Counseling Psychology
Ph.D. Doctoral Program

Student Handbook

(Revised August, 2010)
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**Counseling Psychology Student Handbook**

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Counseling Psychology Student Handbook  
(August, 2010)

Accreditation

The Counseling Psychology Ph.D. Program at West Virginia University is housed in the College of Human Resources and Education. 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

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 psychological skills, scholarly activities and research tools. The basics of this model of training in professional psychology were proposed at the historic Vail Conference held in 1973 in Vail, Colorado.

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

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 is a general practice and health service provider specialty in 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 psychopathology.

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.
They work with groups in a variety of settings toward achieving solutions to many of these same problems, as well as toward enhancement of personal and interpersonal functioning. Counseling psychologists also consult with organizations and work groups to help provide a work environment conducive to 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 behavior and may be preventive, skill-enhancing or remedial. The intervention procedures may range from short term or time-specified to longer term approaches.

(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

The total number of post-Masters credit hours required to complete the program is 107. The coursework and applied elements of the program are distributed among three areas: (A) Psychological foundations—18 credits, (B) Counseling Psychology core—58 credits, and (C) Research Design/Statistics and Dissertation—31 credits.

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

Required Courses

A. PSYCHOLOGICAL FOUNDATIONS A minimum of 18 credit hours are required taken from the five general domains listed below.

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 two courses must be taken as indicated.
1. History and Systems of Psychology:
   CPSY 745 History & Systems

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

3. Cognitive-Affective Bases of Behavior:
   CPSY 710 - Cognitive-Affective Behavior [new course in approval process—should be taken when approved]. However, the others listed below are fully acceptable.
   ED P 700 - Psych. Foundations of Learning
   or
   ED P 701 - Memory

4. Social Bases of Behavior:
   CPSY 735 - Social 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. 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 faculty and the Counseling Psychology faculty to substitute and enroll in any of the following:

PSYC 721 - History and Systems
PSYC 722 - Biological Aspects of Behavior
PSYC 542 - Child Development
PSYC 733 - Stimulus Control & Memory
PSYC 735 - Social Behavior
PSYC 541 - Infant Development
PSYC 543 - Adolescents & Young Adult Develop.
PSYC 544 - Adult Development and Aging
PSYC 524 - Fundamentals of Gerontology
PSYC 754 - Clinical Psychopharmacology
PSYC 745 - Seminar in Life Span Development

B. COUNSELING PSYCHOLOGY CORE
   (minimum of 58 hours) All courses listed are required.

1. Theory and Background

   CPSY 701 - Advanced Counseling Psychology Interventions
   CPSY 709 - Advanced Group Counseling

   CPSY 734 - Multicultural Psychology
   Prerequisites include successful completion of CPSY 701.

   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 Models

   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.

2. Clinical Practice (minimum of 21 credit hours: 9 credit hours practicum + 12 credit hours internship) CPSY 770 - Doctoral Practicum in Counseling Psychology*
   A minimum of 9 credit hours equalling 600 clock hours at approved field placement sites. At least 2 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 and completed doctoral practicum application due by March 1st of semester/year preceding initial semester. Core Faculty approval required.

3. CPSY 772 - Internship - 12 credit hours - A minimum of a full-time (12 mos.) academic year. Students must apply for APA-accredited internship placement.

C. RESEARCH DESIGN AND STATISTICS
   31-credit hours total:
   (13 credit-hours of course work given below plus 18-credit hours of dissertation--CPSY 797.)

   1. ED P 613 - Statistical Methods 1*
   2. ED P 614 - Statistical Methods 2
   3. ED P 611 - Measurement/Evaluation in Educational Psychology
   4. CPSY 782 - Research Methods & Design
   5. CPSY 781 - Research Practicum in Counseling Psychology (1 cr)**
*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 qualitative and/or mixed methods for the waived course. However, at least two courses in data analysis are required.

In a similar fashion, a student could petition to waive the first statistics course and subsequently enroll in an advanced course in multivariate methods following completion of the second course in quantitative methods.

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

PSYC 511 - Research Design/Data Analysis 1
PSYC 512 - Research Design/Data Analysis 2

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.

**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 are available on the web site.

These hands-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 credits 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.

You may not exceed that limit except by petition, which may not be granted, so 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 “I” until the dissertation defense has been successfully passed and the graduate office has officially recorded the final acceptance of the dissertation into the library.

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

PSYC 612 - Multivariate Analysis
PSYC 613 - Quasi-Experimental Design
PSYC 611 - Single-Subject Research Methods
ED P 711 - Multivariate Methods 1
ED P 712 - Multivariate Methods 2
ED P 713 - Designing Single Case Research
C & I 791 - Advanced Study: Ethnographic Methods
SCFD 615 - Qualitative Research Methods
SCFD 71 - Advanced Qualitative 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 in the EPPP.

PSYC 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 will require a minimum of four years, an estimate based on completing the dissertation by the end of the pre-doctoral internship. As the time-line for completing the dissertation lies somewhat out of the student’s control due to the unpredictable nature of data collection and the manuscript preparation process, most students actually finish the degree in about five years or slightly less.

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. Specifically the graduate catalog states that the doctoral degree should be completed within five years of being advanced to candidacy, i.e., the passing of the comprehensive, doctoral qualifying exams.

The program is consistent with that overall model. As most students sit the qualifying examinations after the second year; this tallies to a seven year limit to complete the degree. Seven years is also the time frame for completing the doctorate suggested by the APA. Students whose programs of study extend beyond the seventh year of matriculation will be required to show cause and to justify the delay. Please see p. 20 below for a discussion of the time limit on the comprehensive examinations.

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 whose knowledge base and practice experience have aged beyond a reasonable boundary of time and currency.

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 781 Research Practicum during the first year. See below.

Students are provided a “Suggested Program of Study” for the 2010 cohort. By adhering to and 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 to consider. In recent years the number of total hours being listed by applicants for the pre-doctoral internships in Psychology matching program has continued to rise. There is currently a deficit between the number of students applying and the number of rotations available that is in excess of 400 more students than rotations.

The current minimum for our program is two semesters of practicum, with 600 total on-site hours with nine credits. This requires 200 hours of client contact time accompanied by 125 hours of formally scheduled and documented face-to-face/individual supervision. Most students will meet the nine credit hour requirement by taking three practica consisting of three credit hours each.

Increasingly, this is not competitive with the applicant pool for the pre-doctoral internship. It is more common for students in our program to take four semesters of practicum providing 900 on-site hours with 267 direct contact hours and 167 direct, face to face, supervision hours.

Additionally students are advised that taking another 1-2 semesters of practicum (which can be done in the summers) will greatly enhance their profiles when applications are screened by prospective pre-doctoral internship directors.

Adding these two additional semesters (taken the summers after the 1st and 2nd years) will total 1200 hours on-site hours, with 400 direct contact hours, and 250 supervision hours. This will put you in squarely in the main stream for most current internship sites.

These numbers are based on the maximum available credit hours. Individual students may elect less, as long as the basic minima are met.

**Doctoral Colloquia/Pro-Seminar**

Three pro-seminars are presented each semester. These will occur in September, October and November in the fall; and in February, March and April in the spring. All doctoral students are required to attend to 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 18 pro-seminars in three years.

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 for the pro-seminars will be chosen by the faculty in conjunction with student input and may include research presentations, current clinical issues, talks by local or regional clinicians and matters pertinent to the practice of professional psychology.
Students will plan and present the April seminar in on a topic of their choosing.

The pro-seminars are generally scheduled for Monday mornings when no departmental or program faculty meetings are scheduled. They will take place from 10:00 to 12:00 and will include time for socializing.

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.
## REQUIRED COURSES

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>CPSY 701</td>
<td>Advanced Counseling Psychology Interventions</td>
<td>3</td>
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<tr>
<td>CPSY 709</td>
<td>Adv. Group Counseling/Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 710</td>
<td>Cognitive-Affective Behavior (or approved substitute)</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 734</td>
<td>Multicultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 735</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>CPSY 738</td>
<td>Life Span Psychology</td>
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<tr>
<td>CPSY 740</td>
<td>Assessment of Psychopathology</td>
<td>3</td>
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<td>CPSY 745</td>
<td>History &amp; Systems of Psychology</td>
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<td>CPSY 750</td>
<td>Physiological Psychology</td>
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<td>CPSY 760</td>
<td>Introduction to Counseling Psychology</td>
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<td>CPSY 763</td>
<td>Adv. Theories of Counseling Psychology</td>
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<td>CPSY 764</td>
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<td>Vocational Theory/Assessment</td>
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<td>CPSY 769</td>
<td>Personality Testing &amp; Interpretation</td>
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<td>CPSY 780</td>
<td>Professional &amp; Ethical Issues in Coun. Psych</td>
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<td>CPSY 781</td>
<td>Research Practicum in Counseling Psychology</td>
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<td>Research Methods &amp; Design</td>
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<td>CPSY 783</td>
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**STATS I** or alternative data analysis
- EDP 613, Statistical Methods 1 or PSYC 511, Research Design/Data Analysis 1  

**STATS II** or alternative data analysis
- EDP 614 – Statistical Methods 2 or PSYC 512, Research Design/Data Analysis 2  

ED P 611 Measurement/Evaluation in Educational Psychology  

CPSY 770 Doctoral Practicum in Counseling Psychology - Minimum of 9 credit hours! 600 clock hours. Must take at least two (2) semesters of practicum.  

CPSY 772 Internship – Minimum of one full-time academic year  
- Credit hours are three (3) for each semester – normally fall, spring, summer. This may vary depending on the internship site.  

CPSY 797 Dissertation Research  

**Total credit hours required for graduation** 107
Suggested Sequence of Study for 2010 Cohort

1st Year:

Fall-2010
- 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-2011
- 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-2011
- CPSY 770 Practicum
- §ED P 700 Psychological Foundations of Learning
- §ED P 701 Memory
- §ED P 614 Statistical Methods I or II

2nd Year:

Fall-2011
- CPSY 735 Social Psychology
- CPSY 740 Assessment of Psychopathology
- CPSY 782 Research Methods & Design
- CPSY 770 Practicum
- CPSY 799 Colloquium/Pro-Seminar (1 cr)

Spring-2012
- CPSY 738 Life Span Psychology
- CPSY 745 History & Systems
- CPSY 783 Consultation & Supervision
- CPSY 770 Practicum
- CPSY 799 Colloquium/Pro-Seminar (1cr)

Summer-2012
- CPSY 770 Practicum
- ED P 611 Tests & Measurement—required
- [Doctoral Comprehensive Qualifying Examination in August]

3rd Year:

Fall-2012
- CPSY 734 Multicultural Psychology
- CPSY 750 Physiological Psychology
- CPSY 770 Practicum
- CPSY 799 Colloquium/Pro-Seminar (1cr)
- [Internship Application]

Spring-2013
- CPSY 709 Advanced Group Counseling
- CPSY 755 Psychopharmacology
- CPSY 770 Practicum
- CPSY 799 Colloquium

Summer-2013
- [Leave for internship]

4th Year:
- CPSY 772 - Internship

There may arise a situation in which it may be advisable or necessary for you to deviate from the program of study for your cohort. In order to plan accordingly, the course offerings through spring 2014 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 of some 30 persons at any given time.
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 acquiring substitution must complete the form called Substitution Coursework from 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. Course waived 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.)

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 D or F. 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 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, 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.

Students with disabilities who anticipate requiring accommodations must apply through the appropriate university channels at the Office of Disability Services (Available on-line at: http://www.wvu.edu/~socjust/disability/accommodations.htm. Also: G-30 Mountainlair, P. O. Box 6423 Morgantown, WV 26506-6423 Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 FAX: (304) 293-3861 Email: access2@mail.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 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 GA’s 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—which is rare.

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

In addition the Carruth Center for Counseling & Psychological Services typically has two or three GA positions available as a part of their 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.

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” that it may grant based on need and the financial situation for that year in the college and department. 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 $18,000-24,000 range for a year’s internship appointment.

Student Files

All important documentation pertaining to progress in the 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 Auditor: Scholar 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 semester. Suggested timelines for completion of the various requirements of the program can be found in the Academic Checklist at the end of this narrative and in the Human Resources and Education (HR&E) Guide to Ph.D. Programs, which is located in Appendix D.
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 at the HR&E Microcomputer Lab, which is located in 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 for class preparations, paper writing, Emailing, surfing the Web or other personal uses.

All University students will be assigned a computer account (MIX account) for access to the WWW 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 request that MIX email be forwarded to another account, but the program will always reply to your MIX account.

Course Evaluations

All courses are evaluated at end of the semester by students enrolled in the course. 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 recognize 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 paid or unpaid practicum, classes, or colloquia to the degree that students' education is negatively impacted.

Practicum Training

Overview

A practicum is an intensive, supervised, and 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.

As thoroughly reviewed above detailing the program of study, more practicum is generally a good idea rather than less. Again as mentioned above, be aware that the typical pre-doctoral, APA-accredited psychology internship may ask for considerably more hours than our minimum.

You should review these requirements as published on the Association of Psychology Postdoctoral and Internship Centers (APPIC) website at:
http://www.appic.org/

Students may enroll in 1-3 credits of practicum. Each credit of practicum requires 66 clock hours and 22 hours of direct client contact. This translates to about 5-6 hours a week on site per credit. Three credit hours of practicum require a minimum of 200 clock hours and 66 client hours. For 3 credits, this represents approximately 15 clock hours per week, with weekly on-site and departmental supervision. Some sites may have requirements that exceed these minima. The on-site, direct service and supervision hours are prorated for practicum courses of less than three-semester hours.
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 misconduct 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.

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 which 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 (8 hours) must be under an approved clinical supervisor who is not the student's 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 who meets the above standards.

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

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

Rationale: The practicum is viewed as an educational 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 are required to approve a student using their 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 and approved by the faculty.

Eligibility

Students normally take field-based practica during their 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.
Practicum site selection must be initiated by each student by March 15 of the year prior to which they plan to enroll in their initial field-based practica. Applications (see Appendix E) are reviewed by the training director or designee, to ensure the successful completion of all doctoral coursework taken to date, to determine student readiness for practicum, and to assess the compatibility between students' needs and goals and potential sites. The program faculty must approve a student's progress before the student will be allowed to enroll in practicum.

Following this review, the training director or designee make 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.

The course of study permits students to enroll for less than three credit-hours of practicum because under various circumstances it may be impossible to accrue the required number of direct service hours. However, when registering for less than three credit-hours, the attendance and participation requirements of the classroom portion of the practicum are left to the discretion of the instructor in consultation with the training director. In general, for reasons of accreditation and readiness for internship, students are advised that during the regular fall and spring semesters, they should expect to meet the full standards for attendance and participation in practicum class regardless of how many credit-hours they are taking.

**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.

**Responsibilities**

Prior to beginning a practicum, each student is given a Doctoral Practicum Agreement (Appendix H) 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 which 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 in the department office and are enclosed in Appendix I.

An MS Excel spread sheet 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.

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 (Appendix K) 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 web site.

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. 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 of a total of five members, including a Chair (who is the core faculty advisor), at least two other core Counseling Psychology faculty members. See below, the full document 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 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. [This will typically 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 and are not assigned or obligated to serve on the committee. Once selected and 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.
Documentation and Doctoral Candidacy

After the doctoral committee has been selected, the Doctoral Committee Approval form (Appendix L) must be completed and submitted to the Student Advising Office in 710 Allen Hall. The Program of Study form (Appendix M) must be completed and filed with the same office after the committee has been approved and before the student is admitted to 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 N) is completed and submitted with related documentation to the Student Advising Office. Once the Admission to Candidacy form is filed, students must enroll for one credit hour each semester (fall and spring). 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. All of the forms discussed above, as well as related policies and procedures, are included in the HR&E Guide to Doctoral Programs, which is available in Appendix D.

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 the comprehensive exams administered at the beginning of the next semester.

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 502-04 Allen Hall Suite 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.

Ordinarily students will take comprehensive exams by computer. 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. Any other accommodations must be approved via the Disabilities Services Office as described above.

Should a student requires accommodation to sit 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.

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. A statistics/methodology/design critique of an empirical research article will comprise the last session on the second day.

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.

Doctoral committees use the examinations as diagnostic tools in an effort to assist students in attaining high standards of competence. Students must pass the comprehensive exams before applying to potential internship sites or submitting the dissertation prospectus to doctoral committee members for approval.
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/handouts/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 theory and practice issues are examined. Materials from the following areas provide the basis for these issues: 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 by writing a critique of a recent journal article which will be given to the student at the exam. One extra hour will be allotted for this exam to allow for reading time.

Sample Essay Questions

1. Some authors argue that the many different approaches to therapy can be categorized into one of the following: psychoanalytic/neoanalytic, 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.)

2. 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.)

3. 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.)

4. You are a newly licensed psychologist, recently employed in a rural mental health center in mountaneous Appalachia. One of your recent referrals is a member of a fundamentalist church who consistently ascribes his life problems to "the workings of demons in our midst." His solutions to coping with these problems are also based on his religious beliefs. You are feeling increasingly uncomfortable as you approach your third weekly session with him as you feel that you are making very little positive impact. Answer the following in relation to the situation:

   a. Theoretically, ethically, and practically, how might you continue with this client?

   b. Assuming that after four more sessions your efforts with him continue to effect little or no positive impact, what would you do?

   c. What specific legal and professional positions support your intent and your actions? (This is a professional area question.)

Scoring

Each student essay is read by two faculty members selected by the training director, who may also be a reader. 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 = Pass
   4 = Good
   5 = Excellent
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 is 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.

A total of 12 average points or above is necessary to pass the comprehensive exams. In addition, students must have an average score of 3 on three of the four questions/sections of the exam. For example, if a student passed two essay questions but failed the two other essay questions, even if the overall average is 12 pts., the student must retake the entire comprehensive examination. Some limited exceptions can be made under certain circumstances based as determined by the faculty.

If a student passes all but one essay, and the overall performance is exceptionally strong, the doctoral committee may award a pass for the examination as a whole. However, at its discretion, the committee may require some form of remediation on that specific content area. See below.

The completed written examinations and the faculty members' evaluations of them are given to each student's doctoral committee chair within one month of the examination, unless extenuating circumstances occur. At the same time, the written feedback and ratings made by each faculty member are reviewed with the student by the student's adviser or dissertation chair.

**Remediation & Reexamination**

Students who fail the comprehensive exams or specific content areas must be reexamined within 1 year following the initial examination. Subsequent to or prior to the reevaluation, the committee may take any of the following actions:

1. Require additional coursework and experience in selected areas.

2. Require a skill competency examination in selected areas.

3. Any other action deemed necessary and appropriate, which may include termination of the program of study.

The results of the reexamination and other action taken by the doctoral committee must be reported to the training director within 6 months following the initial examination. Two consecutive failures will result in a recommendation for a student's dismissal. The student's doctoral committee, the training director and the Department Chair will have the final authority on dismissal. Students may file grievance if they feel
such a decision was made unfairly or inappropriately. See the relevant section in this handbook on grievances.

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. This is required by the College of Human Resources & Education (see Appendix D). In the event that a student fails to complete the doctorate within five years after admission to candidacy, an extension of time may be obtained only by requesting to repeat the qualifying examinations (which may be administered by the student's doctoral committee) and meeting other requirements specified by the student's committee and or the training director.

Please be aware that permission to revalidate the qualifying examinations is done at the discretion of the faculty in consultation with the training director. Should permission be denied, the student's program of study is terminated.

In the event that revalidation of the comprehensive examinations is allowed and successful, it is possible that the data, if already collected, or the theoretical and applied elements of the dissertation proposal may no longer be academically viable, and the student may be directed to gather new data or to propose an updated dissertation prospectus.

Such decisions are taken at the discretion of the training director in consultation with the dissertation chair, doctoral faculty and the department head.

Doctoral Admission to Candidacy Form

Upon successful completion of comprehensive exams the "Doctoral Admission to Candidacy" form must be completed and signed by the student and the student's committee chairperson (see Appendix N). The form is filed with the Student Advising Office in 710 Allen Hall.

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.

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

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

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 Human Resources and Education as well as the Graduate School have established time lines and policies to ensure adequate time is available to committee members to review and comment on drafts of the dissertation. Please be aware that your personal circumstances, however acute or critical, cannot justify rushing committee members to complete their reviews of your work.

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.

The study can be descriptive or experimental in nature and the subjects can be from any age or population group. Students must complete at least 18 hours of CPSY 797- Dissertation credit.
Scheduling of Proposal & Defense Meetings

Dissertation proposal/prospectus and defense meetings must be scheduled during the academic year (August 16-May 15).

Students should bear in mind that the reading of a chapter or chapters of dissertation in draft form takes many hours on the part of the chair and committee members. Because of the exacting nature of scientific writing and publishing, faculty members easily spend two to three hours on a chapter in order to provide adequate editorial oversight.

This means students should expect that faculty will require minimum of seven days to review a draft and provide feedback. During the busier times in the semester, faculty may need two weeks before a draft can be returned with appropriate commentary.

Students should also be aware that program faculty do not typically work during the summer session, or they have minimal work obligations. Therefore a student should not expect the dissertation committee chair or other committee members to be available during the summer.

Specifically please note that the final defense cannot be scheduled during the summer under any circumstances. In addition, students whose final oral examinations take place late in the spring semester, may not have sufficient time to complete the manuscript preparation before faculty are "off contract" for the summer.

These limitations in faculty availability and resources de facto prohibit students from graduating in the summer.

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 plan 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 are begun.

In order to gain access to the IRB submission process, student and faculty researchers alike are required to go through a web-based training program and to pass an ethics examination covering a variety of topics in the conducting of research on human and animal subjects/participants. This takes additional time and students are advised to plan accordingly.

All policies and procedures for obtaining Institutional Review Board (IRB) approval are contained available on-line through the Office of Research Integrity and Compliance at: http://oric.research.wvu.edu/.

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, data analyses and conclusions. As such it will require considerable effort, persistence and initiative to complete successfully, often amounting to many 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 accept an 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 an approved prospectus.

The dissertation proposal meeting must be scheduled during the academic year (August 16-May 15). 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.

At the dissertation proposal meeting, the prospectus is either approved, approved with changes, or rejected by the student's doctoral committee.

After the prospectus has been approved, the student files the Doctoral Approval of Prospectus form (Appendix P) with the Student Advising Office in 710 Allen Hall.

May 15—the prospectus should have been successfully defended.

NB: If tuition waivers are available for the fall and spring semesters of internship, the dissertation prospectus must have been successfully defended by May 15 of the year the internship commences to qualify.

Students are again reminded that by decision of the faculty, students in the 2010 doctoral cohort must successfully defend the dissertation proposal prior to accepting a pre-doctoral internship.

The Final Examination and Defense

The Shuttle Sheet (Appendix Q) and a final copy of the dissertation document must be delivered to committee members THREE weeks prior to the final defense date. At the delivery time of the final copy of the dissertation, the committee members will sign the Shuttle Sheet which must be turned into the Office of Student Advising three weeks prior to final defense date. One committee member may be substituted at the defense.

See the electronic document referenced at the end of this section for further details about the administrative procedures involved in awarding the doctoral degree.

The dissertation defense presents the candidate's research to his or her doctoral committee and any interested university faculty and/or students. The meeting must be scheduled during the academic year (August 16-May 15). Meetings should be scheduled for two hours, and must be scheduled 21 days prior to the end of any given semester.

The 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 oral 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.

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 incorporated in the final draft before it is submitted to the library.

These may be minor and/or few in number in which case, committee members may sign the document readiness form 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.

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 final manuscript is accepted by the library the candidate and the chair are so informed. When all fees are paid, the student may participate in the next hooding/commencement ceremony held by the college.

A summary of the requirements, policies and procedures leading to the awarding of the doctoral degree at West Virginia University may be found at: http://grad.wvu.edu/academics/Degree_Requirements/Doctoral_Degree_Requirements.

See Appendix R of this handbook for the Application for Graduation.

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**The Document**

**WVU Electronic Dissertation Initiative**

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

This web site covers virtually every aspect of manuscript preparation and submission. Please review the information provided there carefully.

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 recommendations.

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**
- Title Page — counted but not numbered
- Signature Page — counted but not numbered
- Copyright Pages (optional) — counted but not 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
- Dedication (optional) — numbered
- Acknowledgments (optional) — numbered
- Vita — numbered
- Abstract — 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**
- 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 & Statistical Procedures
- Methods and procedures (subjects, variables, etc.)
- 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
- Results (including tables and graphs)

Ch 5. Discussion of the Results and Their Implications
- References
- Appendices (if needed for supplementary material)
- Current student vita

An alternate format for the dissertation typically known as the APA Journal Article Format, may be submitted. 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://www.cehd.tamu.edu/articles/dissertation_formatting_guidelines.

Publication
It is suggested that, in consultation with the committee chair, the student draft a manuscript based on the dissertation and be prepared to submit it to a refereed journal for publication review upon successful completion of the oral defense. 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), 12-month applied field experience for advanced doctoral students. 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 organization that has taken leadership in promoting and standardizing pre-doctoral internship training in the US is the Association of Psychology Postdoctoral and Internship Centers (APPIC). 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/index.html.

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.

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.

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.

NB: If tuition waivers are available for the fall and spring semesters of internship, the dissertation prospectus must have been successfully defended by May 15 of the year the internship commences to apply and qualify.
The evaluation of the internship from the program's perspective is based on the "pass/fail" method. A grade of incomplete is given to the Registrar until the internship is completed to the satisfaction of the internship training director and a final evaluation and certificate of completion received by the Counseling Psychology program.

At that point all incomplete grades are modified to $P$ (pass). 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.

Prospective interns should further be aware that 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 fee.

Eligibility

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

1. Core faculty agree that the student is ready for the internship experience. This is a formal review and requires the signing of an affidavit by the training director that is submitted electronically to APPIC.

2. Successful completion of all required coursework, defined by a grade of B or better, and endorsement of clinical skills by practicum supervisors (see Student Retention and Termination). If a student receives a grade of less than a B, the doctoral committee, or prior to its formation, the training director will explore and determine remediation options.


4. Satisfactory completion of the comprehensive exams.

5. Approval of the dissertation prospectus by the doctoral committee.

Policies

The West Virginia University Counseling Psychology Program does not support internships at the student's employment site. The internship is a unique educational experience and distinctive in character and opportunities that are not found in regular or routine employment settings.

Internships at these sites will not be approved.

We support APA's position of encouraging diversity in experience and training. Therefore we advise student not to complete all their practicum rotations at the same site under the same supervisors. Additionally students should consider very carefully the advisability of attending an internship at the same site in which they completed practicum training. If such a circumstance presents itself, students are advised to consult with the training director.

The internship application process is subject to very considerable scrutiny and oversight by the faculty and training director. Requests for exceptions to the policies and procedures outlined here should be discussed with the training director.

The program will consider student petitions requesting waiver of certain requirements only as a result of very exceptional conditions. Typically these are conditions that were not known to the student or anticipated at the time they commenced the doctoral program.

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. All students are required to apply to a minimum of ten (10) APA approved internship sites. If a student is not matched with any site, he or she is expected to participate in the APPIC Clearinghouse process.

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.

Students cannot complete their doctoral studies in Counseling Psychology without a satisfactory evaluation from approved, 12-month, fulltime pre-doctoral internship. If a student is unable to obtain an approved internship, either via the APPIC “match”, the secondary process known as “the clearinghouse”, or through developing an acceptable alternative site, the student's program of study will be terminated.

(See below for a discussion of termination, remediation and due process.)

5. Once a student is “matched” and has accepted the internship, 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.

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. Included is a time frame for expected remediation and the consequences for failing to rectify the inadequacies.

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: (1) ensure students equitable treatment and full opportunity to achieve the goals of the program, and (2) 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 faculty 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.

The document is available on the program website and can be found on the APA web site as well.

Professional Integrity, Comportment and Electronic Media

One of the areas of competency within professional psychology that is receiving a good deal of attention in training programs is the use of electronic media such as personal website, blogs, twitter accounts and social networking sites such as Facebook and MySpace. In recent years a number of ethical and legal dilemmas have arise over the ill-advised or inappropriate use of such electronic modes of self-expression.

Doctoral students should be aware that many practicum supervisors, internship directors, faculty search committees and clients will have potential access to any images, opinions, viewpoints, artistic materials or other personal information that you place in the public domain. In some cases this can have unexpected and eve deleterious effects on one’s career and negatively affect one’s clientele, employers, supervisors and the profession as a whole.

In a doctoral colloquium held here in April of 2010, Dr. Stephen Behnke, the head of the Ethics Office at APA, reminded us that the general principles of individual freedom of expression and personal choice are protected under a variety of legal statues and administrative rules at both the federal and state levels. That said, he also emphasized the need to be aware and mindful of the potential ethical, legal and clinical problems that can arise when the boundary between our personal choices and initiatives begin to overlap with our professional roles and obligations as psychologists and psychologists in training.

Therefore we advise you to be very thoughtful about information and media that you place in the public domain. In particular be mindful that if you mention your affiliation with this university, department or program in your in your personal electronic communications, that you are careful to be consistent with the Ethical Principles of Psychologists and Code of Conduct (APA, 2002). Please consult Ethical Standard #5: Advertising and Other Public Statements found in the 2002 Code for clarification and guidance in this regard.

If problematic and unprofessional representations of your personal interests or behaviors should come to the attention of the program, it could occasion a review followed by potential sanctions that could result in dismissal from the training program.

If ever in doubt about the advisability or appropriateness of placing certain materials in the public electronic domain, you should consult the training director in a timely manner.

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 coursework with a grade of B or better. If a student receives a grade of C or lower in a course, the student's performance will be reviewed by the core faculty. 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 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 five (5) years from the time candidacy is awarded before the comprehensive examination, and potentially the dissertation proposal are considered invalid.

The program of study document maintained in the student files is the official records, along with the transcript, of a student’s progress towards the doctoral degree. Every year the program requests students update the program of study to make sure it accurately reflects the student’s progress to date.

Failure to keep the program of study document up to date could result in an unfavorable review by the faculty and training director. If such reviews are seen to represent a trend, the student’s status in the program may be jeopardized and termination for failure to make adequate and acceptable progress towards the degree.

All aspects of due process and appeal apply to such a course of action should it be taken by the department and the Counseling Psychology faculty.

Any recommendation for termination from the program may be appealed according to the Grievance Procedures described later in this handbook.

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 it 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 counselor who will see doctoral students for reduced fees should that resource be recommended.

Failure to Achieve Competency and Remediation


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, wholistic, 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:

1. Increasing student contact with advisor or other specified faculty members or supervisors.
2. 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.
3. Reducing the academic load.
4. Requiring specific academic coursework.
5. 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:

1. Giving the student a limited endorsement, specifying settings in which the student could function adequately.
2. Recommending and assisting in the implementation of a career shift for the student.
3. Terminating the student from the training program (see Student Retention and Termination).

Grievance Procedures

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 on line 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. Appeal beyond the Dean’s office may go 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 (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 (710 Allen Hall).

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. Counseling 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.

Doctoral students who are doing their practicum or internship at the Carruth Center for Counseling and Psychological Services can seek personal counseling through Valley Health Center (296-1731), WVU Department of Behavioral Medicine (293-2411) or private practitioners.

Student who feel they may benefit from or require disability accommodations are directed to the President’s Office for Social Justice that houses the Office of Disability Services. The web site is: http://socialjustice.wvu.edu/office_of_disability_service.cs.

This office and its programs provide review and potential accommodations for students with disabilities as required by the Americans with Disabilities Act and other legislation.

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 that is 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 Oglebay Hall, on the downtown campus, 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

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.

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 suspicious 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. For those who smoke outside buildings, selected areas have containers for waste.

Please note that the smoking area for the front of Allen Hall is located to the left of the entrance where appropriate receptacles can be found. Kindly do not use the table/sitting area to the right of the front doors as a smoking lounge.

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.
Appendix A

PROGRAM GOALS, TRAINING ACTIVITIES, AND PROCESS
AND OUTCOME MEASURES (Taken from the 2010 self-study document submitted to the APA Commission on Accreditation)

**Goal #1**: Students will be trained with a broad-based foundation of scientific knowledge, conceptual understanding and theoretical framework commensurate with practice and scholarship in professional psychology.

Objectives for Goal #1:

1A) Students will successfully complete courses in the following core areas: biological, cognitive/affective and social bases of behavior and that address their relevance for understanding individual differences in behavior.

1B) Students will successfully complete coursework in the history and systems of thought that have shaped the development of psychological science and continue to influence it both in theory and application.

1C) Students will successfully complete coursework in dysfunctional adaptation and psychopathology and related theoretical and research findings relevant to the diagnosis and assessment of disordered functioning and individual differences in behavior.

1D) Students will successfully complete courses in life-span developmental psychology and multicultural psychology to further their understanding of individual differences in behavior at multiple levels of analysis and intervention.

1E) Students will successfully complete a sequence of courses in data analysis, psychometric theory and research design.

1F) Students will adopt a life-long learning model for post-graduate education to continue adding to their knowledge and skills in professional psychology.

Competencies Linked to Objectives 1A-1F.

- Demonstrates a broad understanding of the basic theoretical and conceptual models within psychology and their applications to clinical practice, research and scholarship.
- Demonstrates familiarity with the range of human functioning that encompasses normative behaviors, issues of adjustment and the development of abnormal reactions to life stressors; and biogenetic contributions to individual differences.
- Demonstrates an understanding of the relationship of psychological science to the larger context of social science, the humanities, medicine & the life sciences; and the creative arts.
- Demonstrates an understanding of the scientific bases of measurement and psychometrics as applied both to clinical and research activities.
- Demonstrates an understanding of the value of “going to the literature” and various methods for doing so in order to remain current in the field and to seek increased knowledge regarding critical issues in practice, teaching & research.

### How Outcomes are Measured and Minimum Thresholds for Achievement for Objectives 1A-1-F:

1. Students will achieve grades of “B” or better in all core coursework.
2. Students will submit a series of scholarly papers as required by the relevant course syllabi that receive grades of “B” or better.
3. Students will articulate in class room discussions an acceptable level of knowledge and understanding as assessed by the relevant instructors and according to the course syllabus.
4. Students will receive a favorable annual review by the faculty conducted each May and communicated to the student in writing. Any deficiencies or training issues will be documented in the annual review letter and steps for remediation set forth and clarified.
5. Students will achieve passing scores on the relevant sections of the comprehensive doctoral qualifying examinations.
6. Students will write an acceptable methodology section for the doctoral dissertation
7. Students will join the appropriate professional organizations in their practice and/or scholarly fields including the American Psychological Association and Division 17, The Society of Counseling Psychology.
8. Graduates will achieve passing scores on the relevant sections of the Examination for Professional Practice in Psychology
9. Graduates will attain and maintain licensure to practice psychology with its attendant requirements for continuing professional education as specified by the laws and ordinances of their state(s).

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

### Objectives for Goal #2:

2A. Students will complete a sequence of courses that includes the theoretical and conceptual bases of assessment, psychological practice, treatment models, supervision and consultation in professional psychology.

### Competencies Linked to Objective 2A:

- Demonstrates the basic listening, attending and reflecting skills and the capacity to form a working/therapeutic alliance.
- Demonstrates the capacity for case conceptualization and intervention planning from multiple theoretical perspectives.
- Demonstrates understanding of the current taxonomic and taxological system of diagnosis used in the mental health professions, both its strengths and limitations.
- Demonstrates the capacity to integrate diverse sources of case-relevant information in
determining an appropriate diagnostic formulation.

- Recognizes the psychometric properties, range of application; strengths and limitations of standardized assessment tools.
- Demonstrates the capacity to formulate an assessment strategy that is clinically appropriate, multiculturally sensitive and in keeping with the presenting circumstances of the client.
- Demonstrates an awareness of the interplay between objective and subjective aspects of psychological assessment; and an understanding of the impact that clinical assessment can have on clients'/patients' lives and welfare.
- Demonstrates the capacity for accurate, scientifically informed, objective clinical-consultative report writing that is multicultural sensitive.
- Demonstrates an understanding of the value of accurate record keeping, case notes and patient files.
- Demonstrates the ability to locate and appraise assessment instruments and the relevant published research concerning them.
- Students will demonstrate knowledge of the roles, functions and models of consultation and supervision within professional psychology and the associated research literature.
- Students will acquire and demonstrate a range of skills and interventions involved in the practice of supervision and consultation.

How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 2A.

1. Students will achieve grades of “B” or better in all coursework relevant to Objective 2A.
2. Students will submit a series of scholarly papers, protocols and reports as required by the relevant course syllabi that receive grades of “B” or better.
3. Students will articulate in class room discussions an acceptable level of knowledge and understanding germane to Objective 2A as assessed by the relevant instructors and according to the course syllabus.
4. Students will achieve passing scores on the relevant sections of the comprehensive doctoral qualifying examinations.
5. Students will submit at least 6 full, written case conceptualizations drawn from current practicum clients demonstrating the relevant knowledge, understanding and skills germane to Objective 2A to be reviewed and approved by the practicum Instructor; and presented in practicum class for peer evaluation. These must include at least two theoretical/conceptual models and associated intervention strategies.
6. Students will submit two completed WAIS-IV, two completed WISC-IV, and two completed WASI/K-Bit protocols for review and evaluation.
7. Students will submit two videotaped/live demonstrations, one with an adult, and one with a child (< age 12) using the WAIS-IV and WISC-IV, respectively, plus a 1-2 page report describing the experience accompanying each.
8. Students will role play a presentation of results that covers history, referral, scored test data/protocols, interpretation of results, diagnosis and treatment recommendations.
9. Students will submit four Bender-Motor Gestalt scored and interpreted protocols, two combined reports consisting of the Bender-Motor Gestalt and the MMPI-2.
10. Students will submit an MMPI-2 scored and interpreted report with selected supplementary scales; and a second with all current scales included.
11. Students will submit a scored and interpreted MCMI-III.
12. Students will submit a scored and interpreted MMPI-A and MACI.
13. Students will submit two interpreted TAT and one interpreted CAT reports.
14. Students will submit 2 interpreted projective drawings and two interpreted Incomplete Sentences protocols.
15. Students will present a complete test battery with accompanying integrated report that includes the Bender-Motor Gestalt, an MMPI-2 or MCMI-III, TAT and clinical interview.
16. Students will present a completed and interpreted Strong Interest Inventory
17. Students will presented a case study using vocational data along with intellectual and personality assessment data.
18. Students will present at least two videos of a 20 minute role play of a psychotherapy intake/assessment session to be reviewed and evaluated.
19. Students will present a video of administering the Folstein Mini Mental Status Exam.
20. Students will present a 1-hour training to on a topic within the supervision/consultation domain to be reviewed by peers and instructor.
21. Students will develop and present a 20-minute experiential “team building activity” based on current research in this area to peers and instructor.
22. Graduates will achieve passing scores on the relevant sections of the Examination for Professional Practice in Psychology.

2B. Students will successfully complete a minimum of nine semester hours of approved graded and sequential practicum training that includes 800 hours of on-site activity, 200 hours of direct client contact and 125 hours of direct supervision. Students are encouraged to exceed these minima and to verify with various internship sites on interest regarding their requirements.

Competencies Linked to Objective 2B (see also Objective 2C):

- Students will demonstrate basic listening, attending, reflecting skills.
- Students will demonstrate the capacity to foster and maintain a working/therapeutic alliance.
- Students will demonstrate the capacity for case conceptualization, treatment planning and intervention accompanied by the awareness of cultural issues and values pertinent to both client and practitioner.
- Students will demonstrate the capacity to deal effectively with a range of treatment processes that includes dependency, resistance, transference/counter transference, power differentials, gender and sex-role biases, cultural variables, conflict, sexual attraction and intense affect.
- Students will demonstrate the capacity for self-reflection/analysis in dealing with treatment issues and client behaviors.
- Students will develop a tolerance for the ambiguity that often accompanies therapeutic change.
- Students will demonstrate the capacity for analysis of both the content and process of a
• Students will demonstrate the skills required for assessment and diagnosis of a range of concerns and presenting issues.
• Students will demonstrate awareness of and adherence to the Ethical Principles and Code of Conduct of Psychologists in the applied setting.
• Students will demonstrate an understanding of the primary duties to protect client confidentiality and the limits of that duty as regards risk of harm, and the duty to warn and protect.

How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 2B.

1. Students will achieve grades of “B” or better in all coursework relevant to Objective 2B.
2. Students will submit a series of scholarly papers, protocols and reports as required by the relevant course syllabi that receive grades of “B” or better.
3. Students will articulate in class room discussions an acceptable level of knowledge and understanding germane to Objective 2B as assessed by the relevant instructors and according to the course syllabus.
4. Students will receive an average rating of 4 on an ordinal scale from 1-7 on all six domains covered in the student practicum evaluation form completed by their clinical supervisors. (See Appendix ###, p. ###)
5. Student will complete an evaluation of each practicum site for every semester at that site. (See Appendix xx, p. xx.)
6. Students will maintain accurate logs of their practicum hours, supervision and related on-site activities. Students are encouraged to use the available Excel data sheet for this purpose. Available on-line at: http://www.appic.org/training/7_4_training_web_links.html#Practicum, and others

2C. Students will identify with a model of behavior, conduct and practice that is commensurate with professional psychology.

Competencies Linked to Objective 2C.

• Students will acquire the knowledge and demonstrate an understanding of the ethical and legal constraints that pertain to professional practice, teaching, consultation, supervision and research.
• Students will demonstrate an understanding of the role demeanor, attire and interpersonal communication plays in demonstrating professional attitudes and behavior.
How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 2C.

1. Students will successfully complete a sequence of course that includes professional ethics, supervision and consultation with a grade of B or better.
2. Students will attend the departmental colloquia that address ethical and professional issues.
3. Students will articulate in class room discussions an acceptable level of knowledge and understanding germane to Objective 2C as assessed by the relevant instructors and according to the course syllabus.
4. Students will receive an average rating of 4 or better on an ordinal scale from 1-7 from their practicum supervisors in the domains covering ethics, social justice and professional demeanor which include knowledge and skill relevant to the current APA Ethical Principles and Code of Conduct.
5. Students will receive satisfactory/minimal competency evaluations from their pre-doctoral internship supervisors. (See Objective 2D)

Objective 2D. Students will successfully complete a one-year APA-accredited pre-doctoral internship in psychology (or its equivalent as approved by the faculty).

Competencies Linked to Objective 2D.

- Student will demonstrate and understanding of the role and value of internship training in psychology.
- Students will develop the capacity to present themselves, their training and credentials in a professional manner both in writing and in person.
- Students will demonstrate the capacity for advanced psychological practice in the areas of assessment, diagnosis, treatment planning/intervention; and consultation/ supervision.
- Students will demonstrate the capacity for professional conduct and collegiality in an applied setting across a range of peer, staff and client interactions.

How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 2D.
1. Students will attend a departmental internship application workshop or its equivalent and submit their completed applications for review by the training director.
2. Students will successfully complete the APPIC application process and register for the NMS, submitting their rank order lists in a timely and correct manner.
3. Students will accept an appropriate and approved offer for pre-doctoral internship training either via the NMS matching service or one of the clearing houses available on-line/by phone.
4. Students will receive satisfactory mid-year and final evaluations from their internship training directors.
**Goal #3:** Students will develop the ability to conduct methodologically sound research and to evaluate research outcomes to increase our knowledge, understanding and treatment approaches to a range of concerns that encompass disordered behavior, problems in adjustment to life stressors and the promotion and enhancement of psychological well-being.

**Objective 3A.** Students will successfully complete a sequence of courses in research methodology, and design, psychometric theory; and techniques of data analysis.

**Objective 3B.** Students will demonstrate the ability to apply this knowledge in their own research and use it to inform their practice and teaching.

**Objective 3C.** Across the curriculum students will regularly read and critique relevant literature and evaluate its strengths and weaknesses both conceptual, methodological and applied grounds.

**Objective 3D.** Students will understand and follow the ethical guidelines for research involving human and/or animal subjects.

**Competencies Expected for Objectives 3A-3D:**

- Demonstrates understanding of the basic principles and limits of modern rational, empirical inquiry.
- Demonstrates an understanding of the scientific bases of measurement and psychometrics as applied both to clinical and research activities.
- Knowledge of and ability to use basic and advanced statistical procedures in conducting and evaluating research.
- Knowledge and understanding of basic research designs and the strengths and limitations of each.
- Development of critical thinking skills both to frame relevant questions and to evaluate existing research.
- Ability to select an appropriate research design and approach to data analysis appropriate for the questions being asked that may include quantitative, qualitative and/or mixed methods models.
- Understand and apply the Ethical Code regarding research subjects in psychology.
- Ability to interpret the findings of a research study and present them to an audience of peers and fellow scholars.

**How Outcomes are Measured and Minimum Thresholds for Achievement for Objectives 3A-3C:**

1. Students will achieve grades of “B” or better in all relevant coursework.
2. Students will submit a series of scholarly papers as required by the relevant course syllabi that receive grades of “B” or better.
3. Students will articulate in class room discussions an acceptable level of knowledge and understanding as assessed by the relevant instructors and according to the course syllabus.
4. First year students will submit a 3-5 page critical article review in the first week of their
initial semester in the program for review by the instructor of CPSYU 760, *Introduction to Counseling Psychology*. If significant writing and/or conceptual issues are present, the student will be required to take additional coursework in reading, analyzing and writing scientific publications upon faculty recommendation.

5. Students will participate in 90 clock-hours of approved, supervised research activity and submit appropriate, signed documentation.

6. Students will pass the relevant sections on the Comprehensive Doctoral Qualifying Examinations.

7. Students will receive an approved review of their IRB submission for doctoral research.

8. Students will develop and successfully present an independent research proposal.

9. Students will successfully complete and defend an independent research project and present it to the scholarly community.

10. Graduates will achieve passing scores on the relevant sections of the Examination for Professional Practice in Psychology.

**Goal #4**: Students will be trained to self-monitor their personal and professional development as psychologists in practice, teaching and research.

**Objective 4A:**

- Increasing self-knowledge and self-awareness.
- Awareness of the intersection of the personal and professional in psychological practice, teaching and research.
- Developing a “problem-solving” attitude towards issues of personal and professional development.

**Competencies Expected for Objective 4A:**

- Understands of the value and necessity of basic mindfulness, reflection upon action, knowledge of self-as-instrument and need for balance in one’s personal and professional life.
- Demonstrates knowledge and understanding of the impact of one’s attire, use of language, non-verbal communication and demeanor on clients and colleagues.
- Recognizes the need consider life-style choices and their potential impact on the self and potential professional services and activities.
- Recognizes the value of self-analysis and problem awareness and the value of engaging professional support to address them when appropriate.
- Recognizes the value of consultation to maintain adequate self-awareness, objectivity and engage in problem solving.

**How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 4A:**

1. Students will prepare a “Self-as-Instrument” paper as described in the Course Syllabus for CPSY 760 *Introduction to Counseling Psychology* which will be reviewed and written feedback provided by the instructor during the first semester.

2. The paper will presented to the first year cohort during the first semester.
3. Students will review and rewrite their papers in the second semester in CPSY 701 *Advanced Counseling Psychology Interventions* describing changes and development in their “self as instrument” across the first year of training.

4. Students will review and address their “self-as-instrument” in the practicum preparation seminar held early in spring semester of the first year.

5. The development of the “self-as-instrument” is reviewed and reflected upon in subsequent practicum didactics.

§The following goal (#5) is as of this writing, aspirational.

We do not yet systematically address the associated objectives and competencies. However these issues are addressed and become areas of focus in lectures, classroom discussion, departmental colloquia and student scholarly activity in the course noted below:

- Introduction to Counseling Psychology
- Advanced Counseling Psychology Techniques
- Assessment of Psychopathology
- Multicultural Psychology
- Professional & Ethical Issues in Counseling Psychology
- Applied Psychopharmacology
- Consultation & Supervision
- Practicum

At present a question addressing this goal is also typically included among the essay choices that may be written for the comprehensive doctoral qualifying examination.

**Goal #5:** Students will be trained to function in multidisciplinary contexts and which considers the role of social activism in professional psychology.

We hope to tie this goal, its objectives and competencies to specific measurable outcomes by the next self-study. The faculty has discussed, but not yet agreed on, the advisability of adding a course in *Health Psychology* to the required curriculum.

**Objectives 5A:**

Students will see themselves potentially as part of a health services provider team able to provide appropriate psychological services across a range of professional settings.

**Competencies Expected for Objective 5A:**

- Demonstrates an understanding of the roles and skill sets of a range of practitioners in the helping profession.
- Understands the potential contributions made by psychologists in a variety of health care and practice arenas.
- Demonstrates an understanding of the formal professional boundaries and appropriate communication and interactions between members of a multidisciplinary health care
team.

How Outcomes are Measured and Minimum Thresholds for Achievement Objectives 5A:
To be developed.

Objectives 5B:
Students perform their duties within a context of social and multicultural awareness.

Competencies Expected for Objective 5B:

- Demonstrates an understanding of the social, economic; historical and cultural forces that underlie majority-minority relations in the United States.
- Demonstrates knowledge and understanding of agencies for social justice and social change that may impact client/patient welfare.
- Demonstrates an understanding of the value and limitations of client/patient advocacy activities.

How Outcomes are Measured and Minimum Thresholds for Achievement Objectives 5B.
To be developed.
Appendix B

Substitution of Coursework From Master’s Degree
Doctoral Program Planning

Student Name: ___________________________  Date: _______________

Advisor: ________________________________

From the following list, check the courses you have taken at the Master's level in the following content areas.

<table>
<thead>
<tr>
<th>Psychological Foundations</th>
<th>Research Design and Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ History and Systems of Psychology</td>
<td>___ Research Design</td>
</tr>
<tr>
<td>___ Social Bases of Behavior</td>
<td>___ Descriptive Statistics</td>
</tr>
<tr>
<td>___ Biological Bases of Behavior</td>
<td>___ Inferential Statistics</td>
</tr>
<tr>
<td>___ Cognitive-Affective Bases of Behavior</td>
<td>___ Regression Analysis</td>
</tr>
<tr>
<td>___ Individual Bases of Behavior</td>
<td>___ Multivariate Analysis</td>
</tr>
</tbody>
</table>

Provide the following information for each course checked. Use the back of this form if needed. You must also attach a copy of the course syllabus.

<table>
<thead>
<tr>
<th>College or University</th>
<th>Course No. and Title</th>
<th>Course Description</th>
<th>List Textbook and Readings</th>
</tr>
</thead>
</table>

(8/02)
Appendix C

DOCTORAL PROGRAM OF STUDY IN COUNSELING PSYCHOLOGY
(Fall, 2010 Admission)

Date:________________________
Updated On:__________________
_________________________
_________________________

Name:________________________
Student ID # (700 number):________

Date Admitted:_________________
Telephone: Home:_________________
Work:________________________
Mfx Email Address:________________

Home
Address:________________________

Work
Address:________________________

Undergraduate Degree:_________________(Institution) (Date of Degree)

Master's Degree:_________________(Institution) (Date of Degree)

Graduate Record Examination: Verbal:_______ Quantitative:_______

Doctoral Committee Approval Form:_________________(Date)

Committee Members:_________________(Chair)________________________

Comprehensive Examination Passed:_________________(Date)

Practica:

(Hrs.) (Date) (Location) (Site Supervisor) (Univ. Supervisor)

(Hrs.) (Date) (Location) (Site Supervisor) (Univ. Supervisor)

(Hrs.) (Date) (Location) (Site Supervisor) (Univ. Supervisor)

(Hrs.) (Date) (Location) (Site Supervisor) (Univ. Supervisor) (8/10)
Name: _________________________________

Ph.D. Program of Study Form Completed: __________________________ (Date)
(College of Human Resources & Education Form)

Admission To Candidacy Form: __________________________ (Date)
(Assission & Records Form)

Dissertation Proposal: __________________________ (Date) __________________________ (Title)

Approval of Prospectus Form: __________________________ (Date)
(Assission & Records Form)

Dissertation Defense: __________________________ (Date) __________________________ (Title)

Internship:

Date: __________________________ Name of Supervisor: __________________________

APA Approved Site: Yes:______ No:______
(Check One)

Name of Site: __________________________________________
Address: __________________________________________
### DATE AND GRADE OF COURSES COMPLETED

<table>
<thead>
<tr>
<th>Counseling Psychology Core:</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are all required 58 credit-hours</td>
<td>CPSY 701</td>
<td>Advanced Coun. Psych Interventions</td>
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</tr>
<tr>
<td>Theory/background: 31 credits</td>
<td>CPSY 709</td>
<td>Advanced Group Counseling</td>
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<tr>
<td>Practicum: 9 credits</td>
<td>CPSY 734</td>
<td>Multicultural Psychology</td>
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<tr>
<td>Colloquium: 6 credits</td>
<td>CPSY 760</td>
<td>Introduction to Counseling Psychology</td>
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<tr>
<td>Total: 58 credits</td>
<td>CPSY 764</td>
<td>Intellectual Assessment (4 hours)</td>
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<tr>
<td></td>
<td>CPSY 766</td>
<td>Vocational Theory &amp; Assessment</td>
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<tr>
<td></td>
<td>CPSY 769</td>
<td>Personality Assessment &amp; Interpretation</td>
<td></td>
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<tr>
<td></td>
<td>CPSY 780</td>
<td>Prof. &amp; Ethical Issues</td>
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<tr>
<td></td>
<td>CPSY 783</td>
<td>Consultation and Supervision Models</td>
<td></td>
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<tr>
<td></td>
<td>CPSY 770</td>
<td>Doctoral Practicum in Couns. Psych. Min. 9 semester hours/600 clock hours</td>
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<tr>
<td></td>
<td>CPSY 772</td>
<td>Pre-doctoral Internship—12 credit hours, 12 months(full-time)</td>
<td></td>
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<tr>
<td></td>
<td>CPSY 799</td>
<td>Colloquium/Pro-Seminar - 6 hours are required. 1 credit-hour each semester (fall &amp; spring) for first 3 yrs. of study.</td>
<td>Fall</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Psychological Foundations Core:</td>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
<td>2011</td>
</tr>
<tr>
<td>(At least one from each of the five areas below, with a minimum of 18 hours. Please check your handbook for appropriate courses. (18 credits)</td>
<td></td>
<td></td>
<td></td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>2. Biological Bases of Behavior</td>
<td>CPSY 750</td>
<td>Physiological Psychology</td>
<td></td>
<td>Fall</td>
<td>2012</td>
</tr>
<tr>
<td>4. Social Bases of Behavior</td>
<td>CPSY 735</td>
<td>Social Psychology</td>
<td></td>
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</tr>
<tr>
<td>5. Individual Bases of Behavior— [2 courses are required: CPSY 738, Life Span Psychology; &amp; CPSY 740, Assessment of Psychopathology]</td>
<td>CPSY 738</td>
<td>Life Span Psychology</td>
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<tr>
<td></td>
<td>CPSY 740</td>
<td>Assessment of Psychopathology</td>
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</table>
# DATE AND GRADE OF COURSES COMPLETED

<table>
<thead>
<tr>
<th>Research Design &amp; Statistics: Minimum of 31 credit-hours: 13 credits of statistics &amp; methodology + 18 credits of dissertation</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
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<tbody>
<tr>
<td>1-EDP 613 - Statistical Methods I</td>
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<tr>
<td>2-EDP 614 - Statistical Methods II</td>
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<td>3-EDP 611 – Measurement/Evaluation in Educational Psychology</td>
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<td>4-CPSY 782 – Research Methods &amp; Design</td>
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<td>5-CPSY 781 – Research Practicum in Counseling Psychology (1 cr)</td>
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<tr>
<td>6-CPSY 797 – Dissertation Research – 18 credits are required</td>
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<tr>
<th>Electives</th>
<th>Course No.</th>
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<th>Grade</th>
<th>Semester</th>
<th>Year</th>
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</table>
Name: _________________________________

**Colloquium/Pro-Seminar Attendance:** (You may only list colloquia/Pro-Seminars you actually attended).

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title of Colloquium/Pro-Seminar</th>
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Appendix D

This is a copy of the Guide to Doctoral Programs which can be found online at the Student Advising website, http://www.hre.wvu.edu/advising/forms.html.

College of Human Resources and Education

~ Guide to Doctoral Programs ~

This document describes policies and procedures common to all doctoral programs in the College of Human Resources and Education <http://www.hre.wvu.edu/advising/forms.html>. Individual programs may have additional requirements. Prospective doctoral students must contact the program in which they plan to enroll for specific information on policies, procedures, and degree requirements.

DOCUMENTS TO BE SUBMITTED FOR ADMISSION

The prospective student shall submit the following documents to the West Virginia University Office of Admissions and Records <http://www.arc.wvu.edu/admissions>:

☐ Graduate application <http://www.arc.wvu.edu/admissions/applications.html> for program of interest within the College of Human Resources and Education accompanied by a non-refundable special service fee payable to WVU.

☐ All college transcripts, graduate and undergraduate.

☐ Miller Analogies Test and/or Graduate Record Examination <http://www.hre.wvu.edu/advising/forms.html> scores taken within the four years prior to the date of application. The TOEFL examination <http://www.toefl.org> is required of all applicants from countries where the native language is not English. (Students who have completed a recent baccalaureate degree in the United States need not submit TOEFL scores.)

In addition, the prospective student may be required to submit other documents to the program for which admission is desired, such as letters of recommendation and a statement of professional experience and career aspirations.

ADMISSION REQUIREMENTS

Students seeking a doctoral degree from the College of Human Resources and Education must meet minimum standards for admission to graduate study set by the University Graduate Council and all criteria for regular admission to the program of their choice. Faculty members in each specific graduate program will decide who is to be admitted to undertake doctoral study under their supervision. Prospective doctoral students must contact the program <http://www.hre.wvu.edu/advising/forms.html> in which they plan to enroll for information on specific admission policies, procedures, and requirements.
Candidates for admission to doctoral programs in the College of Human Resources and Education must meet the minimum standards for admission to graduate study at WVU. In order to be considered for admission as a regular doctoral student, the student must possess an accredited baccalaureate degree from a college or university, have at least a grade-point average of 2.75 on a 4.0 scale, have met all the criteria established by the degree program, and be under no requirements to make up deficiencies. Applicants from countries where the native language is not English [http://www.arc.wvu.edu/admissions/international_main.html] must attain a score of 550 on the paper-based Test of English as a Foreign Language (TOEFL), or 213 on the computer-based TOEFL.

Applicants are advised that doctoral programs in the College of Human Resources and Education commonly set admission requirements that exceed the minimum admission standards of the University.

Students may be admitted to a doctoral program under two classifications: regular or provisional. Regular admission implies that the student can proceed toward the completion of a degree in accordance with college and program procedures. Provisional admission is granted when the student has incomplete credentials, has deficiencies to make up, or has earned an undergraduate scholastic record, which shows promise, but with less than the grade point average required for regular admission. The letter of provisional admission shall specify the conditions to be satisfied, with a time limit. Students will be reclassified as regular doctoral students only if the conditions specified in the letter of provisional admission have been satisfied within the specified time limit. Final determination of status will be made at the time the student has completed the provisional contingencies as stated in the original letter of admission. For additional information about classification and reclassification of provisional students, see the current West Virginia University Graduate Catalog [http://www.wvu.edu/~graduate].

Students who do not meet these requirements may be permitted to enroll as non-degree students. This will provide an opportunity for them to demonstrate their ability to perform graduate work. After demonstrating this ability, non-degree students may be considered for admission. If the student is later admitted to a degree program, the faculty of that program will decide if any credit earned as a non-degree student may be applied to the degree. Under no circumstances may more than 12 hours of credit earned as a non-degree student apply toward a doctoral degree.

DOCTORAL COMMITTEE

The student who is admitted to a doctoral program shall be assigned a temporary advisor. The temporary advisor must be a member of the graduate faculty from the major program area and must be willing to accept the advising assignment. The role of the temporary advisor is to assist the student in selecting an initial program of study that will include no more than the first 18 hours of formal doctoral coursework. Before the student has completed 18 hours of doctoral coursework, the student must select a permanent major advisor and a doctoral committee. The temporary advisor and/or the permanent major advisor shall assist the student in the selection of the student’s doctoral committee, which must meet the following minimum standards:

- The doctoral committee must be composed of a minimum of five members, of which three must be regular members of the graduate faculty.
- The student’s major advisor (chair) must be from the major program area and must be a regular member of the graduate faculty.
The student's program of study must satisfy the following requirements and should be listed on the *Doctoral Program of Study* form [http://www.hre.wvu.edu/advising/forms.html](http://www.hre.wvu.edu/advising/forms.html).

1. Major area  
2. Minor area(s)  
3. College Core  
4. Hours of coursework  
5. Comprehensive examinations  
6. Residency

Courses, fieldwork, independent study, practica, and other educational experiences may be used to satisfy these requirements.

A more detailed explanation of the program for doctoral studies in the College of Human Resources and Education is provided below.

**Program for Doctoral Studies**

**Major Area.** The major area of study requires a minimum of 24 hours (exclusive of dissertation) beyond the bachelor's degree. A minimum of 18 hours (exclusive of dissertation) in the major must be taken after admission into a WVU doctoral program.

**Minor Area.** The minor area of study requires a minimum of 18 hours beyond the bachelor's degree.

**Core.** The HR&E core requirements are designed to provide a base for an advanced level of competencies in the research, social, and psychological foundations areas.

**Hours of Coursework.** A minimum of 72 hours is required beyond the baccalaureate degree plus dissertation, or a minimum of 42 hours beyond the master's degree plus dissertation. A minimum of 33 hours (of these 42 hours beyond the master's) must be taken at WVU. Beyond the master's degree, no more than 6 hours at the 500-level may be counted toward the doctoral degree. A minimum GPA of 3.25 is required of all coursework beyond the master's degree, excluding dissertation credit.

**Residency Requirements.** Residency requires two consecutive semesters of at least 9 hours of WVU course work per term after being admitted to a doctoral program. The two consecutive semesters may be Fall-Spring, Spring-Fall, Spring-Summer, or Summer-Fall. Courses taken for non-degree credit will not count for graduate residence. However, it is also recognized that experiences of equal value may be obtained in situations other than those available on a university campus. Therefore, an individual's program of study may include an alternative residency program [http://www.wvu.edu/graduate](http://www.wvu.edu/graduate) (page 36) if the individual's doctoral committee and the Academic Affairs Committee of the College of Human Resources and Education give the alternative program prior approval.

**COMPREHENSIVE EXAMINATIONS**

Comprehensive examinations (major, minor and core) are sometimes called "comprehensives," "competencies," "prelims," or "qualifying exams." These examinations should occur when
coursework has been completed or substantially completed and are intended to provide a rigorous comprehensive assessment of the student's achievement and professional potential. The nature of the examinations must be specified in the program of study and must include written products covering the major, minor, and college core areas. The written components may be followed by an oral examination.

ADMISSION TO CANDIDACY

A student is officially admitted to candidacy for the Ed.D. or Ph.D. by satisfactorily passing the comprehensive examinations in the major and minor areas of study and submitting the completed Admission To Candidacy form [http://www.hre.wvu.edu/advising/forms.html](http://www.hre.wvu.edu/advising/forms.html) to the Center for Student Advising and Records. Doctoral candidates are allowed a period of no more than five years beyond the date of Admission to Candidacy to complete the remaining degree requirements. In the event a student fails to complete the doctorate within five years after the date of Admission to Candidacy, an extension of time can be obtained only by repeating comprehensive examinations and meeting any other requirements specified by the student's committee, including the setting of deadlines by which all degree requirements must be completed.

After Admission to Candidacy, students are required to register for at least one credit hour each term (excluding summer) as a condition of their continued candidacy. Students who fail to maintain continuity of enrollment can be dropped from candidacy.

PROSPECTUS

The dissertation prospectus is the student's proposal concerning a means of investigating a research problem. It is the first step toward completion of the dissertation, which is an original contribution to one's field of study. The study may be basic or applied research; it may be experimental or non-experimental in its design. It is essential that the student be capable of defending the theoretical basis of a proposed study and the statements, analytical decisions, and analytical methods relevant to successful completion of a high quality dissertation. The prospectus meeting is for the examination of the proposed project in careful detail before the student begins any data collection, and the approved prospectus constitutes a contract for the dissertation research.

This prospectus should clearly indicate why the study is of value in extending our command of theory or practice. It should strive to make clear how the proposed study will depart from or add to present knowledge. The prospectus should make clear what is already known about the question(s) to be investigated and what doubtful points remain. The prospectus should include (1) an introduction, (2) statement of the problem, (3) statement of the theoretical or practical need for the study, (4) a critical review of literature supporting the study, (5) research questions and/or hypotheses, and (6) description of proposed research methods. The critical review of literature provides the rationale for the proposed research. It should not be merely a recounting of relevant studies; rather, it should reflect analysis and critical evaluation. The literature review should lead to the formation of research questions and/or hypotheses. The research methods section is a description of the research approach to be used to address the research questions and/or hypotheses. This section should include a thorough explanation of participants, design, procedure, and other relevant topics (e.g., instrumentation).
The doctoral committee’s acceptance of the dissertation prospectus must be documented by submitting the completed *Approval of Prospectus* form http://www.hre.wvu.edu/advising/forms.html to the Center for Student Advising and Records.

**DISSERTATION**

*Protection of Human Subjects*

In order to protect the human subjects of research, the College of Human Resources and Education recognizes and follows the review procedures and policies of the West Virginia University Institutional Review Board (IRB) for the Protection of Human Subjects. No faculty member, staff member, or student may begin research involving human subjects until written approval is received from either the college's Associate Dean for Research and Development (for Exemption review) or the IRB (for Expedited, Quorum reviews). Information about procedures and approval forms may be obtained from the Office of Sponsored Programs <http://www.wvu.edu/~osp/irb.html>, 886 Chestnut Ridge Road, Morgantown, WV 26505-6845 or in the HRE Dean’s Office and the Center for Student Advising and Records. The student must provide documentation of IRB approval to the committee chairperson and the Center for Student Advising and Records.

*Content*

The completed dissertation, in addition to the types of information included in the prospectus (revised as necessary), will include sections on results (analyses of data), discussion, and conclusions.

*Format*

Students are required to submit the dissertation in electronic format unless the Provost of West Virginia University grants an exception. In order to avoid technical difficulties that might delay completion of doctoral degree requirements, students are urged to review Electronic Thesis and Dissertation Procedures <http://www.wvu.edu/~thesis/> before they begin writing the dissertation.

**DISSERTATION DEFENSE**

The student must have a final oral defense. This oral examination will occur after the dissertation and all other degree requirements have been completed. The student’s doctoral committee will conduct the examination.

The student's committee chairperson must indicate in advance the time and place of the oral dissertation examination and must request a *Shuttle Sheet* on the appropriate form http://www.hre.wvu.edu/advising/forms.html from the Center for Student Advising and Records before the examination is scheduled. Notification of doctoral examinations must be received at least three weeks before the examination date. This lead time is required for public notice to the University community. Final oral dissertation examinations are open to the public.
No final oral examination is to be given without all committee members present (or by electronic means). If a committee member cannot attend the dissertation defense, permission of the student, the chair, and the Dean are required for approval of a substitute committee member to serve at the defense. The committee chairperson may not be replaced by a substitute. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. Both the original faculty member and the substitute faculty member must sign the permission request for a substitute. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

The Shuttle Sheet is received by the doctoral committee chairperson prior to the defense and is brought to the defense by the chairperson. At the conclusion of the defense, the chair will ask each committee member to respond to two questions:

1. Has the student passed the oral defense?

2. Will the committee member approve the dissertation and sign the Electronic Thesis/Dissertation (ETD) Signature Form at that time?

In accordance with his or her response to the first question, each committee member signs the Shuttle Sheet under the “Pass” heading or the “Fail” heading. If more than one member of the committee, regardless of the size of the committee, dissents from approving the dissertation, the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the Shuttle Sheet. However, the original committee member must sign the ETD Signature Form <http://www.libraries.wvu.edu/theses/submit-forms.html>.

The student is responsible for eliminating any deficiencies noted on the Shuttle Sheet attachment prior to graduation.

One electronic copy of the dissertation in approved computer-generated form must be submitted online to the WVU ETD archive and a completed ETD submission packet with original signatures and required fee(s) must be delivered to the Charles C. Wise Jr. Library not later than one week before the close of the period in which the degree is expected to be completed (one week before the end of the summer, by the last day of the final examination period at the end of the first semester, or one week before Commencement Day at the end of the second semester).

**RECORDS**

After approval, the following forms shall be filed in the HR&E Center for Student Advising and Records, and a copy of each shall be placed in the student’s departmental file. These forms can be found at [http://www.hre.wvu.edu/advising/forms.html](http://www.hre.wvu.edu/advising/forms.html).

- [Doctoral Committee Approval](#)
- [Request for Change in Doctoral Committee](#) (if applicable)
- [Program of Study](#)
- [Admission to Candidacy](#)
- [Approval of Prospectus](#)
- [Shuttle Sheet](#)
Appendix E – Practicum Application

Practicum Application

Name: ________________________________

Address: ________________________________  (Street)  (City)  (State)  (Zip)

Phone: ________________________________  (Home)  (Work)

E-Mail: ________________________________

I plan to apply for practicum the following semesters (check any or all that apply):

Are you currently employed or do you plan to be at any of these sites
Yes____  No____

If so, which ones. ___________________________________________

<table>
<thead>
<tr>
<th>Site Choices</th>
<th>Summer, 2011</th>
<th>Fall, 2011</th>
<th>Spring, 2012</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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Semester in which you took CPSY 701: __________
Grade: __________

Semester in which you took CPSY 769: __________
Grade: __________

Semester in which you took CPSY 780 (Ethics): __________
Grade: __________

Note: Practicum placement is done only one time each year and is completed by April 2. You should plan to remain at your summer or fall placement through Fall and Spring semesters, as most sites do not take doctoral students for only one semester. Unusual circumstances will be discussed individually.
Appendix F – Practicum Objectives

Overview:

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 correctional facilities.

Students must complete a minimum of 9 hours of CPSY 770 credit and 600 clock hours at the practicum sites, with at least 200 hours of client contact and at least 125 hours of formally scheduled supervision. Students must take at least two semesters of doctoral level practicum and may take more than three semesters of doctoral practicum. More hours of practicum are recommended since the number of hours required by some internship sites is as high or higher than 1000 hours of client contact. Students enrolled in CPSY 770 also are required to attend a weekly meeting taught by a member of the core faculty in which cases are discussed and various issues facing students are discussed.

Students may enroll in 1-3 credits of practicum. Each credit of practicum requires 66 clock hours and 22 hours of direct client contact. This translates to about 5-6 hours a week on site. Three credit hours of practicum requires a minimum of 200 clock hours and 66 client hours. This represents approximately 15 clock hours per week, with weekly on-site and departmental supervision. Some sites may have requirements that exceed these minimums.

Goals:

1. Demonstration of professional demeanor and behavior.
2. Adherence to APA ethical principles, site guidelines and policies, and statutes regulating professional practice.
3. Attendance at the site during the specific hours and at all scheduled supervision sessions and departmental practicum meetings.
4. Timely communication with practicum supervisors about client management problems.
5. Demonstration of an acceptable level of counseling and assessment related competencies.
6. Increased understanding of and commitment to professional and social responsibility, including issues of social justice, discrimination, and oppression.
7. Increased capability of conceptualize client problems and to do so in a way that includes a cultural analysis.
8. Increased awareness of the range of client variability along such dimensions such as age, gender, ethnic and racial background, religion, lifestyle, etc., and improved multicultural counseling competencies.
9. Increased understanding of one's own personality and how one's personality may impact others in professional interactions including cross-cultural experiences, issues, and difficulties.
Appendix G – Practicum Letter

Date

Site Supervisor
Site Name
Site Address

Dear Supervisor:

The purpose of this letter is to formalize the doctoral practicum placement for (Name of Student) for Summer and Fall, 2011.

All practicum placements for Counseling Psychology doctoral students are asked to provide:

(a) A minimum of 2 hours/week of formally scheduled supervision. One hour must be individual and the remaining hour can be provided by case conference or group supervision format.

(b) A review of at least 4 samples of session with clients either via tape, observation or co-therapy with a qualified supervisor.

(c) Completion of a final evaluation enclosed at the end of each semester. Please return it to the Counseling Psychology Department by August 5, 2011 for Summer and December 7, 2010 for Fall.

(d) Space, support services and equipment appropriate to the student’s activities.

Practicum placements vary from 15-20 hours per week for three credits; this should tally 66 clock hours of client contact and a minimum of 200 hours on-site for the semester. Specific responsibilities for practicum students include individual, couples and/or group counseling, assessment and/or consultation.

Two copies of this letter are enclosed, one for your records, and one to be signed and returned to me in the enclosed envelope.

Thank you for agreeing to provide practicum training for (Name of Student). Please let me know if questions or concerns arise during the semester (james.bartee@mail.wvu.edu; 304-293-2227)

Sincerely,

James W. Bartee, Ph.D.
Training Director, Counseling Psychology

__________________________
Signature of Practicum Site Supervisor/Coordinator

Date:_____________________
Appendix H – Practicum Agreement

Counseling Psychology
Doctoral Practicum Agreement Form

I have read the policies concerning doctoral practicum in the Student Handbook. In consideration of my being approved to enroll in practicum, I agree to:

A. Demonstrate professional and ethical behavior during the practicum, consistent with APA, Departmental, and agency ethical codes and standards.

B. Attend all scheduled supervision meetings.

C. Keep my practicum supervisor(s) informed of my progress with clients and any personal or professional problems and concerns.

D. Complete the practicum experiences in a way that demonstrates I have attained a specified level of competence in terms of counseling and assessment knowledge, skills, and attitudes. Such a level should be at least average or “what one might expect” from a student at the doctoral practicum level of training.

E. Abide by all stipulated practicum policies presented in the Student Handbook and specified by the site.

I have been informed and agree that failure to complete one or more of these stated items could result in a U in the practicum grade or in being asked to terminate practicum prior to the end of the semester. In the latter instance, I understand and agree that a U also can be given prior to the end of the semester.

Name_____________________

Signature_________________  

Date____________________
Appendix I – Practicum Logs

COUNSELING PSYCHOLOGY PRACTICUM
STUDENT EVALUATION
(Revised 5/2006)

Student: ________________________________________________

Supervisor: ________________________________________________

Supervisor’s Highest Degree: ______________________

Supervisor’s Licensure Status (Please list license and state): ______________________________

___________________________________________________________

Evaluation Period: __________________________________________

Please check the appropriate category that best reflects your status as the evaluator:

_____ Primary Clinical Supervisor

_____ Secondary Clinical Supervisor (group supervision, consults, case conferences, etc.)

_____ Other (please specify): __________________________________________

___________________________________________________________

Evaluation based on (please check all that are relevant):

_____ Individual Supervision

_____ Group Supervision

_____ Case Discussion (team or unit meetings, case conferences, etc.)

_____ Training Sessions

_____ Review of Tapes (Audio or Video)

_____ Observation of Sessions

_____ Co-Therapy of Cases

_____ Other (please specify): ________________________________________

___________________________________________________________
For each item, evaluate the student relative to students at the same level of training (e.g., all 2nd year doctoral practicum students). For any question that is not applicable or appropriate for a given practicum site, please indicate: NA. For any item in which there is not enough information to adequately evaluate the student, mark NI.

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1. Professional Responsibilities:

A. Ethics and Social Justice Issues


2. Shows application of these principles and guidelines.

3. Manifests knowledge of other statutes regulating professional practice.

4. Shows application of other statutes regulating professional practice.

5. Exhibits concern for client welfare.

6. Recognizes and demonstrates concern for issues of social justice, discrimination, and oppression.

Comments/Training Recommendations:

B. Professional Demeanor

1. Manifests professional identity, attire, behavior, etc.

2. Shows involvement in professional development activities.

Comments/Training Recommendations:
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**II. The Conceptualization Process:**

1. Focuses on specific behaviors and their consequences and implications.

2. Recognizes and pursues discrepancies and meaning of inconsistent information.

3. Includes a cultural analysis in case conceptualizations.

4. Uses relevant case data in planning both immediate and long-range goals.

5. Uses relevant case data in considering various strategies and their implications.


7. Is perceptive in evaluating the effects of own counseling techniques.

**Comments/Training Recommendations:**

---

**III. Sensitivity to Client Issues—deal effectively with clients:**

1. Dependency

2. Resistance

3. Transference

4. Cultural differences

5. Cultural and sex-role stereotypes

6. Conflicts between value systems of Client/therapist

7. Sexual attraction

8. Intense affect (e.g. anger, pain, depression/hurt)

**Comments/Training Recommendations:**
### IV. Sensitivity to Self as Therapist

1. Shows awareness of impact on Self on client
2. Shows awareness of one’s own ethnic culture and of one’s racial and cultural biases
3. Tolerant of ambiguity
4. Has ability to reflect upon and analyze the activities of the therapy hour.
5. Is willing to explore personal issues which impact the counseling process.
6. Is willing to look at one’s strengths.
7. Is willing to look at one’s weaknesses.
8. Can process experiences of discrimination, bias, and miscommunication in cross-cultural situations

Comments/Training Recommendations:

### V. The Counseling Process

A. Clinical Intervention Skills

1. Researches the referral prior to the first interview.
2. Keeps appointments on time.
3. Begins the interview smoothly.
4. Explains the nature and objectives of counseling when appropriate.
5. Explains the concepts of confidentiality and privacy to clients.
6. Is relaxed and comfortable in the interview.
7. Communicates interest in and acceptance of the client.
9. Recognizes and resists manipulation by the client.
10. Recognizes and addresses positive affect of the client.
11. Recognizes and addresses negative affect of the client.
12. Is spontaneous in the interview
13. Uses silence effectively in the interview.
15. Communicates own feelings in the counseling session when useful.
16. Recognizes and skillfully interprets the client’s covert messages.
17. Facilitates realistic goal-setting with client.
18. Encourages appropriate action-step planning with the client.
19. Employs judgment in the timing and use of different techniques and strategies.
20. Employs evidence-based practices and interventions which are consistent with client problems and diagnoses.
21. Initiates periodic evaluation of goals and action-steps during counseling.

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22. Terminates the interview smoothly.

23. Is able to demonstrate these skills across a broad range of client problems and in various cross cultural situations.

Comments/Training Recommendations:

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21. Initiates periodic evaluation of goals and action-steps during counseling.

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B. Diagnostic Skill/Use of Assessment

1. Is knowledgeable about and skilled in use of assessment procedures:
   a. career
   b. psychodiagnostic
   c. intake

2. Integrates assessment data with other knowledge of client.

3. Shows written and verbal organizational skills in reporting assessment findings.

4. Shows knowledge of formal diagnostic categories (DSM-IV-TR)

5. Is able to apply DSM-IV-TR schematic to specific clients.

6. Is able to use DSM-IV-TR schematic in culturally appropriate and sensitive ways.

Comments/Training Recommendations:
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<td>VI. General Supervision Comments: Trainee’s Contributions to Current Knowledge and Practices</td>
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<td>2. Accepts and uses constructive criticism to enhance self-development and counseling skills.</td>
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<td>4. Engages in open, comfortable and clear communication with peers and supervisors.</td>
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<td>5. Recognizes own competencies and skills and shares these with peers and supervisors.</td>
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<td>7. Completes case reports and records conscientiously and in a timely way.</td>
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<td>8. Keeps abreast of new literature and development in the field.</td>
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<td>9. Actively contributes knowledge and expertise in team meetings and case conferences.</td>
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Comments/Training Recommendations:
I have reviewed this evaluation with my supervisor.

Comments:

Student Signature

Date

Signature of Site Supervisor

Date
Appendix J – Practicum Student Evaluation Form

COUNSELING PSYCHOLOGY PRACTICUM
STUDENT EVALUATION
(Revised 5/2006)

Student: ____________________________________________

Supervisor: __________________________________________

Supervisor's Highest Degree: ________________

Supervisor’s Licensure Status (Please list license and state): ________________________________

______________________________________________________________________________

Evaluation Period: ________________________________

Please check the appropriate category that best reflects your status as the evaluator:

_____ Primary Clinical Supervisor

_____ Secondary Clinical Supervisor (group supervision, consults, case conferences, etc.)

_____ Other (please specify): _______________________________________________________

______________________________________________________________________________

Evaluation based on (please check all that are relevant):

_____ Individual Supervision

_____ Group Supervision

_____ Case Discussion (team or unit meetings, case conferences, etc.)

_____ Training Sessions

_____ Review of Tapes (Audio or Video)

_____ Observation of Sessions

_____ Co-Therapy of Cases

_____ Other (please specify): _______________________________________________________

______________________________________________________________________________
Explanation of the Rating Scale

Below is a sample of the rating scale used for this evaluation. Please mark the continuum at the appropriate place, based on the student’s stage of practicum training.

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If the practicum student is performing in such a way that he/she is doing “exactly what one might expect” for an individual at this stage of training, the appropriate position marked would be “On Par With Level of Training”. If exceptional behavior is noted, the “Significantly Above Average” category would be used. If deficits are noted, the “Significantly Below Average” category would be used. If students are somewhere in between these three categories please circle the number that best describes their performance. Indicate “NB” (No Basis) if you have insufficient information to make a rating. Indicate “NA” (Not Applicable) if you believe this category is not applicable.

Content of the Evaluation

The evaluation consists of a variety of items grouped into six major content categories. Each content category is comprised of selected behaviors the student would be expected to demonstrate as a result of achieving the following practicum objectives:

Counseling Psychology Practicum Objectives (from the APA Accreditation Handbook and the Multicultural Counseling Competencies in Education, Training, Research, Practice, and Organizational Change).

1. Increased understanding of and commitment to professional and social responsibility including issues of social justice, discrimination, and oppression.

2. Increased capability to conceptualize client problems and to do so in a way that includes a cultural analysis.

3. Increased awareness of the range of client variability along such dimensions such as age, gender, ethnic and racial background, religion, SES, sexual orientation ability and improved multicultural counseling competencies.

4. Increased understanding of one’s own personality and how one’s personality may impact others in professional interactions including cross-cultural experiences, issues, and difficulties.

5. Improved skills in clinical and interpersonal interactions including behavioral observation, interviewing, psychological testing, psychotherapy, counseling, and consultation across a broad range of cultural situations.

6. Increased ability to contribute to current knowledge and practice.

7. Increased knowledge and application of evidence-based practice and interventions.
For each item, evaluate the student relative to students at the same level of training (e.g., all 2nd year doctoral practicum students). For any question that is not applicable or appropriate for a given practicum site, please indicate: **NA**. For any item in which there is not enough information to adequately evaluate the student, mark **NI**.

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### 1. Professional Responsibilities:

#### A. Ethics and Social Justice Issues


2. Shows application of these principles and guidelines.

3. Manifests knowledge of other statutes regulating professional practice.

4. Shows application of other statutes regulating professional practice.

5. Exhibits concern for client welfare.

6. Recognizes and demonstrates concern for issues of social justice, discrimination, and oppression.

**Comments/Training Recommendations:**

#### B. Professional Demeanor

1. Manifests professional identity, attire, behavior, etc.

2. Shows involvement in professional development activities.
### II. The Conceptualization Process:

1. Focuses on specific behaviors and their consequences and implications.

2. Recognizes and pursues discrepancies and meaning of inconsistent information.

3. Includes a cultural analysis in case conceptualizations.

4. Uses relevant case data in planning both immediate and long-range goals.

5. Uses relevant case data in considering various strategies and their implications.


7. Is perceptive in evaluating the effects of own counseling techniques.

Comments/Training Recommendations:

### III. Sensitivity to Client Issues—deal effectively with clients:

1. Dependency

2. Resistance

3. Transference

4. Cultural differences

5. Cultural and sex-role stereotypes

6. Conflicts between value systems of Client/therapist

7. Sexual attraction

8. Intense affect (e.g. anger, pain, depression/hurt)

Comments/Training Recommendations:
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**IV. Sensitivity to Self as Therapist**

1. Shows awareness of impact on self on client
2. Shows awareness of one's own ethnic culture and of one's racial and cultural biases
3. Tolerant of ambiguity
4. Has ability to reflect upon and analyze the activities of the therapy hour.
5. Is willing to explore personal issues which impact the counseling process.
6. Is willing to look at one's strengths.
7. Is willing to look at one's weaknesses.
8. Can process experiences of discrimination, bias, and miscommunication in cross-cultural situations

Comments/Training Recommendations:

**V. The Counseling Process**

**A. Clinical Intervention Skills**

1. Researches the referral prior to the first interview.
2. Keeps appointments on time.
3. Begins the interview smoothly.
4. Explains the nature and objectives of counseling when appropriate.
5. Explains the concepts of confidentiality and privacy to clients.
6. Is relaxed and comfortable in the interview.
7. Communicates interest in and acceptance of the client.
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13. Uses silence effectively in the interview.
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18. Encourages appropriate action-step planning with the client.
19. Employs judgment in the timing and use of different techniques and strategies.
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22. Terminates the interview smoothly.

23. Is able to demonstrate these skills across a broad range of client problems and in various cross cultural situations.

Comments/Training Recommendations:

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B. Diagnostic Skill/Use of Assessment

1. Is knowledgeable about and skilled in use of assessment procedures:
   a. career
   b. psychodiagnostic
   c. intake

2. Integrates assessment data with other knowledge of client.

3. Shows written and verbal organizational skills in reporting assessment findings.

4. Shows knowledge of formal diagnostic categories (DSM-IV-TR)

5. Is able to apply DSM-IV-TR schematic to specific clients.

6. Is able to use DSM-IV-TR schematic in culturally appropriate and sensitive ways.

Comments/Training Recommendations:
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<td>9. Actively contributes knowledge and expertise in team meetings and case conferences.</td>
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I have reviewed this evaluation with my supervisor.

Comments:

_________________________________________  _______________________________________
Student Signature                              Signature of Site Supervisor

_________________________  _______________________
Date                                       Date
# Appendix K

## STUDENT EVALUATION OF PRACTICUM SITE

**DIRECTIONS:** Student completes this form at the end of the practicum. This should be turned in to the university supervisor as indicated by the university program.

Name: _____________________________ Site: _____________________________

Dates of Placement: ________________ Site Supervisor: _____________________________

Faculty Liaison: _____________________________

Rate the following questions about your site and experiences by the following:

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<th>Moderately Unsatisfactory</th>
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<td>Exposure to information about community resources</td>
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Rate all applicable experiences that you had at your site.

- Report writing
- Intake interviewing
- Administration and interpretation of tests
- Individual counseling
- Group counseling
- Family/couple counseling
- Psychoeducational activities
- Consultation
- Career counseling
- Other:

Overall evaluation of the site

**COMMENTS:** Include any suggestions for improvements in the experiences you have rated Moderately Unsatisfactory or Very Unsatisfactory.
Appendix L
Doctoral Committee Approval

This form should be completed prior to the end of the second year by May 15. The student must select a permanent major advisor (chair) and establish a doctoral committee. At this time the Doctoral Committee Approval form should be completed, signed and submitted to Char Allen, Center for Student Advising & Records, 710 Allen Hall.

In the past, some students have been waiting until the Proposal meeting to submit this form; it may then be determined that their committee is not appropriate and replacements and/or additions must be made after the proposal meeting has taken place. This will no longer be allowed. This is why it is very important to submit the Doctoral Committee Approval form shortly after the development of the committee and well in advance of the proposal meeting.

Doctoral Committee composition is described in the Guide to Doctoral Programs. We have also attached a sheet which Char Allen uses to check committee composition.

The Center for Student Advising & Records hopes to have this form on line soon at their website http://www.hre.wvu.edu/advising/forms/ - you may also contact the office staff in 502 Allen Hall for a copy of the form or to request an email attachment of it be sent to you.
College Checklist for Doctoral Committee Composition

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.
DOCTORAL COMMITTEE APPROVAL
West Virginia University
College of Human Resources and Education

Date: __________________________

To the Dean of the College of Human Resources and Education:

__________________________________________
Student ID Number

__________________________________________
Doctoral Student's Name

Email Address ________________________________________________

Mailing Address: Street________________________________________

City__________________________ State ____ Zip____________________

The above named student has been admitted to the doctoral program in ______ Counseling Psychology______ with a major concentration in the area of ______ Counseling Psychology______ and a minor in the area of ______ Psychological Foundations______.

The following members of the graduate faculty have agreed to serve as members of the doctoral committee:

<table>
<thead>
<tr>
<th>Typed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Member)</td>
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<tr>
<td>(Member)</td>
<td></td>
<td></td>
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<tr>
<td>(Outside Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Committee Chairperson)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPROVED:

| (Doctoral Student) |         |      |
|                   |           |      |
| (Department Chair) |         |      |
|                   |           |      |
| (Dean, College of Human Resources and Education) | |      |

Processed and meets requirements: ____________________________________________
REQUEST FOR CHANGE IN DOCTORAL COMMITTEE

The student, with the approval of the student’s major advisor, may initiate a change in committee membership. The member being replaced (if still available to serve), the student, the major advisor, the new committee member, and the Dean or Dean’s designee must agree to this change. After having been approved, a record of the new committee composition shall be filed in the Center for Student Advising and Records located in 710 Allen Hall.

The Center for Student Advising & Records hopes to have this form on line soon at their website http://www.hre.wvu.edu/advising/forms - you may also contact the office staff in 502 Allen Hall for a copy of the form or to request an email attachment of it be sent to you.
REQUEST FOR CHANGE IN DOCTORAL COMMITTEE
West Virginia University
College of Human Resources and Education

Name_________________________________________Student ID Number_____________________

Email Address ________________________________________________________________

Mailing Address: Street ____________________________________________________________________________
City __________________________ State ___________ Zip __________

Major__________ Counseling Psychology __________ Minor___________ Psychological Foundations

I am requesting the following change(s) in the membership of my doctoral committee:

Members to be removed: _____________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Members to be added: ______________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

_________________________ ___________________________ __________________________
Doctoral Student Signature Date

_________________________ ___________________________ __________________________
Doctoral Committee Chair Signature Date

_________________________ ___________________________ __________________________
Dean, Human Resources & Education Signature Date
Appendix M

HR&E Program of Study Form

This is not the department’s tracking form, "Doctoral Program of Study in Counseling Psychology" but must be completed in addition to it.

The Program of Study Form should be completed shortly after, or at the same time, of the submission of the Doctoral Committee Approval form. This form should be completed prior to the end of the second year by May 15. A copy of that form is attached and requirements for completion are described in Guide to Doctoral Programs.

Once the committee has been formed and approved by the Associate Dean, and the legal committee approves of the student's Program of Study, the student now proceeds to complete the required coursework set forth in their Program of Study.

The Center for Student Advising & Records hopes to have this form on line soon at their website http://www.hre.wvu.edu/advising/forms - you may also contact the office staff in 502 Allen Hall for a copy of the form or to request an email attachment of it be sent to you.
Appendix M
(This form MUST be typed)

INSTRUCTIONAL COPY

DOCTORAL PROGRAM OF STUDY
~
College of Human Resources and Education
~
West Virginia University

NAME________________________DATE________________

ID NUMBER____________________________________

MAJOR____________________________Counseling Psychology

MINOR____________________________N/A

MAILING ADDRESS:
Email Address__________________________
Street__________________________
City__________________________State__________________________Zip________
**Major Area**

<table>
<thead>
<tr>
<th>Institution (University)</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WVU</td>
<td>CPSY 701</td>
<td>Advanced Counseling Psychology Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 709</td>
<td>Adv. Group Counseling/Therapeutic Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 710</td>
<td>Cognitive-Affective Behavior (or approved substitute)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 734</td>
<td>Multicultural Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 735</td>
<td>Social Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 738</td>
<td>Life Span Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 740</td>
<td>Assessment of Psychopathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 745</td>
<td>History &amp; Systems of Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 750</td>
<td>Physiological Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 760</td>
<td>Introduction to Counseling Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 763</td>
<td>Adv. Theories of Counseling Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 764</td>
<td>Intellectual Assessment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 766</td>
<td>Vocational Theory/Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 769</td>
<td>Personality Testing &amp; Interpretation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 780</td>
<td>Professional &amp; Ethical Issues in Coun. Psych</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 782</td>
<td>Research Methods &amp; Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 783</td>
<td>Research Practicum in Counseling Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 783</td>
<td>Counseling Psychology Supervision Models</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 799</td>
<td>Doctoral Colloquium/Pro-Seminar</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>[STATS I/II or alternative data analysis]</td>
<td>type in the name of course you took here</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>[STATS II or alternative data analysis]</td>
<td>type in the name of course you took here</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>ED P 611</td>
<td>Measurement/Evaluation in Educational Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 770</td>
<td>Doctoral Practicum in Counseling Psychology - Minimum of 9 credit hours/600 clock hours. Must take at least two (2) semesters of practicum.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 772</td>
<td>Internship - Minimum of one full-time academic year. Credit hours are three (3) for each semester - normally fall, spring, summer. This may vary depending on the internship site.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 797</td>
<td>Dissertation Research</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates course(s) taken from Master's Degree. (CPSY students will not have any "Hours in Master's listed here.

Hours taken from Master's Degree* (for CPSY this is always 0)________________________ 0

Hours taken after admission to WVU Doctoral Program (minimum 18): _______________ 107
(dissertation hours may be listed, but are NOT part of total hours)

NOTE: Hours may vary from 80 if practicum hours were more than 9 credit hours.

Total hours in Major Program Area (minimum 24)
(not including dissertation hours):________________________ 89

Again, hours may vary from 62 if practicum hours were more than 9 credit hours.
*Add any CPSY elective courses taken under “Other Graduate Courses”.

**Major area comprehensive exams will be assessed by:** An eight (8) hour written comprehensive examination over a two-day period. Students are tested in the areas of practice issues (individual and group therapy – theory and technique, assessment and testing and supervision) and professional issues (ethics, supervision, research and statistics, and current issues in psychology).

### Minor Area

<table>
<thead>
<tr>
<th>Institution (University)</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester Hours</th>
</tr>
</thead>
</table>

The Counseling Psychology Ph.D. degree program does not have a minor area. All courses listed under “Major Area” are required.

*Indicates course(s) taken in Master’s Degree

---

Hours taken from Master’s Degree __________________________ 0

Total hours in Minor Area (minimum 18) _____________________ 0

**Minor area comprehensive will be assessed by:** N/A
**College Core Requirements**  
(research, social, and psychological foundations)

<table>
<thead>
<tr>
<th>Institution (University)</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester Hours</th>
</tr>
</thead>
</table>

*Just type the following statement here:*

Core requirement courses are the same as listed in the Major area on Page 2.

Total hours in the Core Area (which are not double listed): __________ 0

* Indicates course(s) taken in Master’s Degree

** Indicates course(s) double listed (listed here as well as in major or minor)

**Other Graduate Courses to be Counted Toward the Doctorate**  
(not included in the major, minor or core)

<table>
<thead>
<tr>
<th>Institution (University)</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester Hours</th>
</tr>
</thead>
</table>

*List master’s degree here – see example below:*

*WVU*  
M.A. Degree  
Completed 48 hrs. of graduate coursework to receive a M.A. degree in Counseling from West Virginia University on May 14, 2000.

If you took any courses at the master’s level that were beyond the number of hours required to graduate and were NOT required for your master’s degree – they could be listed here.

List courses taken that were NOT required for completion of degree at the doctoral level – for instance CPSY 755 - Applied Psychopharmacology, CPSY 790, Teaching Practicum, CPSY 791, Advanced Study, any of the COUN 693 one credit hour special topics courses could be listed here.

Total Hours of Other Graduate Courses __________ 48

* Indicates course(s) taken in Master’s Degree
TOTALS

1) Total hours in the **Major** (minimum of 24): *(Take figure from Pg. 2)* 89

2) Total hours in the **Minor** (minimum of 18): *(Take figure from Pg. 3)* 0

3) Total hours in the **Core** *(not double listed)*: *(For CPSY this is “0”)* 0

4) Total hours in other graduate courses to be counted toward the doctorate *(figure will vary from student to student depending on the number of credit hours in the master’s degree and whether student took any elective coursework)* 48

*(Take figure from Pg. 4 from “Other Graduate Courses”. This figure will vary from student to student depending on the number of credit hours in the master’s degree and whether student took any elective coursework.)*

5) Grand total hours beyond Bachelor's degree (minimum 72): *(not including dissertation - this will be the sum of lines 1, 2, 3 & 4)* 137

6) Total hours beyond Master's (minimum 42): *(This is the sum of Lines 1, 2 & 3)* 89

7) Total hours beyond Master's taken at WVU (minimum 33): *(This is the sum of Lines 1 & 2, however, if you transferred any coursework in from another institution or took coursework at a different institution, you need to subtract those hours from this total.)* 89

8) Grand total of hours beyond Bachelor's degree, **including** the dissertation: *(total of line 5 plus dissertation credit hours)* 155

---

**RESIDENCY REQUIREMENTS**

Residency requirements for the Ed.D. or Ph.D. will be or have been completed during the time period from (circle one term & indicate year) Spring, Summer, **Fall 2010** to (circle one term & year) Spring, Summer, **Fall 2011**

*Indicate when you were or will be on WVU's campus for two consecutive terms registered for nine hours in EACH term

<table>
<thead>
<tr>
<th>Typed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student)</td>
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<tr>
<td>(Committee Member)</td>
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<td>(Outside Committee Member)</td>
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</tr>
<tr>
<td>(Committee Chairperson)</td>
<td></td>
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<tr>
<td>(Department Chairperson)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Dean/Designee, College of Human Resources and Education)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix N

ADMISSION TO CANDIDACY FOR Ph.D.

This form is filed as soon as comprehensive exams have been successfully completed.

A student is officially admitted to candidacy for the Ph.D. by satisfactorily passing the comprehensive examinations in the major and minor areas of study and submitting the completed Admission To Candidacy form to the Center for Student Advising and Records located in 710 Allen Hall. Doctoral candidates are allowed a period of no more than five years beyond the date of Admission to Candidacy to complete the remaining degree requirements. In the event a student fails to complete the doctorate within five years after the date of Admission to Candidacy, an extension of time can be obtained only by repeating comprehensive examinations and meeting any other requirements specified by the student's committee, including the setting of deadlines by which all degree requirements must be completed.

After Admission to Candidacy, students are required to register for at least one credit hour each term (excluding summer) as a condition of their continued candidacy. Students who fail to maintain continuity of enrollment can be dropped from candidacy.

The Center for Student Advising & Records hopes to have this form online soon at their Website http://www.hre.wvu.edu/advising/forms - you may also contact the office staff in 502 Allen Hall for a copy of the form or to request an email attachment of it be sent to you.
ADMISSION TO DOCTORAL CANDIDACY

West Virginia University
College of Human Resources and Education

Date: __________________________

To the Dean of the College of Human Resources and Education:

__________________________Student ID Number__________________________

Doctoral Student’s Name

Email Address

Mailing Address: Street________________________
City________________________State______Zip________________________

The above named student, who is a matriculant for the Ed.D. or Ph.D. degree with a major concentration in the area of _______Counseling Psychology (Ph.D.)______ and a minor in the area of__________________________, has satisfactorily completed the admission to candidacy comprehensive examinations.

__________________________Date Approved__________________________

The Committee recommends that the matriculant be admitted to candidacy.

__________________________Committee Chairperson__________________________

__________________________Doctoral Student__________________________

__________________________Center for Student Advising & Records__________________________
Appendix O
Dissertation Plan

Student Name: __________________________________________

Dissertation topic/title: __________________________________

DISSEMINATION PLAN

During the _______Semester 20____ I plan to take _____ dissertation credits and accomplish the following on my dissertation:

Student: __________________________________________ Date: ______

Approved by Faculty/Dissertation Advisor: ___________________ Date: ______

During the _______Semester 20____ I accomplished the following on my dissertation:

Student: __________________________________________ Date: ______

Approved by Faculty/Dissertation Advisor: ___________________ Date: ______

Number of contacts: ____Face to face _____ email _____ Telephone____

Student evaluation of progress: 1 2 3 4 5
Poor------------------------ Excellent

Faculty evaluation of progress: 1 2 3 4 5
Poor------------------------ Excellent
Appendix P

Doctoral Approval of Prospectus

The dissertation prospectus is the student's proposal concerning a means of investigating a research problem. It is the first step toward completion of the dissertation, which is an original contribution to one's field of study. The study may be basic or applied research; it may be experimental or non-experimental in its design. It is essential that the student be capable of defending the theoretical basis of a proposed study and the statements, analytical decisions, and analytical methods relevant to successful completion of a high quality dissertation. The prospectus meeting is for the examination of the proposed project in careful detail before the student begins any data collection, and the approved prospectus constitutes a contract for the dissertation research.

This prospectus should clearly indicate why the study is of value in extending our command of theory or practice. It should strive to make clear how the proposed study will depart from or add to present knowledge. The prospectus should make clear what is already known about the question(s) to be investigated and what doubtful points remain. The prospectus should include (1) an introduction, (2) statement of the problem, (3) statement of the theoretical or practical need for the study, (4) a critical review of literature supporting the study, (5) research questions and/or hypotheses, and (6) description of proposed research methods. The critical review of literature provides the rationale for the proposed research. It should not be merely a recounting of relevant studies; rather, it should reflect analysis and critical evaluation. The literature review should lead to the formation of research questions and/or hypotheses. The research methods section is a description of the research approach to be used to address the research questions and/or hypotheses. This section should include a thorough explanation of participants, design, procedure, and other relevant topics (e.g., instrumentation).

The doctoral committee’s acceptance of the dissertation prospectus must be documented by submitting the completed Approval of Prospectus form to the Center for Student Advising and Records located in 710 Allen Hall.

The Center for Student Advising & Records hopes to have this form on line soon at their website http://www.hre.wvu.edu/advising/forms - you may also contact the office staff in 502 Allen Hall for a copy of the form or to request an email attachment of it be sent to you.
APPREVAL OF DOCTORAL DISSERTATION PROSPECTUS

West Virginia University
College of Human Resources and Education

Date: ______________________

To the Dean of the College of Human Resources and Education:

_________________________________________  Student ID Number

_________________________________________  Doctoral Student's Name

Email Address _______________________________________________________________________
Mailing Address:  Street _______________________________________________________________
City ____________________________ State _______ Zip ________________________________

The above named student, who is a matriculant for the Ed.D. or Ph.D. degree with a major
collection in the area of ____________________________ Counseling Psychology

and a minor in the area of ___________________________________________________________

has submitted the dissertation prospectus:

__________________________________________

__________________________________________

__________________________________________

Working Title

The Committee has approved the prospectus.

__________________________________________  (Committee Member)  (Date)

__________________________________________  (Committee Member)  (Date)

__________________________________________  (Committee Member)  (Date)

__________________________________________  (Outside Committee Member)  (Date)

__________________________________________  (Committee Chairperson)  (Date)

__________________________________________  Doctoral Student

__________________________________________  Center for Student Advising & Records
Appendix Q
DISSERTATION SHUTTLE SHEET

The student must have a final oral defense. This oral examination will occur after the dissertation and all other degree requirements have been completed. The student’s doctoral committee will conduct the examination.

The student’s committee chairperson must indicate in advance the time and place of the oral dissertation examination and must request a Shuttle Sheet on the appropriate form from the Center for Student Advising and Records before the examination is scheduled. The Center for Student Advising & Records hopes to have this form on line soon at their website http://www.hre.wvu.edu/advising/forms - you may also contact the office staff in 502 Allen Hall for a copy of the form or to request an email attachment of it be sent to you. Notification of doctoral examinations must be received at least THREE weeks before the examination date. This lead time is required for public notice to the University community. Final oral dissertation examinations are open to the public.

No final oral examination is to be given without all committee members present (or by electronic means). If a committee member cannot attend the dissertation defense, permission of the student, the chair, and the Dean are required for approval of a substitute committee member to serve at the defense. The committee chairperson may not be replaced by a substitute. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. Both the original faculty member and the substitute faculty member must sign the permission request for a substitute. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

The Shuttle Sheet is received by the doctoral committee chairperson prior to the defense and is brought to the defense by the chairperson. At the conclusion of the defense, the chair will ask each committee member to respond to two questions:

1. Has the student passed the oral defense?

2. Will the committee member approve the dissertation and sign the Electronic Thesis/Dissertation (ETD) Signature Form at that time?

In accordance with his or her response to the first question, each committee member signs the Shuttle Sheet under the “Pass” heading or the “Fail” heading. If more than one member of the committee, regardless of the size of the committee, dissents from approving the dissertation, the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the Shuttle Sheet. However, the original committee member must sign the ETD Signature Form <http://www.libraries.wvu.edu/theses/submit-forms.htm>.

The student is responsible for eliminating any deficiencies noted on the Shuttle Sheet attachment prior to graduation.

One electronic copy of the dissertation in approved computer-generated form must be submitted on-line to the WVU ETD archive and a completed ETD submission packet with original signatures and required fee(s) must be delivered to the Charles C. Wise Jr. Library not later than one week before the close of the period in which the degree is expected to be completed (one week before the end of the summer, by the last day of the final examination period at the end of the first semester, or one week before Commencement Day at the end of the second semester).
SHUTTLE SHEET REQUEST

West Virginia University

College of Human Resources and Education

To: Center for Student Advising and Records

Date: ____________________________

The following student is anticipating graduation at the end of this semester or summer session. Please check the record and send a shuttle sheet to ____________________________ if degree requirements can be met.

Student’s Name

The student’s committee below has previously been approved. All members have received draft copies of the thesis or dissertation, and scheduling of the final examination is requested below:

STUDENT NAME: ____________________________ STUDENT ID NUMBER: ____________________________
EMAIL ADDRESS: ____________________________ DEGREE: ____________________________
(e.g., Ed.D., Masters – identify)

AREA OF EMPHASIS: Counseling Psychology
Major Field ____________________________ Minor Field ____________________________

EXAMINATION DATE: ____________________________
TIME: ____________________________
PLACE-BLDG: ____________________________

PROGRAM: X Dissertation ___ Thesis ___ Recital ___ Problem Report ___ Course Work

TITLE OF DISSERTATION OR THESIS:
______________________________
______________________________
______________________________

COMMITTEE: (Names Typed) SIGNATURES OF AGREEMENT TO ABOVE
______________________________
______________________________
______________________________
______________________________

(Committee Chairperson)

(Deadline Chairperson)

NOTE: No doctoral examinations are to be given without five committee members present.

*STUDENT MUST COMPLETE FORM-APPLICATION FOR GRADUATION AND DIPLOMA
*STUDENT MUST BE REGISTERED IN THE SEMESTER HE/SHE IS TO GRADUATE
*PUBLICITY NOTIFICATION BY CENTER FOR STUDENT ADVISING AND RECORDS

information regarding electronic theses/dissertations, including required electronic submission approval form is available from the WVU Library website: http://www.wvu.edu/-thesis
Appendix R
Application for Graduation

West Virginia University

Application for Graduation from Doctoral Program

NAME AS YOU WISH IT TO APPEAR ON THE DIPLOMA:

FIRST

MIDDLE

LAST

700 NUMBER:

INTENDED DEGREE:

Major 1

Area of Emphasis/Certificate 1

Major 2

Area of Emphasis/Certificate 2

TERM OF INTENDED GRADUATION (CIRCLE ONE):

May

August

December

YEAR

MAILING ADDRESS (PLEASE NOTE THAT YOUR DIPLOMA WILL BE MAILED TO THIS ADDRESS):

STREET 1

STREET 2

CITY

STATE

ZIP

(PROCEED TO PAGE 2)
DATE IN WHICH QUALIFYING/COMPREHENSIVE EXAM(S) PASSED:

[ ] [ ] [ ]
Month Day Year

TERM OF ADMISSION TO CANDIDACY:

Spring Summer Fall

[ ] [ ] [ ]
YEAR

NAMES OF DISSERTATION COMMITTEE MEMBERS (WRITE ADDITIONAL NAMES IF MORE THAN FIVE):

Committee Chair

______________________________

Committee Member 2

______________________________

Committee Member 3

______________________________

Committee Member 4

______________________________

Committee Member 5

______________________________

DISSERTATION TITLE:

[ ] [ ] [ ] [ ] [ ]
[ ] [ ] [ ] [ ] [ ]
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______________________________
STUDENT SIGNATURE

______________________________
DATE
Appendix S

Student Progress Review

Student ___________________________    Date ____________

Advisor ___________________________    Semester ____________

Topics Reviewed

☐ Grades

☐ Course/Program Planning

☐ Research

☐ Professional Development

☐ Ethical Issue

☐ Dissertation

☐ Practicum

☐ Internship

☐ Other - Please Specify: ____________________________

Signatures

______________________________    Student

______________________________    Advisor
Appendix T
Campus Maps

Evansdale Campus
Appendix U

Competency Benchmarks
<table>
<thead>
<tr>
<th>Table 1</th>
<th>Competency Benchmarks Document</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>Professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.</td>
<td></td>
</tr>
</tbody>
</table>

### Developmental Level

| A. Integrity—Honesty, personal responsibility and adherence to professional values |
|---|---|---|
| Readiness for Practicum |
| Essential Component: |
| Understanding of professional values; honesty, personal responsibility |
| Behavioral Anchor: |
| ● Demonstrates honesty, even in difficult situations |
| ● Takes responsibility for own actions |
| ● Displays basic understanding of core professional values |
| ● Demonstrates ethical behavior & basic knowledge of APA Ethical Principles & Code of Conduct; see below: Foundational Competency: Ethical-legal standards-policy |
| Readiness for Internship |
| Essential Component: |
| Work as psychologist-in-training infused with adherence to professional values. Recognizes situations that challenge adherence to professional values |
| Behavioral Anchor: |
| ● Demonstrates knowledge of professional values |
| ● Demonstrates adherence to professional values |
| ● Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed. |
| ● Demonstrates ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/faculty as appropriate |
| Readiness for Entry to Practice |
| Essential Component: |
| Continually monitors and independently resolves situations that challenge professional values and integrity |
| Behavioral Anchor: |
| ● Articulates professional values |
| ● Takes independent action to correct situations that are in conflict with professional values |

| B. Deportment |
|---|---|---|
| Readiness for Practicum |
| Essential Component: |
| Understands how to conduct oneself in a professional manner |
| Behavioral Anchor: |
| ● Demonstrates appropriate personal hygiene and attire |
| ● Distinguishes between appropriate and inappropriate language and demeanor in professional contexts |
| Readiness for Internship |
| Essential Component: |
| Professionally appropriate communication and physical conduct, including attire, across different settings |
| Behavioral Anchor: |
| ● Demonstrates awareness of the impact behavior has on client, public and profession |
| ● Utilizes appropriate language and demeanor in professional communications |
| ● Demonstrates appropriate physical conduct, including attire, consistent with context |
| Readiness for Entry to Practice |
| Essential Component: |
| Consistently conducts self in a professional manner across and settings and situations |
| Behavioral Anchor: |
| ● Verbal and nonverbal communications are appropriate to the professional context including in challenging interactions |

| C. Accountability |
|---|---|---|
| Readiness for Practicum |
| Essential Component: |
| Accountable and reliable |
| Behavioral Anchor: |
| ● Turns in assignments in accordance with established deadlines |
| ● Demonstrates personal organization skills |
| ● Plans and organizes own workload |
| ● Aware of and follows policies and procedures of institution |
| Readiness for Internship |
| Essential Component: |
| Consistently reliable; consistently accepts responsibility for own actions |
| Behavioral Anchor: |
| ● Completes required case documentation promptly and accurately |
| ● Accepts responsibility for meeting deadlines |
| ● Available when “on-call” |
| ● Acknowledges errors |
| ● Utilizes supervision to strengthen effectiveness of practice |
| Readiness for Entry to Practice |
| Essential Component: |
| Independently accepts personal responsibility across settings and contexts |
| Behavioral Anchor: |
| ● Works to fulfill client-provider contract |
| ● Enhances productivity |
| ● Holds self accountable for and submits to external review of quality service provision |

| D. Concern for the welfare of others |
|---|---|---|
| Readiness for Practicum |
| Essential Component: |
| Awareness of the need to uphold and protect the welfare of others |
| Readiness for Internship |
| Essential Component: |
| Consistently acts to understand and safeguard the welfare of others |
| Readiness for Entry to Practice |
| Essential Component: |
| Independently acts to safeguard the welfare of others |

*Table continues*
Table 1 (continued)

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays initiative to help others</td>
<td>Regularly demonstrates compassion</td>
<td>Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment</td>
</tr>
<tr>
<td>Articulates importance of concepts of confidentiality, privacy, informed consent</td>
<td>Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds</td>
<td>Respectful of the beliefs and values of colleagues—even when inconsistent with personal beliefs and values</td>
</tr>
<tr>
<td>Demonstrates compassion</td>
<td>Determines when response to client needs takes precedence over personal needs</td>
<td>Acts to benefit the welfare of others, especially those in need</td>
</tr>
</tbody>
</table>

E. Professional Identity

<table>
<thead>
<tr>
<th>Readiness for Practicum Essential Component:</th>
<th>Readiness for Internship Essential Component:</th>
<th>Readiness for Entry to Practice Essential Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning understanding of self as professional, “thinking like a psychologist”</td>
<td>Emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development</td>
<td>Consolidation of professional identity as a psychologist; knowledgeable about issues central to the field; evidence of integration of science and practice</td>
</tr>
</tbody>
</table>

Behavioral Anchor:

| Has membership in professional organizations |
| Demonstrates knowledge of the program and profession (training model, core competencies) |
| Demonstrates knowledge about practicing within one’s competence |
| Understands that knowledge goes beyond formal training |

Behavioral Anchor:

| Attends colloquia, workshops, conferences |
| Consults literature relevant to client care |

Behavioral Anchor:

| Keeps up with advances in profession |
| Contributes to the development & advancement of the profession and colleagues |
| Demonstrates integration of science in professional practice |

Reflective Practice/Self-Assessment/Self-Care—Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

Developmental Level

A. Reflective Practice

<table>
<thead>
<tr>
<th>Readiness for Practicum Essential Component:</th>
<th>Readiness for Internship Essential Component:</th>
<th>Readiness for Entry to Practice Essential Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic mindfulness and self-awareness; basic reflectivity regarding professional practice (reflection-on-action);</td>
<td>Broadened self-awareness; self-monitoring; reflectivity regarding professional practice (reflection-on-action); use of resources to enhance reflectivity; elements of reflection-in-action;</td>
<td>Reflectivity in context of professional practice (reflection-in-action), reflection acted upon, self used as a therapeutic tool</td>
</tr>
</tbody>
</table>

Behavioral Anchor:

| Displays: |
| Problem solving skills, |
| Critical thinking |
| Organized reasoning |
| Intellectual curiosity and flexibility |

Behavioral Anchor:

| Articulates attitudes, values, and beliefs toward diverse others |
| Recognizes impact of self on others |
| Self-identifies multiple individual and cultural identities |
| Describes how others experience him/her and identifies roles one might play within a group |
| Responsively utilizes supervision to enhance reflectivity |
| Systematically and effectively reviews own professional performance via videotape or other technology with supervisors |
| Initial indicators of monitoring and adjusting professional performance in action as situation requires |

Demonstrates openness to:

| Considering own personal concerns & issues |
| Recognizing impact of self on others |
| Articulating attitudes, values, and beliefs toward diverse others |
| Self-identifying multiple individual and cultural identities |
| Systematically reviewing own professional performance with supervisors/teachers |

(table continues)

Table 1 (continued)

| Readiness for Practicum Essential Component: Knowledge of core competencies; emerging self-assessment re: competencies; Behavioral Anchor: • Demonstrates awareness of clinical competencies for professional training • Develops initial competency goals for early training (with input from faculty) | B. Self-Assessment Readiness for Internship Essential Component: Broadly accurate self-assessment of competence; consistent monitoring and evaluation of practice activities Behavioral Anchor: • Self-assessment comes close to congruence with assessment by peers and supervisors • Identifies areas requiring further professional growth • Writes a personal statement of professional goals • Identifies learning objectives for overall training plan • Systematically and effectively reviews own professional performance via videotape or other technology | Readiness for Entry to Practice Essential Component: Accurate self-assessment of competence in all competency domains; integration of self-assessment in practice; Behavioral Anchor: • Accurately identifies level of competence across all competency domains • Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning • Recognizes when new/improved competencies are required for effective practice |

C. Self-Care (attention to personal health and well-being to assure effective professional functioning)

| Readiness for Practicum Essential Component: Understanding of the importance of self-care in effective practice; knowledge of self-care methods; attention to self-care Behavioral Anchor: • Demonstrates basic awareness and attention to self-care | Readiness for Internship Essential Component: Monitoring of issues related to self-care with supervisor; understanding of the central role of self-care to effective practice Behavioral Anchor: • Works with supervisor to monitor issues related to self-care • Takes action recommended by supervisor for self-care to ensure effective training | Readiness for Entry to Practice Essential Component: Self-monitoring of issues related to self-care and prompt interventions when disruptions occur Behavioral Anchor: • Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors • Models self-care |

Scientific Knowledge and Methods -Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

Developmental Level

| Readiness for Practicum Essential Component: Critical scientific thinking Behavioral Anchor: • Aware of need for evidence to support assertions • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Presents own work for the scrutiny of others | Readiness for Internship Essential Component: Values and applies scientific methods to professional practice Behavioral Anchor: • Articulates, in supervision and case conference, support for issues derived from the literature • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic process and outcome • Performs scientific critique of literature | Readiness for Practice Essential Component: Independently applies scientific methods to practice Behavioral Anchor: • Independently accesses and applies scientific knowledge & skills appropriately and habitually to the solution of problems • Reads peer's own work for the scrutiny of others |

| Readiness for Practicum Essential Component: Understanding of psychology as a science Behavioral Anchor: • Demonstrates understanding of core scientific conceptualizations of human behavior | Readiness for Internship Essential Component: Knowledge of core science Behavioral Anchor: • Displays intermediate level knowledge of and respect for scientific bases of behavior | Readiness for Entry to Practice Essential Component: Knowledge of core science Behavioral Anchor: • Demonstrates advanced level of knowledge of and respect for scientific knowledge of the bases for behaviors |

(table continues)
Table 1 (continued)

<table>
<thead>
<tr>
<th>C. Scientific Foundation of Professional Practice</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for Practicum</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Understanding the scientific foundation of professional practice</td>
<td>Knowledge, understanding, and application of the concept of evidence-based practice</td>
<td>Knowledge and understanding of scientific foundations independently applied to practice</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Understands the development of evidence based practice in psychology (EBP) as defined by APA</td>
<td>• Applies EBP concepts in case conceptualization, treatment planning, and interventions</td>
<td>• Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization</td>
</tr>
<tr>
<td>• Displays understanding of the scientific foundations of the functional competencies</td>
<td>• Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.</td>
<td>• Applies EBP concepts in practice</td>
</tr>
<tr>
<td>• Citizes scientific literature to support an argument</td>
<td>•</td>
<td>• Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.</td>
</tr>
<tr>
<td>• Evaluates scholarly literature on a practice-related topic</td>
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Relationships—Relate effectively and meaningfully with individuals, groups, and/or communities.

Developmental Level

### A. Interpersonal Relationships

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Essential Component:</th>
<th>Readiness for Internship</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</td>
<td>• Forms effective working alliance with clients</td>
<td>• Listens and is empathic with others</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td></td>
<td></td>
<td>• Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc</td>
</tr>
<tr>
<td>• Demonstrates skills verbally and non-verbally.</td>
<td>• Demonstrates respectful and collegial interactions with those who have different professional models or perspectives</td>
<td>• Demonstrates affect tolerance</td>
<td>• Tolerates and understands interpersonal conflict</td>
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<tr>
<td>• Receives feedback</td>
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<td>• Tolerates ambiguity and uncertainty</td>
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### B. Affective Skills

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<tr>
<th>Readiness for Practicum</th>
<th>Essential Component:</th>
<th>Readiness for Internship</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective skills</td>
<td>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</td>
<td>• Works collaboratively</td>
<td>• Demonstrates affect tolerance</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td></td>
<td></td>
<td>• Demonstrates active problem-solving</td>
</tr>
<tr>
<td>• Demonstrates affect tolerance</td>
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<td></td>
<td>• Makes appropriate disclosures regarding problematic interpersonal situations</td>
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<tr>
<td>• Tolerates and understands interpersonal conflict</td>
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<td></td>
<td>• Seeks clarification in challenging interpersonal communications</td>
</tr>
<tr>
<td>• Tolerates ambiguity and uncertainty</td>
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<td></td>
<td>• Demonstrates understanding of diverse viewpoints in challenging interactions</td>
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</tbody>
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(table continues)
### Table 1 (continued)

- Demonstrates awareness of inner emotional experience
- Demonstrates emotional maturity
- Listens to and acknowledges feedback from others
- Acknowledges own role in difficult interactions
- Provides feedback to supervisor regarding supervisory process
- Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference
- Accepts and implements supervisory feedback nondefensively

#### C. Expressive Skills

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<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Clear and articulate expression</td>
<td>Effective component:</td>
</tr>
<tr>
<td>Expressive skills</td>
<td>Behavioral Anchor:</td>
<td>Essential component:</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Communicates clearly using verbal, nonverbal, and written skills</td>
<td>Demonstrates descriptive, understandable command of language, both written and verbal</td>
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<td></td>
<td>Demonstrates understanding of professional language</td>
<td>Communicates clearly and effectively with clients</td>
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Individual and Cultural Diversity-Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

**Developmental Level**

#### A. Self as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

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<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</td>
<td>Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</td>
</tr>
<tr>
<td>Knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards others</td>
<td>Behavioral Anchor:</td>
<td>Independently articulates, understands, and monitors own cultural identity in relation to work with others</td>
</tr>
<tr>
<td></td>
<td>Understands and monitors own cultural identities in relation to work with others</td>
<td>Regularly uses knowledge of self to monitor and improve effectiveness as a professional</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Uses knowledge of self to monitor effectiveness as a professional</td>
<td>Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues</td>
</tr>
<tr>
<td></td>
<td>Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues</td>
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</tbody>
</table>

#### B. Others as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Applies knowledge of others as cultural beings in assessment, treatment, and consultation of others</td>
<td>Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation</td>
</tr>
<tr>
<td>Knowledge, awareness, and understanding of others' cultural perspective</td>
<td>Behavioral Anchor:</td>
<td>Independently articulates, understands, and monitors cultural identity in work with others</td>
</tr>
<tr>
<td></td>
<td>Understands multiple cultural identities in work with others</td>
<td>Regularly uses knowledge of others to monitor and improve effectiveness as a professional</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Uses knowledge of others' cultural identity in work as a professional</td>
<td>Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues</td>
</tr>
<tr>
<td></td>
<td>Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others</td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
Table 1 (continued)

C. Interaction of self and others as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

| Readiness for Practicum Essential Component: Knowledge, awareness, and understanding of interactions between self and diverse others Behavior Anchor: ● Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals | Readiness for Internship Essential Component: Applies knowledge of the role of culture in interactions among individuals. | Readiness for Entry to Practice Essential Component: Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation Behavior Anchor: ● Independently articulates, understands, and monitors multiple cultural identities in interactions with others. ● Regularly uses knowledge of the role of culture in interactions to monitor and improve effectiveness as a professional. ● Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others |

D. Applications based on individual and cultural context

| Readiness for Practicum Essential Component: Basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) Behavior Anchor: ● Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflects this knowledge. ● Demonstrates understanding of the need to consider ICD issues in all aspects of professional psychology work through respectful interactions. | Readiness for Internship Essential Component: Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation. | Readiness for Entry to Practice Essential Component: Applies knowledge, skills, and attitudes regarding intersecting and complex dimensions of diversity for example, the relationship between one’s own dimensions of diversity and one’s own attitudes towards diverse others to professional work Behavior Anchor: ● Articulates an integrative conceptualization of diversity as it impacts clients, self and others (e.g., organizations, colleagues, systems of care). ● Habitually adapts one’s professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, that improves client outcomes and avoids harm. ● Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors. ● Seeks consultation regarding addressing individual and cultural diversity as needed. ● Uses culturally relevant best practices. |

Ethical Legal Standards and Policy - Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

Developmental Level

| Readiness for Practicum Essential Component: Basic knowledge of the principles of the APA Ethical Principles and Code of Conduct (ethical practice and basic skills in ethical decision making), beginning knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. | Readiness for Internship Essential Component: Intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/ professional codes, standards and guidelines; laws, statutes, rules, regulations | Readiness for Entry to Practice Essential Component: Routine command and application of the APA Ethical Principles and Code of Conduct and other relevant and other ethical, legal and professional standards and guidelines of the profession (table continues) |

### Table 1 (continued)

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays a basic understanding of this knowledge (e.g., APA, Ethics Code and principles, Ethical Decision Making Models)</td>
<td>Identifies ethical dilemmas effectively</td>
<td>Spontaneously and reliably identifies complex ethical &amp; legal issues, analyzes them accurately and proactively addresses them</td>
</tr>
<tr>
<td>Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, Confidentiality, Informed Consent)</td>
<td>Actively consults with supervisor to act upon ethical and legal aspects of practice</td>
<td>Aware of potential conflicts in complex ethical and legal issues and seeks to prevent problems and unprofessional conduct</td>
</tr>
<tr>
<td></td>
<td>Addresses ethical and legal aspects within the case conceptualization</td>
<td>Aware of the obligation to confront peers and or organizations regarding ethical problems or issues and to deal proactively with conflict when addressing professional behavior with others</td>
</tr>
<tr>
<td></td>
<td>Discusses ethical implications of professional work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes and discusses limits of own ethical and legal knowledge</td>
<td></td>
</tr>
</tbody>
</table>

#### B. Awareness and Application of Ethical Decision Making

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Demonstrates the importance of an ethical decision model applied to practice</td>
<td>Knows and applies an ethical decision-making model and is able to apply relevant elements of ethical decision making to a dilemma</td>
<td>Commitment to integration of ethics knowledge into professional work</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>Displays the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence)</td>
<td>Uses an ethical decision-making model when discussing cases in supervision</td>
<td>Applies applicable ethical principles and standards in professional writings and presentations</td>
</tr>
<tr>
<td>Identifies potential conflicts between personal belief systems, APA ethics code and legal issues in practice</td>
<td>Readily identifies ethical implications in cases and to understand the ethical elements in any present ethical dilemma or question</td>
<td>Applies applicable ethics concepts in research design and subject treatment</td>
</tr>
<tr>
<td></td>
<td>Discusses ethical dilemmas and decision making in supervision, staffings, presentations, practicum settings</td>
<td>Applied ethics and professional concepts in teaching and training activities</td>
</tr>
</tbody>
</table>

#### C. Ethical Conduct

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Ethical attitudes and values evident in conduct</td>
<td>Knowledge of own moral principles/ethical values integrated in professional conduct</td>
<td>Independently and consistently integrates ethical and legal standards with all foundational and functional competencies</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>Evidences desire to help others</td>
<td>Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues</td>
<td>Integrates an understanding of ethical-legal standards policy when performing all functional competencies</td>
</tr>
<tr>
<td>Demonstrates openness to new ideas</td>
<td>Demonstrates personal courage consistent with ethical values of psychologists</td>
<td>Demonstrates awareness that ethical-legal standards policy competence informs and is informed by all foundational competencies</td>
</tr>
<tr>
<td>Shows honesty/integrity/values ethical behavior</td>
<td>Displays a capacity for appropriate boundary management</td>
<td>Takes responsibility for continuing professional development</td>
</tr>
<tr>
<td>Demonstrates personal courage consistent with ethical values of psychologists</td>
<td>Implements ethical concepts into professional behavior</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary systems –Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. Developmental Level

#### A. Knowledge of the shared and distinctive contributions of other professions.

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Beginning, basic knowledge of the viewpoints and contributions of other professions/professionals</td>
<td>Awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals</td>
<td>Working knowledge of multiple and differing worldviews, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals</td>
</tr>
</tbody>
</table>

(table continues)

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Table 1 (continued)

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates knowledge, respect, and valuing of</td>
<td>• Reports observations of commonality and differences</td>
<td>• Demonstrates ability to articulate the role that</td>
</tr>
<tr>
<td>roles, functions and service delivery systems of</td>
<td>among professional roles, values,</td>
<td>others provide in service to</td>
</tr>
<tr>
<td>other professions</td>
<td>and standards</td>
<td>clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Displays ability to work successfully</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on interdisciplinary team</td>
</tr>
</tbody>
</table>

B. Functioning in multidisciplinary and interdisciplinary contexts

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Cooperation</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Demonstrates ability</td>
<td>• Demonstrates knowledge</td>
<td>• Demonstrates skill in</td>
</tr>
<tr>
<td>to cooperate with others in</td>
<td>of the nature of</td>
<td>interdisciplinary clinical</td>
</tr>
<tr>
<td>task completion</td>
<td>interdisciplinary function</td>
<td>settings in working with</td>
</tr>
<tr>
<td></td>
<td>and the skills that</td>
<td>other professionals to</td>
</tr>
<tr>
<td></td>
<td>support interdisciplinary</td>
<td>incorporate psychological</td>
</tr>
<tr>
<td></td>
<td>process.</td>
<td>information into overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>team planning and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>implementation</td>
</tr>
</tbody>
</table>

C. Understands how participation in interdisciplinary collaboration/consultation enhances outcomes

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Knowledge of how</td>
<td>Participates in and</td>
<td>Recognizes and engages in</td>
</tr>
<tr>
<td>participating in</td>
<td>initiates interdisciplinary</td>
<td>opportunities for effective</td>
</tr>
<tr>
<td>interdisciplinary</td>
<td>collaboration/consultation</td>
<td>collaboration with other</td>
</tr>
<tr>
<td>collaboration/</td>
<td>directed toward</td>
<td>professionals toward shared</td>
</tr>
<tr>
<td>consultation can be</td>
<td>shared goals</td>
<td>goals at an intermediate level</td>
</tr>
<tr>
<td>directed toward</td>
<td></td>
<td>of ability</td>
</tr>
<tr>
<td>shared goals</td>
<td></td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>• Systematically collaborates</td>
</tr>
<tr>
<td>• Demonstrates</td>
<td>• Consults with and</td>
<td>successfully with other</td>
</tr>
<tr>
<td>understanding of concept</td>
<td>cooperates with other</td>
<td>relevant partners</td>
</tr>
<tr>
<td></td>
<td>disciplines in service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of clients</td>
<td></td>
</tr>
</tbody>
</table>

D. Respectful and productive relationships with individuals from other professions

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Awareness of the</td>
<td>Develops and maintains</td>
<td>Develops and maintains</td>
</tr>
<tr>
<td>benefits of forming</td>
<td>collaborative</td>
<td>collaborative relationships</td>
</tr>
<tr>
<td>collaborative</td>
<td>relationships and respect</td>
<td>over time despite differences</td>
</tr>
<tr>
<td>relationships with</td>
<td>for other professionals</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>other professionals</td>
<td>Behavioral Anchor:</td>
<td>• Communicates effectively with</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>• Communicates</td>
<td>individuals from other</td>
</tr>
<tr>
<td>• Expresses interest</td>
<td>effectively with</td>
<td>professions</td>
</tr>
<tr>
<td>in developing</td>
<td>individuals from other</td>
<td>• Appreciates and integrates</td>
</tr>
<tr>
<td>collaborative</td>
<td>professions</td>
<td>perspectives from multiple</td>
</tr>
<tr>
<td>relationships and respect</td>
<td></td>
<td>professions</td>
</tr>
<tr>
<td>for other professionals</td>
<td>Behavioral Anchor:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicates effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with individuals from</td>
<td></td>
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<tr>
<td></td>
<td>other professions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appreciates and integrates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>perspectives from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>multiple professions</td>
<td></td>
</tr>
</tbody>
</table>

Functional Competencies
Assessment—Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

Developmental Level

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic knowledge of the</td>
<td>Selects assessment</td>
<td>Independently selects and</td>
</tr>
<tr>
<td>scientific, theoretical,</td>
<td>measures with attention</td>
<td>implements multiple methods</td>
</tr>
<tr>
<td>and contextual basis of</td>
<td>to issues of reliability</td>
<td>and means of evaluation in</td>
</tr>
<tr>
<td>test construction and</td>
<td>and validity</td>
<td>ways that are responsive</td>
</tr>
<tr>
<td>interviewing</td>
<td>Behavioral Anchor:</td>
<td>and respectful of diverse</td>
</tr>
<tr>
<td></td>
<td>• Independently</td>
<td>individuals, couples, families</td>
</tr>
<tr>
<td></td>
<td>selects and implements</td>
<td>and groups and context</td>
</tr>
<tr>
<td></td>
<td>multiple methods and</td>
<td>(table continues)</td>
</tr>
<tr>
<td></td>
<td>means of evaluation in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ways that are</td>
<td></td>
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<tr>
<td></td>
<td>responsive to and</td>
<td></td>
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<tr>
<td></td>
<td>respectful of diverse</td>
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<tr>
<td></td>
<td>individuals, couples,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>families and groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and context</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>・Demonstrates awareness of the benefits of standardized assessment</td>
<td>・Identifies appropriate assessment measures for cases seen at practice site</td>
<td>・Demonstrates awareness and competent use of culturally sensitive instruments, norms</td>
</tr>
<tr>
<td>・Demonstrates knowledge of the construct(s) being assessed</td>
<td>・Routinely consults with supervisor regarding selection of assessment measures</td>
<td>・Seeks consultation as needed to guide assessment</td>
</tr>
<tr>
<td>・Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction</td>
<td></td>
<td>・Demonstrates limitations of assessment data clearly reflected in assessment reports</td>
</tr>
</tbody>
</table>

B. Evaluation Methods

Readiness for Practicum
Essential Component:
Basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam

Behavioral Anchor:
・Accurately and consistently administers and scores various assessment tools in non-clinical (e.g., course) contexts
・Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini-mental status exam)

Readiness for Internship
Essential Component:
Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances

Behavioral Anchor:
・Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations
・Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams

Readiness for Entry to Practice
Essential Component:
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning

Behavioral Anchor:
・Accurately and consistently selects, administers, and scores and interprets assessment tools with clinical populations
・Selection of assessment tools reflects a flexible approach to answering the diagnostic questions
・Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate
・Interview and report leads to formulation of a diagnosis and the development of appropriate treatment plan

C. Application of Methods

Readiness for Practicum
Essential Component:
Knowledge of measurement across domains of functioning and practice settings

Behavioral Anchor:
・Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information
・Demonstrates awareness of need for selection of assessment measures appropriate to population/problem

Readiness for Internship
Essential Component:
Selects appropriate assessment measures to answer diagnostic question

Behavioral Anchor:
・Selects assessment tools that reflect awareness of patient population served at a given practice site
・Regularly selects and uses appropriate methods of evaluation
・Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)

Readiness for Entry to Practice
Essential Component:
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice

Behavioral Anchor:
・Independently selects assessment tools that reflect awareness of client population served at practice site
・Interprets assessment results accurately taking into account limitations of the evaluation method
・Provides meaningful, understandable and useful feedback that is responsive to client need

D. Diagnosis

Readiness for Practicum
Essential Component:
Basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity

Readiness for Internship
Essential Component:
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity

Readiness for Entry to Practice
Essential Component:
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity (table continues)
Table 1 (continued)

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies DSM criteria</td>
<td>Articulates relevant developmental features and clinical symptoms as applied to presenting question</td>
<td>Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem</td>
</tr>
<tr>
<td>Describes normal development consistent with broad area of training</td>
<td>Demonstrates ability to identify problem areas and to use concepts of differential diagnosis</td>
<td>Demonstrates awareness DSM and relation to ICD codes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regularly and independently identifies problem areas and makes a diagnosis</td>
</tr>
</tbody>
</table>

E. Conceptualization and Recommendations

Readiness for Practicum

Essential Component:

Basic knowledge of formulating diagnosis and case conceptualization

Behavorial Anchor:

- Demonstrates the ability to discuss diagnostic formulation and case conceptualization
- Prepares basic reports which articulate theoretical material

Behavioral Anchor:

- Presents cases and reports demonstrating how diagnosis is based on case material

Behavioral Anchor:

- Independently prepares reports based on
- Administers, scores and interprets test results
- Formulates case conceptualizations incorporating theory and case material

F. Communication of Findings

Readiness for Practicum

Essential Component:

Awareness of models of report writing and progress notes

Behavioral Anchor:

- Demonstrates this knowledge including content and organization of test reports, mental status examinations, interviews

Behavioral Anchor:

- Writes a basic psychological report
- Demonstrates ability to communicate basic findings verbally
- Reports reflect data that has been collected via interview

Behavioral Anchor:

- Effectively communicates results verbally
- Reports reflect data that has been collected via interview and its limitations

Intervention—Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

Developmental Level

<table>
<thead>
<tr>
<th>A. Knowledge of Interventions</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Knowledge of scientific, theoretical, empirical and contextual bases of intervention, including theory, research, and practice</td>
<td>Applies knowledge of evidence-based practice, including empirical bases of intervention strategies, clinical expertise, and client preferences</td>
</tr>
<tr>
<td>Basic knowledge of scientific, theoretical, and contextual bases of intervention and basic knowledge of the value of evidence-based practice and its role in scientific psychology</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>Articulates the relationship of EBP to the science of psychology</td>
<td>Demonstrates knowledge of interventions and explanations for their use based on EBP</td>
<td>Writes a case summary incorporating elements of evidence-based practice</td>
</tr>
<tr>
<td>Identifies basic strengths and weaknesses of intervention approaches for different problems and populations</td>
<td>Demonstrates the ability to select interventions for different problems and populations related to the practice setting</td>
<td>Presents rationale for intervention strategy that includes empirical support</td>
</tr>
<tr>
<td></td>
<td>Investigates existing literature related to problems and client issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writes a statement of one's own theoretical perspective regarding intervention strategies</td>
<td></td>
</tr>
</tbody>
</table>

(continued)
Table 1 (continued)

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>B. Intervention planning</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic understanding of the relationship between assessment and intervention</td>
<td>Formulates and conceptualizes cases and plan interventions utilizing at least one consistent theoretical orientation</td>
<td>Independent intervention planning, including conceptualization and intervention planning specific to case and context</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>● Articulates a basic understanding of how intervention choices are informed by assessment</td>
<td>● Articulates a theory of change and identifies interventions to implement change; as consistent with the AAPI</td>
<td>● Accurately assesses presenting issues taking in to account the larger life context, including diversity issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Conceptualizes case independently and accurately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Independently selects an intervention or range of interventions appropriate for the presenting issue(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>C. Skills</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic helping skills</td>
<td>Clinical skills</td>
<td>Clinical skills and judgment</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>● Demonstrates helping skills, such as empathic listening, framing problems</td>
<td>● Develops rapport with most clients, develops therapeutic relationships, demonstrates appropriate judgment about when to consult supervisor</td>
<td>● Develops rapport and relationships with wide variety of clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Effectively delivers intervention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>D. Intervention Implementation</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic knowledge of intervention strategies</td>
<td>Implements evidence-based interventions that take into account empirical support, clinical judgment, and client diversity (e.g., client characteristics, values, and context)</td>
<td>Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>● Articulates awareness of theoretical basis of intervention and some general strategies</td>
<td>● Applies specific evidence-based interventions</td>
<td>● Independently and effectively implements a typical range of intervention strategies appropriate to practice setting</td>
</tr>
<tr>
<td></td>
<td>● Presents case that documents application of evidence-based practice</td>
<td>● Independently recognizes and manages special circumstances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Terminates treatment successfully</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Collaborates effectively with other providers or systems of care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>E. Progress evaluation</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic knowledge of the assessment of intervention progress and outcome</td>
<td>Evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures</td>
<td>Evaluate treatment progress and modify treatment planning as indicated, even in the absence of established outcome measures</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>● Demonstrates basic knowledge of methods to examine intervention outcomes</td>
<td>● Assesses and documents treatment progress and outcomes</td>
<td>● Independently assesses treatment effectiveness &amp; efficiency</td>
</tr>
<tr>
<td></td>
<td>● Alters treatment plan accordingly</td>
<td>● Critically evaluates own performance in the treatment role</td>
</tr>
<tr>
<td></td>
<td>● Describes instances of lack progress and actions taken in response</td>
<td>● Seeks consultation when necessary (table continues)</td>
</tr>
</tbody>
</table>
Table 1 (continued)

Consultation-The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.

<table>
<thead>
<tr>
<th>Developmental Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for Practicum</td>
</tr>
<tr>
<td>Essential Component:</td>
</tr>
<tr>
<td>No expectation for pre-practicum level</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Articulates common and distinctive roles of consultant</td>
</tr>
<tr>
<td>• Compares contrast consultation, clinical and supervision roles</td>
</tr>
</tbody>
</table>

| Readiness for Practicum | B. Addressing Referral Question | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| No expectation for pre-practicum level | Readiness for Internship | Knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question |
| Behavioral Anchor: | Essential Component: | Behavioral Anchor: |
| • Implements systematic approach to data collection in a consultative role | • Articulates common and distinctive roles of consultant | • Demonstrates ability to gather information necessary to answer referral question |
| • Identifies sources and types of assessment tools | • Identifies sources and types of assessment tools | • Clarifies and refines referral question based on analysis/assessment of question |

| Readiness for Practicum | C. Communication of Findings | Readiness for Entry to Practice |
| Essential Component: | Essential component: | Essential Component: |
| No expectation for pre-practicum level | Identifies literature and knowledge about process of informing consultee of assessment findings | Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| • Identifies appropriate approaches and processes for providing written and verbal feedback and recommendation to consultee | • Identifies appropriate approaches and processes for providing written and verbal feedback and recommendation to consultee | • Prepares clear, useful consultation reports and recommendations to all appropriate parties |
| | | • Provides verbal feedback to consultee of results and offers appropriate recommendations |

| Readiness for Practicum | D. Application of Methods | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| No expectation for pre-practicum level | Identifies and acquires literature relevant to unique consultation methods (assessment & intervention) within systems, clients or settings | Applies literature to provide effective consultation services (assessment & intervention) in most routine and some complex cases |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| • Identifies appropriate interventions based on consultation assessment findings | • Identifies appropriate interventions based on consultation assessment findings | • Identifies and implements consultation interventions based on assessment findings |
| | | • Identifies and implements consultation interventions that meet consultee goals |

*(table continues)*
Table 1 (continued)

Research/Evaluation-Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

### Developmental Level

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>A. Scientific Approach to Knowledge Generation</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Readiness for Internship</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic scientific mindedness, critical thinking</td>
<td>Essential Component:</td>
<td>Generation of knowledge.</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Readiness for Internship</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>• Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities</td>
<td>Development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology</td>
<td></td>
</tr>
<tr>
<td>• Open to scrutiny of one's work by peers and faculty</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td></td>
<td>Behavioral Anchor:</td>
<td>• Demonstrates understanding of research methods and techniques of data analysis</td>
</tr>
<tr>
<td></td>
<td>• Discusses evidence based practices</td>
<td>• Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication</td>
</tr>
<tr>
<td></td>
<td>• Compiles and analyzes data on own clients (outcome measurement)</td>
<td>• Demonstrates being a critical consumer of research</td>
</tr>
<tr>
<td></td>
<td>• Participates in program evaluation</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td></td>
<td>Behavioral Anchor:</td>
<td>• Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research</td>
</tr>
<tr>
<td></td>
<td>• Evaluates the progress of own activities and uses this information to improve own effectiveness</td>
<td>• Uses methods appropriate to the research question, setting, and/or community</td>
</tr>
<tr>
<td></td>
<td>• Describes how outcomes are measured in each practice activity</td>
<td>• Consults and partners with community stakeholders when conducting research in diverse communities</td>
</tr>
</tbody>
</table>

### Developmental Level

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>A. Expectations and Roles</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Readiness for Internship</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Basic knowledge of expectations for supervision</td>
<td>Essential Component:</td>
<td>Understands complexity of the supervisor role including ethical, legal, and contextual issues</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>• Demonstrates knowledge of the process of supervision</td>
<td>• Identifies roles and responsibilities of the supervisor and supervisee in the supervision process</td>
<td></td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>• Articulates a philosophy or model of supervision and reflects on how this model is applied in practice, including integrated contextual, legal, and ethical perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>B. Processes and Procedures</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Readiness for Internship</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Knowledge of the</td>
<td>Essential Component:</td>
<td>Knowledge of procedures and practices of supervision</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Demonstrates basic knowledge of supervision models and practice</td>
<td>• Identifies goals and tasks of supervision related to developmental progression</td>
<td></td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>• Tracks progress achieving goals and setting new goals</td>
</tr>
<tr>
<td></td>
<td>Behavioral Anchor:</td>
<td>• Prepares supervision contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates knowledge of limits of competency to supervise (assesses metacompetency)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Constructs plans to deal with areas of limited competency</td>
</tr>
</tbody>
</table>

*table continues*
<table>
<thead>
<tr>
<th>Readiness for Practicum Essential Component:</th>
<th>Readiness for Internship Essential Component:</th>
<th>Readiness for Entry to Practice Essential Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills of communication and openness to feedback</td>
<td>Knowledge of the supervision literature and how clinicians develop to be skilled professionals</td>
<td>Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisors' relationships with their clients</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>- Completes self-assessment (e.g., Hatcher &amp; Lassiter, 2006)</td>
<td>- Successfully completes coursework on supervision</td>
<td>- Clearly articulates how to use supervisory relationships to leverage development of supervisees and their clients</td>
</tr>
<tr>
<td>- Integrates faculty/supervisor feedback into self-assessment</td>
<td>- Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational praxis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum Essential Component:</th>
<th>Readiness for Internship Essential Component:</th>
<th>Readiness for Entry to Practice Essential component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic knowledge of and sensitivity to issues related to individual and cultural differences (i.e., the APA definition) as they apply to the supervision process and relationships</td>
<td>Knowledge about the impact of diversity on all professional settings and supervision participants including self as defined by APA policy; beginning knowledge of personal contribution to therapy and to supervision</td>
<td>Understanding of other individuals and groups and intersection dimensions of diversity in the context of supervision practice, able to engage in reflection on the role of one's self on therapy and in supervision</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>- Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect that knowledge</td>
<td>- Demonstrates knowledge of ICD literature and APA guidelines in supervision practice</td>
<td>- Demonstrates integration of diversity and multiple identity aspects in conceptualization of supervision process with all participants (client(s), supervisee, supervisor)</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates awareness of role of oppression and privilege on supervision process</td>
<td>- Demonstrates adaptation of own professional behavior in a culturally sensitive manner as appropriate to the needs of the supervision context and all parties in it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Articulates and uses diversity appropriate repertoire of skills and techniques in supervisory process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifies impact of aspects of self in therapy and supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum Essential Component:</th>
<th>Readiness for Internship Essential Component:</th>
<th>Readiness for Entry to Practice Essential Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of need for straightforward, truthful, and respectful communication in supervisory relationship</td>
<td>Observation and participation in supervisory process (e.g., peer supervision)</td>
<td>Provides supervision independently to others in routine cases</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>- Demonstrates willingness to admit errors, accept feedback</td>
<td>- Reflects on supervision process, areas of strength and those needing improvement</td>
<td>- Provides supervision to less advanced trainees, peers or other service providers in typical cases appropriate to the service setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness for Practicum Essential Component:</th>
<th>Readiness for Internship Essential Component:</th>
<th>Readiness for Entry to Practice Essential Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of principles of ethical practice and basic skills in supervisory ethical decision making, knowledge of legal and regulatory issues in supervision</td>
<td>Knowledge of and compliance with ethical/professional codes, standards and guidelines; institutional policies; laws, statutes, rules, regulations, and case law relevant to the practice of psychology and its supervision</td>
<td>Command of and application of relevant ethical, legal, and professional standards and guidelines</td>
</tr>
</tbody>
</table>

| | | (table continues) |
Table 1 (continued)

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrates understanding of this knowledge (e.g., APA 2002 ethical principles)</td>
<td>● Behaves ethically</td>
<td>● Spontaneously and reliably identifies complex ethical and legal issues in supervision, and analyzes and proactively addresses them</td>
</tr>
<tr>
<td></td>
<td>● Recognizes ethical and legal issues in clinical practice and supervision</td>
<td>● Demonstrates awareness of potential conflicts in complex ethical and legal issues in supervision</td>
</tr>
</tbody>
</table>

Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

Developmental Level

A. Knowledge

| Readiness for Practicum Essential Component: Awareness of theories of learning and how they impact teaching Behavioral Anchor: ● Observes differences in teaching styles and need for response to different learning skills | Readiness for Internship Essential Component: Knowledge of didactic learning strategies and how to accommodate developmental and individual differences Behavioral Anchor: ● Demonstrates knowledge of one learning strategy ● Demonstrates clear communication skills | Readiness for Entry to Practice Essential Component: Knowledge of outcome assessment of teaching effectiveness Behavioral Anchor: ● Demonstrates knowledge of one technique of outcome assessment ● Demonstrates knowledge of methodological considerations in assessment of teaching effectiveness |

B. SKILLS

| Readiness for Practicum Essential Component: Knowledge of application of teaching methods Behavioral Anchor: ● Demonstrates example of application of teaching method ● Demonstrates ability to organize and present information related to a topic | Readiness for Internship Essential Component: Application of teaching methods in multiple settings Behavioral Anchor: ● Identifies and differentiates factors for implementing particular teaching methods ● Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context ● Introduces innovation/creativity into application of teaching method | Readiness for Entry to Practice Essential Component: Evaluation of effectiveness of learning/teaching strategies addressing key skill sets Behavioral Anchor: ● Demonstrates strategy to evaluate teaching effectiveness of targeted skill sets ● Articulates concepts to be taught and research/empirical support ● Utilizes evaluation strategy to assess learning objectives met ● Integrates feedback to modify future teaching strategies |

Management-administration -Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

Developmental Level

| Readiness for Practicum Essential Component: Awareness of roles of management in organizations Behavioral Anchor: ● Articulates understanding of management role in own organization(s) | Readiness for Internship Essential Component: Participates in management of direct delivery of professional services; responds appropriately in management hierarchy Behavioral Anchor: ● Responds appropriately to managers and subordinates ● Manages DDS under supervision, e.g., scheduling, billing, maintenance of records ● Identifies responsibilities, challenges, and processes of management | Readiness for Entry to Practice Essential Component: Manages direct delivery of professional services; awareness of basic principles of resource allocation and oversight Behavioral Anchor: ● Independently and regularly manages and evaluates own DDS, identifying opportunities for improvement. ● Recognizes role of and need for clerical and other staff, role of human resources (table continues) |

Table 1 (continued)

<table>
<thead>
<tr>
<th>B. Administration</th>
<th>C. Leadership</th>
<th>D. Evaluation of Management and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for Practicum</td>
<td>Readiness for Internship</td>
<td>Readiness for Entry to Practice</td>
</tr>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Awareness of the functions of policies and procedures, ability to comply with regulations</td>
<td>Knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</td>
<td>Awareness of principles of policy and procedures manual for OPA, awareness of basic business, financial and fiscal management issues;</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Completes assignments by due dates</td>
<td>• Articulates approved organizational policies and procedures</td>
<td>• Responds promptly to organizational demands</td>
</tr>
<tr>
<td>• Complies with relevant regulations</td>
<td>• Completes reports and other assignments promptly</td>
<td>• Participates in the development of policies</td>
</tr>
<tr>
<td>• Responds appropriately to direction provided by managers</td>
<td>• Completes with record-keeping guidelines</td>
<td>• Functions within budget</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates understanding of quality improvement (QI) procedures in direct delivery of services basic management of direct services, QI procedures</td>
<td>• Negotiates and collects fees, pays bills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses technological resources for information management;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies resources needed to develop a basic business plan</td>
</tr>
</tbody>
</table>

C. Leadership

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>No expectations for prepracticum level</td>
<td>Recognition of own role in creating policy, participation in system change, and management structure</td>
<td>Development of mission, goal-setting, implementing systems to accomplish goals and objectives; team-building and motivational skills</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Articulates agency mission and purpose and its connection to goals and objectives</td>
<td>• Implements procedures to accomplish goals and objectives</td>
<td>• Develops mission or purpose of DDS and/or OPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides others with face to face and written direction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates capacity to develop system for evaluating supervisors/staff/employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates appropriately to parties at all levels in the system</td>
</tr>
</tbody>
</table>

D. Evaluation of Management and Leadership

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Autonomous judgment of organization's management and leadership</td>
<td>Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of organization</td>
<td>Develops own plans for how best to manage and lead an organization</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Applies theories of effective management and leadership to form an evaluation of organization</td>
<td>• Identifies strengths and weaknesses of management and leadership or organization</td>
<td>• Articulates steps and actions to be effective manager or leader appropriate to the specifics of the organization</td>
</tr>
<tr>
<td></td>
<td>• Provides input appropriately, participates in organizational assessment</td>
<td></td>
</tr>
</tbody>
</table>

Advocacy—Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

Developmental Level

<table>
<thead>
<tr>
<th>A. Empowerment</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention</td>
<td>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</td>
<td>Intervenes with client to promote action on factors impacting development and functioning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
<th>Behavioral Anchor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Articulates social, political, economic or cultural factors that may impact on human development and functioning</td>
<td>* Identifies specific barriers to client improvement, e.g., lack of access to resources</td>
<td>* Promotes client self-advocacy</td>
</tr>
<tr>
<td>* Assists client in development of self-advocacy plans</td>
<td></td>
<td>* Assesses implementation and outcome of client's self-advocacy plans</td>
</tr>
</tbody>
</table>

**B. Systems Change**

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component:</td>
<td>Essential Component:</td>
<td>Essential Component:</td>
</tr>
<tr>
<td>Understanding the differences between individual and institutional level interventions and system’s level change</td>
<td>Promotes change to enhance the functioning of individuals</td>
<td>Promotes change at the level of institutions, community, or society</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>* Articulates role of therapist as change agent outside of direct patient contact</td>
<td>* Identifies target issues/ agencies most relevant to specific issue</td>
<td>* Develops alliances with relevant individuals and groups</td>
</tr>
<tr>
<td></td>
<td>* Formulates and engages in plan for action</td>
<td>* Engages with groups with differing viewpoints around issue to promote change</td>
</tr>
<tr>
<td></td>
<td>* Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client</td>
<td></td>
</tr>
</tbody>
</table>

*Behavioral Anchor:* The term refers to the specific behaviors and competencies that are expected of individuals in different stages of professional development. *Readiness for Practicum:* This indicates the level of readiness for practicing at a specific stage. *Essential Component:* These are the core competencies that are essential for success in the role. *Promotes:* Indicates the promotion of certain outcomes or behaviors. *Develops:* Indicates the development of specific skills or behaviors.