program receives the final, satisfactory evaluation and letter of completion.
Pleases be aware that if the internship is the last element of the doctoral program to be completed prior to graduation, the final evaluation and letter of completion must be received before a grade can be submitted. If this occurs past the semester deadline for grade submission, the student will not be able to graduate until the following semester. In that case, the student will need to register for 1 credit hour and the actual degree awarding date will follow the academic calendar kept by the Registrar.

As noted the actual matching of the internship sites with applicants is done via the National Matching Service, which is a separate organization from either the APA or APPIC--(see: http://www.natmatch.com/psychint/index.htm.) This is a computer-based process and requires registration and payment of a separate fee.

**Due Process**

**Rationale**

Psychology training programs must sensitively balance student rights with their responsibilities to the profession and to the public. They have a special responsibility to continually assess the progress of each student in order to facilitate growth and positive change.

In accordance with the accreditation policies of the American Psychological Association, the program recognizes the importance of its responsibilities to (a) set standards, (b) monitor the work of its students, and (c) be accountable to fellow professionals and consumers. It also acknowledges the need to protect the rights of students and to respond appropriately to them. This involves specifying relevant criteria and pertinent variables that students are expected to address, assessing adequate progress on these dimensions, and identifying failure to achieve competency in areas that require remediation.

**Guidelines for Due Process**

The following procedures are followed in establishing due process for students: They are expanded upon in the sections that follow.

1. Students are given, in the form of this handbook and other relevant documents, the program's expectations relative to professional functioning, adequate progress, the achieving of competence, and the conditions under which a student may be terminated from the program.

2. Procedures for evaluation are stipulated, including when and how the evaluations will be conducted. Such evaluations occur at meaningful intervals.

3. Various procedures and actions involved in making decisions regarding impairment are articulated. Individuals involved in such decisions are not in conflict-of-interest situations.

4. A remediation plan for identified inadequacies is in effect. A time frame for expected remediation and the consequences for failing to rectify the inadequacies must be included.

5. A grievance procedure is provided by which the student may appeal the action of the training program faculty.

6. Input is used from multiple professional sources when making decisions or recommendations regarding trainee remediation.

7. The motivations for specifying students' rights are primarily to: (a) ensure students equitable treatment and full opportunity to achieve the goals of the program, and (b) to protect the institution, the public, and the profession.

8. As applied to the training program, due process also includes fair methods of assessing student performance, reasonable evaluative criteria, and an established grievance procedure.

**Comprehensive Evaluation of Student Competence**

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know – at the outset of training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the 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, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or 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.

To provide a framework for the evaluative process, the program has adopted the 2009 competency benchmark document developed by several leaders in the field as the guiding influence in determining students’ progress towards the degree.


We have designed an assessment mechanism using the benchmarks document as advised by the APA in our 2010 re-accreditation review. The assessment toolkit for using the competency benchmarks is continually undergoing development and improvement.

The current forms used by this program can be found on our program website at: [http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_forms](http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_forms)

### Overview of the competency-based evaluation model

The benchmarks document focuses on three levels of trainee competency, (1) readiness for practicum, (2) readiness for internship, and (3) readiness for entry to practice. At each successive level the competencies are evaluated are higher levels as part of the “graded and sequential” nature of doctoral training in professional psychology defined by the APA.

Therefore the competencies are outlined and behaviorally anchored for each of the timeframes defined by the document as described above. There are 16 competency domains, each with at least one, and sometimes up to five items representing finer components and more specific attributes and behaviors that make up the larger domain. The specific data sources for each competency are described and provided on the form.

On the forms a narrative component is also included for each general domain in which the faculty and supervisors may add comments or provide recommendations.

The faculty under the oversight of the training director who will sign the evaluation form, will evaluate each student. Either the student’s advisor or the training director will be responsible for meeting with each trainee to go over the evaluation.

The trainee will also sign to indicate the information in the evaluation was conveyed appropriately. In the instance wherein a trainee feels some element or elements of the evaluation were inaccurate, the standard appeal and/or grievance procedures will apply as outlined in the Counseling Student Doctoral Handbook.

The metric suggested by the document developers for evaluating the benchmarks is a qualitatively grounded scalar and is shown below:


### Readiness for Practicum

This evaluation should occur sometime during mid-spring semester of the 1st year. All the benchmarks comprising the level of trainee readiness are within the purview of the core faculty based on classroom behavior, performance, and achievement. In addition some elements will be observed more informally via interpersonal interactions and advising meetings. For this evaluation period the student must receive an average score of 2.0 or better across all domains in order to be recommended for practicum training. Individual items/competencies not meeting this standard will be addressed with each student by the faculty as needed and any necessary remediation plans developed and put into place.

### Readiness for Internship

This evaluation should occur after the successful completion of the comprehensive doctoral examinations and prior to the student submitting the APPIC application materials for the internship year in which they hope to match. This will occur either at the beginning of fall semester of the 3rd year, or the 4th year if a particular student has either failed to match and/or decided to take a year prior to internship to complete the dissertation. Other time frames are possible if the comprehensive examinations should take place in January.

The faculty will consider a range of items for this review period that will include many of the same issues
that comprised the previous evaluation readiness for practicum, but will also necessarily include performance on the comprehensive examinations. In determining a student’s readiness for internship, the evaluations on file from the various on-site practicum supervisors and input from the classroom practicum instructors will, of course, play a central and highly significant role.

Thus on this evaluation the student must receive an average score of 2.0 or better across all domains in order to be recommended for internship. Individual items/competencies not meeting this standard will be addressed with each student by the faculty as needed and any necessary remediation plans developed and put into place.

Readiness for Entry to Practice

At this point in the candidate’s training, the program will have made its final contribution to the student’s professional development. The final evaluation serves as a summative document that attests to the new graduate’s readiness to enter into the practice field as a post-doctoral fellow, supervised psychologist, or licensure candidate, depending on the status of the relevant practice jurisdiction and the candidate’s professional aspirations.

Several new sources of data are utilized for this final evaluation period—the approved draft of dissertation, notes from the dissertation defense, the final evaluation from the student’s internship-training director and/or clinical supervisors; and any conference materials, presentations, or publications.

The competencies at this juncture are defined and anchored by considerably higher expectations as befits career entry into professional practice leading to licensure, perhaps within a few months of graduation, again depending on the licensure statutes of a particular state or jurisdiction. Therefore the average across all domains on the final, summative evaluation should equal 3.0 or better; almost always. We feel that requiring this advanced level of competency helps to safeguard the potential consumer of psychological services and to protect the public from inappropriate or substandard services.

Obviously, this document cannot serve a gatekeeper function for completion since the requirements for graduation cannot extend beyond the approved course of study for the doctoral degree culminating in a successful final defense of the dissertation research. However, the final evaluation document can serve as a source of pertinent and critical information for a licensure board, post-doctoral fellowship committee, or future employer.

In order for the document to be released, however, the graduate would need to consent to such use of his or her educational records. Even in the instance where the document were not released to a third party, the information contained therein could serve as a frame of reference to respond to legitimate and authorized requests for information on our graduates, within the limitations of the Family Educational Rights and Privacy Act (FERPA).

The evaluation procedure works as both an evaluative and administrative tool. Formal student evaluation is achieved through performance in coursework and ratings of practicum supervisors. In addition, students should meet periodically with their advisors to discuss their progress in the program. Such meetings, if critical, should be documented utilizing the Student Progress Review form (see Appendix R).

The Core Faculty meets at least annually to discuss the progress of individual students. The Tracking Form and any relevant competency documents are used to determine the status of each student’s progress. Therefore, it is important to keep the Tracking Form up to date. The training director provides annual written feedback to each student. Students are encouraged to follow-up with any questions or clarification.

Program Completion & Graduation

- Complete the Online Doctoral Graduation Application by the specified deadlines for the semester in which you are applying
- Accessing the Online Doctoral Graduation Application:
  - Log into your MIX account:
    http://www.mix.wvu.edu/
  - Click on the STAR tab
  - Click on the link "click here to enter STAR"
  - Click on the "Student Services and Housing" link
  - Click on "Student Records"
  - Click on "Apply to Graduate"
Student Retention, Remediation and Termination

Students should review the WVU Graduate Catalog for the conditions of maintaining student status with the University. The catalog can be found on-line at http://coursecatalog.wvu.edu/. Additional conditions unique to the Counseling Psychology program are listed below.

1. Academic dishonesty may result in program termination or other sanctions. Please see the section of the WVU Graduate Catalog relating to academic dishonesty.

2. Students must conduct themselves in an ethical and professional fashion at all times. The Counseling Psychology program uses the 2002 American Psychological Association's Ethical Principles of Psychologists as the guidelines for ethical and professional behavior. Termination from the program, if recommended, will follow the process detailed in the WVU Graduate Catalog. If, in the opinion of the core faculty, a student is found to engage in unethical, illegal or unprofessional behavior, termination from the program or remediation may be recommended.

3. Students must complete all required coursework with a grade of B or better. If a student receives a grade of C or lower in a course, the core faculty will review his or her performance. The faculty may require the student to demonstrate skill or knowledge competencies at a level equivalent to a grade of B for the course. If a student receives a grade of C or lower in more than one required course, the faculty may recommend remediation or program termination.

4. Students must complete all field experiences, including practicum and internship, to the satisfaction of faculty and site supervisors. If performance is unsatisfactory, a student may be required to repeat the field experience (not necessarily in the same semester) or have it extended until competence is achieved. Counseling and related skills, participation in site functions including supervision, and professional conduct as it relates to the specific site are evaluated by all supervisors. Dependent upon the circumstances, remediation or termination may be recommended. If termination is recommended the process described in the WVU Graduate Catalog will be followed.

5. It is the expectation that students will complete all requirements for the doctoral degree, including the dissertation within seven (7) years of their admission, although, as noted above, the student is allowed 5 years from the time candidacy is awarded before the comprehensive examination, and potentially the dissertation proposal are considered invalid. Students who have not kept their doctoral program of study updated, judged to be making satisfactory progress towards the degree may be consider for termination from the program after 7 years from admission. All aspects of due process and appeals germane to such a course of action are at the discretion of the Counseling Psychology faculty.

Any recommendation for termination from the program may be appealed according to the Grievance Procedures described later in this handbook and will subject to review by the Department Head and Dean of the College.

Preventive Measures

Since students make significant developmental transitions during the training period and may need special types of assistance during this time, preventive measures are included in the training years, designed to address potential and problematic behavior before they becomes critical. These include:

1. Orientation meetings
2. Individualized contacts with advisors
3. Contact with other students
4. Assignment of a student mentor
5. Timely evaluations
6. Specific information regarding program expectations

Program faculty will assist students to locate a local professional should that resource be recommended.

Failure to Achieve Competency & Remediation

The approach to defining and evaluating competency in professional psychology utilized here is based on the 2006 final report of the APA Task Force on the Assessment of Competence in Professional Psychology, available on-line at:
The final report of the Task Force offers the following 15 guiding principles:

**Principle 1:** The career-long assessment of competence requires a major culture shift

**Principle 2:** It is essential that competencies be conceptualized as generic, holistic, and developmental abilities

**Principle 3:** A developmental perspective must undergird the assessment of competence

**Principle 4:** Assessment approaches must integrate formative (i.e., ongoing corrective feedback for further development) and summative (i.e., conclusive evaluations for progression and gatekeeping purposes) evaluations

**Principle 5:** There needs to be collaboration across constituency groups in creating coherence and continuity in strategies for evaluating competencies

**Principle 6:** The assessment of competence must reflect fidelity to practice and must incorporate reliable, valid, and practical methodologies

**Principle 7:** Generic and specialty foundational and functional competencies must be evaluated in a comprehensive competency assessment

**Principle 8:** Assessment of competence should be a multi-trait, multi-method, and multi-informant process

**Principle 9:** Self-reflection and self-assessment are key components of the assessment of competence and need to be taught and encouraged

**Principle 10:** The comprehensive assessment of competence must include a focus on interpersonal functioning and professional development

**Principle 11:** The assessment of competence must be sensitive to and highlight the importance of individual and cultural diversity

**Principle 12:** Multimodal methods of assessment are needed to ensure the development and maintenance of ethical practice skills, which underlie all professional activities and performance

**Principle 13:** It is important to assess capability in addition to competency

**Principle 14:** When competence problems are identified through assessment, it is important to have strategies in place for their remediation and management

**Principle 15:** Evaluators must be trained in effective methodologies for the ongoing assessment of competence

Adhering to these principles and following upon the Competency Benchmarks referred to above, if it is determined that a student has an area in need of remediation, the time frame for completion of remedial measures will be established by agreement of the student, training director and the student’s advisor.

All facets of the remediation process will be appropriately documented. Possible steps for remediating problems include:

- Increasing student contact with advisor or other specified faculty members or supervisors.
- Recommending a psychological assessment and/or personal therapy, especially when the problems are psychological in nature. The parties involved will clarify and document the manner in which assessment and/or therapy contacts will be used in the student evaluation process.
- Reducing the academic load.
- Requiring specific academic coursework.
- Recommending a leave of absence.

When a combination of such interventions does not rectify the impairment, or when the student seems unable or unwilling to alter the problematic behavior, the training program may take more specific action, such as:

- Giving the student a limited endorsement, specifying settings in which the student could function adequately.
- Recommending and assisting in the implementation of a career shift for the student.
- Terminating the student from the training program

(See Student Retention and Termination).
Grievance Procedures

Overview

If a student believes that she or he is treated in a discriminatory, unethical, or unprofessional fashion by faculty, supervisors or other staff members, the following rights, responsibilities, and due process procedures are invoked. The student may wish to consult with the President’s Office of Social Justice to determine if other avenues of recourse are appropriate. The services and contact resources of that office can be reviewed online at: http://socialjustice.wvu.edu.

It is expected that the student will first try to resolve any disagreements or grievances with the advisor, supervisor, and/or appropriate faculty member. If this process proves unsatisfactory, the student has the option to present the concern to the training director. If satisfaction is not achieved by these steps, or if the training director is directly involved in the complaint, the student may contact the Department Chair to discuss the situation.

If, after completing these initial steps, the student still believes that the issue has not been equitably resolved, the student may petition the Dean in writing to form an Appeals Committee, which the Dean selects. If the Dean’s office is unable to resolve the dispute or grievance, and consistent with the written policy in the Graduate School Handbook, either the instructor or student may request further review, up to and including, petitioning the Office of President of the University for a final decision regarding the complaint.

Consistent with the due process statement found in this Handbook, none of these individuals is to be in any conflict-of-interest situation, or to have a vested interest in the outcome of the appeal. The committee will hold a hearing to determine if the student has been denied due process and to rule on the viability of the grievance.

A confidential file is kept in the department of all grievances brought to its attention, steps taken toward resolution and final disposition of the complaint or grievance.

Summary of Grievance Procedure

1. Consult directly with instructor, staff person or supervisor.

2. If not resolved, refer the matter to the training director. If the training director is involved directly, move to step 3 below.

3. If resolution not achieved the matter is referred to the Department Chair.

4. If the Department Chair is unable to resolve the matter, or is directly involved, it is referred to the College Dean.

5. The Dean’s Office may appoint a panel to review the complaint in order to resolve the complaint.

6. An appeal beyond the Dean’s office may be forwarded to the University Committee on Student Rights and Responsibilities, and following that, to the Office of the President, whose decision is final.

Student Services Provided by the University

West Virginia University offers a wide variety of student services that can help insure completion of academic programs, safety, convenience, and the overall quality of student life. To qualify for many, but not all services, students must be enrolled full time, and be able to present a student ID.

Financial Assistance

Financial assistance is available in a variety of forms. Any student with financial need can apply for assistance at the Student Financial Aid Office in the Mountainlair (304-293-5242). In the past Counseling Psychology students have secured graduate assistantships, residence hall jobs, and University Advising Center positions. Since the Counseling Psychology program offers only graduate courses, it has only a limited number of doctoral student assistantships within the department. Some programs in the college that offer undergraduate courses have a limited number of teaching assistantships for which Counseling Psychology students can compete. Applications for college teaching and graduate assistantships are available in the Center for Student Advising & Records.

Students facing an emergency that might affect their ability to continue in school can apply for an emergency loan at the Financial Aid Office in the Mountainlair on the Downtown Campus (293-5242). Restrictions apply. Information about financial aid is available online at www.wvu.edu/~finaid/

Student Counseling Service

The Carruth Center for Psychological and Psychiatric Services, located on the third floor of the Student Services Center next to the Mountainlair is staffed by a...
group of psychologists and interns that can help with a variety of personal problems. This service is free to full time students. There is a policy to limit the number of sessions. Students are directed to this center for personal therapy, since services are covered under student fees. Special groups are also offered during the year on such things as: test anxiety, ACOA, and so forth. Check with the center on which groups are being offered (293-4431); see: http://well.wvu.edu/ccpps.

Note: Utilizing counseling services at the Carruth Center may result in the student not being able to complete a practicum or internship there at a later date due to the need for confidentiality of psychological records.

Students who feel they may benefit from or require disability accommodations are directed the Office of Accessibility Services. Available on-line at: http://accessibilityservices.wvu.edu.
Phone: (304) 293-6700 Voice/TDD: (304) 293-7740
FAX: (304) 293-3861
Email: access2@mail.wvu.edu

Career Services Center

The Center is designed to assist WVU students and graduates with acquiring employment. They use up-to-date methods of career selection and planning, including computer-assisted programs. To use the placement service requires completing an orientation program that the department recommends taking early in your studies. All job search credentials (e.g. references) can be on file at the Career Services Center to greatly simplify your search for employment. Special seminars are offered on resume' writing and other topics. Job fairs are also used to assist students. Information about the Career Services Center is available online at http://careerservices.wvu.edu/.

Student Health Service

Since 2008-09 student health services at West Virginia University has been organized under an umbrella program known as WellWVU, which can be reviewed on-line at: http://well.wvu.edu.

WellWVU is a comprehensive portal that includes traditional health services such as general ambulatory care, laboratory and radiology testing ordered by a Health Service physician, routine gynecology, family planning, some immunizations, physical therapy, dietitian services, and psychiatric services. Male or female physicians can be requested. You will notice that the Carruth Center for Psychological and Psychiatric Services is now located within this portal.

Many general health education programs are also offered. These include alcohol and substance abuse education, sexual assault prevention and education, and AIDS awareness.

Please see the FAQ section of the WellWVU web site for a complete listing of the services, arranging appointments, costs, fee structure, eligibility, insurance and the like: http://well.wvu.edu/medical/faqs.

If you do need to be hospitalized in connection with any condition or are referred outside the Health Service for care or testing, you will need to absorb these costs, or have your hospitalization insurance pay for them. Low cost supplemental health insurance coverage is available for all students and required if you are an international student. See the WellWVU web site: http://well.wvu.edu/medical/insurance.

The University Library System

WVU libraries contain over 2.5 million items. The library system consists of the Wise (Main) Library and seven branches. Besides the Wise Library, the Evansdale and Health Sciences Center Libraries contain works often needed by counseling students. Computer searches are available, both by phone networks and CD-ROM. The Evansdale Library is close to Allen Hall with rooms available for special study groups and projects. It contains the collection of books and journals specifically related to counseling. Materials related to the broader fields of psychology and mental health are available in all libraries. All libraries are accessible with special services available for disabled students, including the visually impaired.

Computing Services

There are public computer sites located in Armstrong Hall, Eiesland Hall, and the Evansdale Library. These sites are open late at night. Access to the mainframe computer can be achieved at these sites or through a modem linked to WVNET, a computer resource available throughout the state. In addition, there is a computer lab on the 4th floor of Allen Hall--The Learning Center (TLC). Courses and special workshops are offered through the TLC on computer utilization and application of special software.

Computing resources can also be found at the main branch of the university library and on the Health Sciences Campus.
Other Student Life Issues

Parking on Campus

Like many campuses, parking at WVU is difficult. The problem is amplified due to the hilly terrain on the campuses and within Morgantown, reducing the opportunity to pave large, flat parking lots. Commuters can park at the Coliseum (a 15 minute walk to Allen Hall) without a WVU Parking Permit. There is a metered short-term parking lot located behind Lot 46 adjacent to Allen Hall and directly above the entrance to Allen Hall up the hill, in back of the President’s house. Students can park for up to four hours by using the meters. The Parking Office does patrol and issue tickets for these short-term lots until 9:00 p.m. A very limited number of permits for lots on the Evansdale Campus are available.

Please refer to the Transportation and Parking web site for a complete discussion of parking regulations, permits, tickets, etc.: http://transportation.wvu.edu.

Housing

See http://housing.wvu.edu/ for resources relative to student housing, meal plans and graduate student housing: (http://housing.wvu.edu/graduate_student_faculty_and_staff_housing.)

Campus Security/University Police

The Department of Public Safety at WVU provides 24-hour, seven-day-a-week protection by trained personnel (304-293-2677 [293-COPS]). See their web site for contact information and description of their services: http://police.wvu.edu/safety_on_campus/residential_security. The main office is located at 992 Elmer Prince Drive; Morgantown, WV 26506-656.

Depending on where you grew up and your lifestyle choices, Morgantown may seem more or less safe to you. However it may feel, Morgantown generally has a low crime rate, but it is not free of such problems, as theft, sexual assault, etc. Anyone living in an urban environment, even one with the “small town” atmosphere of Morgantown, should exercise normal prudence and caution in moving about the city after dark, take reasonable measure to preserve the security of your personal possessions and living space.

It is advised that after dark students leaving Allen Hall should exit in groups through the Oakland Street entrance, and use the lighted walkways outdoors to access parking lots in the back of the building.

Report any concerns, incidents or suspicions promptly to University Police Services at the number provided above.

Campus Smoking Policy

WVU is a smoke-free environment; smoking is not permitted in any building or on any university owned and operated properties.

The 4th floor of Allen Hall has an attractive and comfortable lounge area for your use. There are two flat-screen televisions located there along with tables and chairs.

Personal Rapid Transit (PRT)

There is an electric, computer controlled tram system that connects the downtown area, main campus, Evansdale Campus and the Medical Center. Students ride for free with a swipe of their WVU ID Cards. Operating hours and a map can be found on-line at http://transportation.wvu.edu/prt.

Bus services are also available to WVU students with their ID cards, see the website for services, hours and routes: http://transportation.wvu.edu/services.

Mobile Access

If you have a web-enabled mobile device, you may download a WVU-specific mobile application (iWVU) developed by local computer science student, Jared Crawford.

This app provides access to a broad range of information about the university including a calendar, maps, schedules, transportation, the eCampus and MIX; as well menus, a twitter client and access to the campus newspaper.

On your web-capable mobile device such as an iPhone, iPod, iPad, Smartphone, or PDA, launch your web browser and go to m.wvu.edu. You will need a web/data plan from your carrier or a WiFi connection to access and use iWVU.
Academic Checklist: Getting Done

Listed here are friendly reminders of important events and deadlines, as well as some helpful hints to promote a timely and healthy progression through the program. Note that this is based on a four-year program (three on campus). Some students decide to spend four years on campus and leave for internship with their dissertations completed.

Fall, 1st Year
___ 1. Read this handbook from cover to cover to get a good sense of the Big Picture. (Don't expect to remember it all right away.)
___ 2. Give yourself permission to feel uneasy for a while until things settle in. (It's normal.)
___ 3. Get to know your classmates and the other more advanced students. (This support network is critical to your survival!)
___ 4. Meet early with your advisor to get acquainted and lay the groundwork for productive interaction.
___ 5. Get involved in a research project—you need 90 hours.
___ 6. Start now to put just a little money aside each month to cover internship application and interviewing. (A little bit over a lot of time will save you big headaches in your 3rd year.)
___ 7. Get acquainted with your file and start your Tracking Form.
___ 8. Submit the paperwork (early!) if you're applying for credit for any master's level work.
___ 9. Start to make mental notes about your relative compatibility with core faculty members and their respective areas of interest or expertise. (You'll be choosing a permanent advisor/doc committee chair in a little over a year.)
___ 10. (BREATHE!)
___ 11. Start picking the brains of the 2nd- and 3rd year students regarding good practicum sites for next year.
___ 12. Register for next semester after consulting your advisor.
___ 13. Keep your eyes and ears open for potential dissertation topics. (This is an important factor when choosing a doctoral committee chair.)
___ 14. Pat yourself on the back. (You survived the semester!)

Spring/Summer, 1st Year
___ 1. Update the Tracking Form (it's the one in your file) with last semester's grades and colloquia.
___ 2. Meet with your advisor to review your progress in the program.
___ 3. Keep putting that internship money aside.
___ 4. Start planning next year's financing and do what it takes to make it happen.
___ 5. Keep asking around about good practicum sites.
___ 6. Determine placement site in collaboration with the training director.
___ 7. Contact potential practicum sites after the faculty make the initial contact.
___ 8. Register for next semester after consulting your advisor.
___ 9. Start to actively interview core faculty members to chair your committee. (Key issues are personal chemistry and interest/expertise in your dissertation topic.)
___ 10. Stop and cheer – you finished your first year!

Fall, 2nd Year
___ 1. Peruse the checklist to jog your memory about important events in the upcoming year. Read up on them. (Surprises aren't always fun.)
___ 2. Update the Tracking Form with last semester's grades and colloquia, and add practicum info.
___ 3. Meet with your advisor to review your progress in the program.
___ 4. If you haven't yet, start putting that money aside for internship interviews. (The last year just flew by, didn't it? But it's not too late to start.)
___ 5. Continue to search for an advisor who relates to you and your dissertation topic. Pick your chair and committee by the end of the semester.
___ 6. Submit the Doctoral Committee Approval form and College Program of Study form.
___ 7. Observe the 3rd Years applying for internships. Learn as much as you can about the process and any potentially relevant sites. (Why re-invent the wheel next year?)
___ 8. Register for next semester after consulting your advisor.
___ 9. Decide when you want to take Comps.
___ 10. Start thinking about potential practicum sites for next year.
___ 11. Submit your practicum log by the due date.
___ 13. Complete the IRB training program.

Spring/Summer, 2nd Year
___ 1. Update the Tracking Form.
___ 2. Meet with your advisor to review your progress in the program.
___ 3. Keep putting that internship money aside.
___ 4. Start planning next year's financing and follow through as appropriate. Remember to allow for internship application/interviewing costs.
5. Tie up any loose ends around the selection of your committee and chair.
6. Submit college forms, Doctoral Committee Approval and HR&E Program of Study form by May 15.
7. Register for Comps. (Remember the four-week application deadline.)
8. Research, apply, interview, and select next year's practicum site. (Keep in mind your goals and needs as you prepare for internship.)
9. Register for next semester after consulting your advisor.
11. Submit your practicum log by the due date.

**Summer, 2nd Year**

1. Select potential internship sites from the APPIC Directory and send for application materials. (But don't start too early or the newest information won't yet be available.)
2. Enjoy seeing the light at the end of the tunnel. (You're halfway through the program!!)
3. Take comps in August, especially if you are planning to apply for internship. (Find out that application deadline and meet it.)

**Fall, 3rd Year**

1. Look over this year's checklist to make sure you're not missing any details. (There's just too much to do this year--you definitely don't want any surprises.)
2. Update the Tracking Form.
3. Meet with your committee chair to review your status in the program.
4. Schedule the dissertation proposal meeting and deliver the prospectus to committee members at least two weeks in advance.
5. Apply for internship. (Most sites want everything by the end of November or early December. This can be a bear, so don't dawdle.)
6. Interview for internships. Try to schedule your first couple interviews at less important sites so you get some practice before the big ones.)
7. Submit the Protocol Statement to the IRB by the required deadline.
8. Register for next semester after consulting your advisor.
9. Submit the Admission to Candidacy form once your prospectus is approved, and start collecting data.
10. Establish a timeline for completion of the dissertation.
11. Submit your practicum log by the due date.

**Spring/Summer, 3rd Year**

1. Update the Tracking Form.
2. Meet with your committee chair to review your status in the program.
3. Start planning next year's finances and do what it takes to have enough money to survive on an intern's salary.
4. Collect and analyze dissertation data.
5. Register for next semester after consulting your advisor.
6. Submit your practicum log by the due date.
7. Find affordable housing in Intern town.
8. Find out when internship paychecks and medical insurance begin, and plan accordingly.
9. Meet with the Counseling Psychology Office Manager to make sure administrative details are covered before you leave for internship.
10. Let yourself crack a smile. You have only one last mile. (You survived the process and now you're about to start internship--one of the last remaining hoops!)

**Fall, 4th Year**

1. Review the checklist for the year to jog your memory about what hoops remain to be jumped. If you're leaving town for internship, pay special attention to any tasks that need to be completed at WVU.
2. Update the Tracking Form.
3. Do the internship thing!
4. Talk regularly with your committee chair.
5. Collect and/or analyze data and/or write up results. If you didn’t do it before you left.
6. Register for next semester after consulting your advisor.

**Spring/Summer, 4th Year**

1. Update the Tracking Form.
2. Continue the internship thing!
3. Talk regularly with your committee chair.
4. Apply for graduation, pay the fee, and ascertain the deadline for completion of all requirements.
5. Schedule the dissertation defense.
6. Submit the Shuttle Sheet to the Student Advising Office at least three weeks before the defense.
7. Submit drafts of the dissertation to committee members at least three weeks before the defense.
9. Celebrate!!!!! (Make them call you "Doctor!")
10. Complete final revisions and follow the Guidelines for Electronic Dissertation Submission and filing of related forms with the Wise Library.
11. Graduate!!!
12. CELEBRATE!!!!!
13. Get a Job
14. CELEBRATE!!!!!
Goals, Objectives and Outcome Measures

(Taken from the 2013 report to the APA Commission on Accreditation)

In order to maintain the integrity of the program as delineated by the Commission on Accreditation of the American Psychological Association, both trainees and the program itself are continuously evaluated. In the table below we specify the minimum thresholds a trainee must attain that demonstrates he or she is making satisfactory progress towards the doctorate.

In addition, students evaluate the program whilst in training using our annual current student survey. The minimum thresholds the program must attain to demonstrate it is meeting the accreditation standards are likewise indicated in the table below.

The competencies and outcomes referred to below are consistent with latest revision of the Competency Benchmarks in Professional Psychology rating form.

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>To train counseling psychologists who have a broad-based foundation of scientific knowledge, conceptual understanding and theoretical framework commensurate with practice and scholarship in professional psychology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.1</td>
<td>Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.</td>
</tr>
</tbody>
</table>

| Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 1.1: |
|---|---|
| Course Syllabi—Grade B or better |
| CPSY 750 Physiological Psychology |
| CPSY 710 Cognitive-Affective Behavior |
| CPSY 735 Social Psychology |
| CPSY 745 History & Systems of Psychology |
| EDP 613 & 614 Statistical Methods I & II |
| EDP 611 Measurement & Evaluation in Educational |
| CPSY 781 Research Practicum in Counseling Psychology--“S” is required |
| CPSY 782 Research Methods and Design |

Items below must achieve $M \geq 3.0$ on a 5-point scale:

Annual current student survey: Section I questions relevant to courses listed above
Annual current student survey: Section II questions 1, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 20, 29

Must achieve $M \geq 2.0$ on a 4-point scale on Competencies Benchmarks: 2B, C; 6A, B; 7A; 9A, B

Passing scores [$M \geq 3.0$ on a 5-point scale] on the comprehensive doctoral qualifying exams:

Essays 1 and 4
Objective 1.2
Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a diverse society.

Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 1.2:

Course Syllabi—Grade B or better
- CPSY 760 Introduction to Counseling Psychology
- CPSY 763 Advanced Theories of Counseling Psychology
- CPSY 780 Professional and Ethical Issues in Counseling Psychology
- CPSY 738 Life Span Psychology
- CPSY 734 Adv. Multicultural Psychology
- CPSY 740 Assessment of Psychopathology

Items below must achieve \( M \geq 3.0 \) on a 5-point scale:
- Annual current student survey: Section I questions 2, 6, 7, 9
- Annual current student survey: Section II questions 2, 3, 4, 5, 18, 19

Must achieve \( M \geq 2.0 \) on a 4-point scale on Competency Benchmarks: 2A-D; 3A-C; 8A

Must achieve \( M \geq 4.0 \) on a 7-point scale Practicum Evaluation Form: All items in Sections I, III

Passing scores \([M \geq 3.0 \) on a 5-point scale\] on the comprehensive doctoral qualifying exams:
- Essays 2 and 3

Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.

Goal #2: Students will be prepared in multiple approaches to assessment, diagnosis and treatment that are theory-based and research-supported.

Objective 2.1
Understand the nature and value of the therapeutic/working alliance and the role it plays in delivering effective treatment and successful interventions with sensitivity towards multicultural/diversity aspects of the professional relationship.

Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 2.1:

Course Syllabi—Grade B or better
- CPSY 760 Introduction to Counseling Psychology
- CPSY 763 Advanced Theories of Counseling Psychology
- CPSY 780 Professional & Ethical Issues in Counseling Psychology
- CPSY 734 Adv. Multicultural Psychology

Items below must achieve \( M \geq 3.0 \) on a 5-point scale:
- Annual current student survey: Section I questions 1, 2, 3, 9, 10
- Annual current student survey: Section II questions 2, 31, 32, 33, 34
Must achieve $M \geq 2.0$ on a 4-point scale on Competencies Benchmarks: 5A-C; 6C; 8A; 10A-D; 11B; 12A, B.

Passing scores [$M \geq 3.0$ on a 5-point scale] on the comprehensive doctoral qualifying exams:
Essays 1, 2 and 3

Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.

**Objective 2.2**
Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a diverse society.

**Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 2.2:**

Course Syllabi—Grade B or better
- CPSY 701 Advanced Counseling Psychology Interventions
- CPSY 709 Advanced Group Counseling and Therapeutic Interventions
- CPSY 740 Assessment of Psychopathology
- CPSY 763 Advanced Theories of Counseling Psychology
- CPSY 764 Intellectual Assessment
- CPSY 766 Vocational Theory and Assessment
- CPSY 769 Personality Assessment
- ED P 611 Measurement and Evaluation in Educational Psychology
- CPSY 770 Counseling Psychology Practicum [S is required]: all students on practicum rotations for the reporting period achieved satisfactory marks from their on-site supervisors, which minimum average of 4 [range 1-7] on all sampled domains and competencies.

Passing scores [$M \geq 3.0$ on a 5-point scale] on the comprehensive doctoral qualifying exams:
Essays 1, 2 and 3.

Must achieve $M \geq 4.0$ on a 7-point scale Practicum Evaluation Form: Sections II, III, V [Subsections A & B].

Must achieve $M \geq 2.0$ on a 4-point scale on Competencies Benchmarks: 2D; 9A-F; 10A-D; 11A-D.

Items below must achieve $M \geq 3.0$ on a 5-point scale:
- Annual current student survey: Section I questions 1, 2, 3, 4, 5, 6, 11, 13, 24
- Annual current student survey: Section II questions 2, 3, 28, 31, 32

Passing scores [$M \geq 3.0$ on a 5-point scale] on the comprehensive doctoral qualifying exams:
Essays 2 and 3.
**Goal #3:** Students will make a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

**Objective 3.1**
Understand ethical/legal standards in professional practice and research.

<table>
<thead>
<tr>
<th>Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 3.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Syllabi—Grade B or better</td>
</tr>
<tr>
<td>CPSY 760 Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 780 Professional &amp; Ethical Issues in Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 780 Professional &amp; Ethical Issues in Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 783 Consultation &amp; Supervision</td>
</tr>
<tr>
<td>CPSY 783 Research Methods &amp; Design</td>
</tr>
<tr>
<td>Must achieve ( M \geq 4.0 ) on a 7-point scale Practicum Evaluation Form: Section I, questions 1, 3, 6</td>
</tr>
<tr>
<td>Passing scores ( [M \geq 3.0 ) on a 5-point scale] on the comprehensive doctoral qualifying exams:</td>
</tr>
<tr>
<td>Essay 3</td>
</tr>
<tr>
<td>Must achieve ( M \geq 2.0 ) on a 4-point scale on Competencies Benchmarks: 1A-E; 3A-C</td>
</tr>
<tr>
<td>Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.</td>
</tr>
<tr>
<td>Items below must achieve ( M \geq 3.0 ) on a 5-point scale:</td>
</tr>
<tr>
<td>Annual current student survey: Section I question 10</td>
</tr>
<tr>
<td>Annual current student survey: Section II question 19</td>
</tr>
</tbody>
</table>

**Objective 3.2**
Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

<table>
<thead>
<tr>
<th>Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 3.2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Syllabi—Grade B or better</td>
</tr>
<tr>
<td>CPSY 760 Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 780 Professional &amp; Ethical Issues in Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 780 Professional &amp; Ethical Issues in Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 783 Consultation &amp; Supervision</td>
</tr>
<tr>
<td>CPSY 783 Research Methods &amp; Design</td>
</tr>
<tr>
<td>Must achieve ( M \geq 4.0 ) on a 7-point scale Practicum Evaluation Form: Section I, items 4, 5, 6</td>
</tr>
<tr>
<td>Must achieve ( M \geq 2.0 ) on a 4-point scale on Competencies Benchmarks: 11A; 13A-D; 14A-D</td>
</tr>
</tbody>
</table>
Passing scores \( M \geq 3.0 \) on a 5-point scale on the comprehensive doctoral qualifying exams: Essay 3.

Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.

**Goal #4:** To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a diverse society.

**Objective 4.1**
Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

**Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 4.1:**

<table>
<thead>
<tr>
<th>Course Syllabi—Grade B or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 760 Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>CPSY 780 Professional &amp; Ethical Issues in Counseling</td>
</tr>
<tr>
<td>CPSY 734 Adv. Multicultural Psychology</td>
</tr>
<tr>
<td>CPSY 709 Advanced Group Counseling and Therapeutic Interventions</td>
</tr>
</tbody>
</table>

Passing scores \( M \geq 3.0 \) on a 5-point scale on the comprehensive doctoral qualifying exams: Essays 2 and 3

Items below must achieve \( M \geq 3.0 \) on a 5-point scale:
- Annual current student survey: Section I question 9, 17
- Annual current student survey: Section II question 2, 24, 27, 31, 32, 33

Must achieve \( M \geq 4.0 \) on a 7-point scale Practicum Evaluation Form
- Section I, item 6
- Section II, items 3, 7
- Sections III & IV
- Section V-B, items 2, 5, 6
- Section VI, items 3, 5, 6

Must achieve \( M \geq 2.0 \) on a 4-point scale on Competencies Benchmarks: 1A-E; 2A, C; 4A-D.

Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.

**Objective 4.2**
Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

**Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 4.2:**

<table>
<thead>
<tr>
<th>Course Syllabi—Grade B or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 734 Multicultural Psychology</td>
</tr>
</tbody>
</table>
CPSY 781 Research Practicum in Counseling Psychology [“S” is required]
CPSY 782 Research Methods and Design

Items below must achieve $M \geq 3.0$ on a 5-point scale:
Annual current student survey: Section II question 2, 24, 27, 31, 32, 33

Passing scores [$M \geq 3.0$ on a 5-point scale] on the comprehensive doctoral qualifying exams:
Essays 2 and 3.

Must achieve $M \geq 2.0$ on a 4-point scale on Competencies Benchmarks: 2A-C; 16-A-B.

Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.

**Goal #5:** To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using appropriate research tools and skills; and who will engage in lifelong learning; and scholarly and professional development.

**Objective 5.1**
Demonstrate methodological and analytic skills necessary to read and understand psychological and related research.

**Objective 5.2**
Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiries germane to the field.

**Curriculum elements and evaluation tools & associated minimum achievement thresholds for objective 5.1 and 5.2:**

Course Syllabi—Grade B or better
- CPSY 782 Research Methods & Design
- CPSY 781 Research Practicum [90 clock hours of hands-on research activity; graded P/F;]
- ED P 613 Statistical Methods I
- ED P 614 Statistical Methods II
- ED P 611 Measurement & Evaluation in Educational

Items below must achieve $M \geq 3.0$ on a 5-point scale:
Annual current student survey: Section I questions 8, 18, 21, 25
Annual current student survey: Section II question 1, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 29

Passing scores [$M \geq 3.0$ on a 5-point scale] on the comprehensive doctoral qualifying exams:
Essay 4

Must achieve $M \geq 2.0$ on a 4-point scale on Competencies Benchmarks: 2D; 6A; 7A, B; 9A-F.
Must achieve satisfactory or better ratings on relevant evaluations from the pre-doctoral internship training faculty and supervisors.
<table>
<thead>
<tr>
<th><strong>Objective 5.3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in professional development to maintain effective clinical practice and scholarly growth.</td>
</tr>
<tr>
<td><strong>Curriculum elements and evaluation tools &amp; associated minimum achievement thresholds for objective 5.3:</strong></td>
</tr>
<tr>
<td>Must achieve $M \geq 2.0$ on a 4-point scale Competencies on Benchmarks: 1E; 4D; 13B, C; 14D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Objective 5.4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in professional service activities, provide leadership/advocacy in relevant professional settings, and seek to improve systems and administration. Demonstrate knowledge and skills in program development and evaluation.</td>
</tr>
<tr>
<td><strong>Curriculum elements and evaluation tools &amp; associated minimum achievement thresholds for objective 5.4:</strong></td>
</tr>
<tr>
<td>Must achieve $M \geq 2.0$ on a 4-point scale on Competencies Benchmarks 12A,B; 14A-D; 15 A-C; 16A, B.</td>
</tr>
<tr>
<td>Items below must achieve $M \geq 3.0$ on a 5-point scale:</td>
</tr>
<tr>
<td>Annual current student survey: Section I, questions 26, 27, 28, 29</td>
</tr>
<tr>
<td>Must achieve $M \geq 2.0$ on a 4-point scale: Program Competencies Tracking Document:</td>
</tr>
<tr>
<td>Section XIV, items A-D</td>
</tr>
<tr>
<td>Section XV, items A-D</td>
</tr>
<tr>
<td>Section XVI, items A, B</td>
</tr>
</tbody>
</table>
DOCTORAL COMMITTEE REQUIREMENTS

- Five (5) members minimum - three (3) must be **REGULAR** graduate faculty.
- Only one (1) person can be a non-member of graduate faculty.
- One (1) member must be from department **other than** one student is seeking degree.
- **Chair** must be from student's major program and must be regular graduate faculty.
- **No more than two (2) other members may be from student's major program area of study (HR&E).** This does not include the chair. This means you can have three (3) core Counseling Psychology faculty on your committee including your chair. You are required to have at least two.
- At least two (2) members must be from **MAJOR** program area.
- One (1) member must be from student's **MINOR** program area.
- One (1) member (with professional relevance to program of study) must be from **outside** student's program area.
- Three (3) members of committee must be members of HR&E graduate faculty.
- A change in faculty status does **NOT** affect an **established** committee (ex. retirement - may remain on committee).
- New committee formations - faculty without status, (ex. retired) can only come on as "non-member" to any committee).
- No family members on committees of relatives.
- No substitutions for chair at defense meeting.
- Only one (1) substitution allowed (requested in writing prior to defense); sub must have same faculty status cannot pass exam if **more than one** unfavorable vote.