WEST VIRGINIA UNIVERSITY

College of Human Resources & Education
Department of Counseling, Rehabilitation Counseling & Counseling Psychology

Counseling Psychology
Ph.D. Doctoral Program

Student Handbook

(Revised August, 2009)
# Table of Contents

## Counseling Psychology Student Handbook

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy and Training Model</td>
<td>4</td>
</tr>
<tr>
<td>Program of Study</td>
<td>5</td>
</tr>
<tr>
<td>Required Courses</td>
<td>5</td>
</tr>
<tr>
<td>Suggested Electives</td>
<td>7</td>
</tr>
<tr>
<td>Course Planning</td>
<td>7</td>
</tr>
<tr>
<td>Suggested Sequence of Study for 2008 Cohort</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of Credit for Master's Courses</td>
<td>10</td>
</tr>
<tr>
<td>Incomplete Policy</td>
<td>10</td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>11</td>
</tr>
<tr>
<td><strong>Other Program Elements</strong></td>
<td></td>
</tr>
<tr>
<td>Funding and Financial Aid</td>
<td>11</td>
</tr>
<tr>
<td>Student Files</td>
<td>11</td>
</tr>
<tr>
<td>Tracking System</td>
<td>11</td>
</tr>
<tr>
<td>Collaborative Research</td>
<td>12</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>12</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>12</td>
</tr>
<tr>
<td>Doctoral Colloquia</td>
<td>12</td>
</tr>
<tr>
<td>Policy on Employment</td>
<td>12</td>
</tr>
<tr>
<td><strong>Practicum Training</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>12</td>
</tr>
<tr>
<td>Practicum Policies</td>
<td>13</td>
</tr>
<tr>
<td>Eligibility</td>
<td>14</td>
</tr>
<tr>
<td>Application</td>
<td>14</td>
</tr>
<tr>
<td>Attendance</td>
<td>14</td>
</tr>
<tr>
<td>Liability Insurance Coverage</td>
<td>14</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>14</td>
</tr>
</tbody>
</table>
Table of Contents Continued

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>15</td>
</tr>
<tr>
<td>Evaluation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Doctoral Committee</strong></td>
<td></td>
</tr>
<tr>
<td>Documentation and Doctoral Candidacy</td>
<td>15</td>
</tr>
<tr>
<td><strong>Comprehensive Examinations</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>15</td>
</tr>
<tr>
<td>Eligibility and Application</td>
<td>15</td>
</tr>
<tr>
<td>Schedule of Administration</td>
<td>16</td>
</tr>
<tr>
<td>Examination Content and Procedures</td>
<td>16</td>
</tr>
<tr>
<td>Sample Essay Questions</td>
<td>16</td>
</tr>
<tr>
<td>Scoring</td>
<td>17</td>
</tr>
<tr>
<td>Remediation &amp; Reexamination</td>
<td>17</td>
</tr>
<tr>
<td>Comprehensive Exams and Degree Time Limits</td>
<td>17</td>
</tr>
<tr>
<td>Doctoral Admission to Candidacy</td>
<td>18</td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>18</td>
</tr>
<tr>
<td>Scheduling of Proposal &amp; Defense Meetings</td>
<td>18</td>
</tr>
<tr>
<td>Refreshments</td>
<td>18</td>
</tr>
<tr>
<td>Procedures</td>
<td>18</td>
</tr>
<tr>
<td>The Prospectus</td>
<td>19</td>
</tr>
<tr>
<td>The Defense</td>
<td>19</td>
</tr>
<tr>
<td>The Document</td>
<td>20</td>
</tr>
<tr>
<td>WVU Electronic Dissertation Initiative</td>
<td>20</td>
</tr>
<tr>
<td>Typical Structure of a 5-Chapter Dissertation</td>
<td>20</td>
</tr>
<tr>
<td>Publication</td>
<td>20</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>21</td>
</tr>
<tr>
<td>Eligibility</td>
<td>21</td>
</tr>
<tr>
<td>Policies</td>
<td>21</td>
</tr>
<tr>
<td><strong>Due Process</strong></td>
<td></td>
</tr>
<tr>
<td>Rationale</td>
<td>22</td>
</tr>
<tr>
<td>Guidelines for Due Process</td>
<td>22</td>
</tr>
</tbody>
</table>
# Table of Contents Continued

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Evaluation of Student Competence</td>
<td>23</td>
</tr>
<tr>
<td>Student Retention, Remediation and Termination</td>
<td>23</td>
</tr>
<tr>
<td>Preventive Measures</td>
<td>24</td>
</tr>
<tr>
<td>Impairment and Remediation</td>
<td>24</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>25</td>
</tr>
<tr>
<td><strong>Student Services Provided by the University</strong></td>
<td></td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>25</td>
</tr>
<tr>
<td>Student Counseling Service &amp; Career Services Center</td>
<td>25</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>26</td>
</tr>
<tr>
<td>Private Insurance Plan</td>
<td>26</td>
</tr>
<tr>
<td>The University Library System</td>
<td>26</td>
</tr>
<tr>
<td>Computing Services</td>
<td>26</td>
</tr>
<tr>
<td><strong>Other Student Life Issues</strong></td>
<td></td>
</tr>
<tr>
<td>Parking on Campus</td>
<td>27</td>
</tr>
<tr>
<td>Housing</td>
<td>27</td>
</tr>
<tr>
<td>Campus Security</td>
<td>27</td>
</tr>
<tr>
<td>Campus Smoking Policy</td>
<td>27</td>
</tr>
<tr>
<td>Academic Checklist</td>
<td>28</td>
</tr>
<tr>
<td>Appendix A - Program Goals, Training Activities and Process and Outcome Measures</td>
<td>30</td>
</tr>
<tr>
<td>Appendix B - Substitution of Coursework from Master’s Degree Doctoral Program Planning</td>
<td>41</td>
</tr>
<tr>
<td>Appendix C - Doctoral Program of Study in Counseling Psychology</td>
<td>42</td>
</tr>
<tr>
<td>Appendix D - HR&amp;E Guide to Doctoral Programs</td>
<td>47</td>
</tr>
<tr>
<td>Appendix E – Practicum Application</td>
<td>54</td>
</tr>
<tr>
<td>Appendix F – Practicum Objectives</td>
<td>55</td>
</tr>
<tr>
<td>Appendix G – Practicum Letter</td>
<td>56</td>
</tr>
<tr>
<td>Appendix H – Practicum Agreement</td>
<td>57</td>
</tr>
<tr>
<td>Appendix I – Practicum Logs</td>
<td>58</td>
</tr>
<tr>
<td>Appendix J – Practicum Student Evaluation Form</td>
<td>65</td>
</tr>
<tr>
<td>Appendix K - Doctoral Committee Approval</td>
<td>74</td>
</tr>
<tr>
<td>Appendix L - HR&amp;E Program of Study Form</td>
<td>79</td>
</tr>
<tr>
<td>Appendix M - Admission to Candidacy for Ph.D.</td>
<td>85</td>
</tr>
<tr>
<td>Appendix N – Approval of Prospectus</td>
<td>87</td>
</tr>
<tr>
<td>Appendix O – Dissertation Plan</td>
<td>89</td>
</tr>
<tr>
<td>Appendix P – Shuttle Sheet</td>
<td>90</td>
</tr>
<tr>
<td>Appendix Q - Application for Graduation</td>
<td>92</td>
</tr>
<tr>
<td>Appendix R - Student Progress Review</td>
<td>93</td>
</tr>
<tr>
<td>Appendix S - WVU Electronic Dissertation Initiative</td>
<td>94</td>
</tr>
<tr>
<td>Appendix T - Campus Maps</td>
<td>97</td>
</tr>
</tbody>
</table>
Counseling Psychology
Student Handbook
(August, 2009)

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: 2010.

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: apacreedit@apa.org

Philosophy and Training Model

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.

Counseling Psychology centers on typical or normal developmental issues, as well as atypical or disordered development as these apply at the individual, family, group, systems 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 models), theories of personality, methods of research and evaluation, and individual and group interventions (counseling/psychotherapy).

Professional preparation for the specialty of Counseling Psychology occurs at the doctoral and postdoctoral level.

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 roles 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:

The program at West Virginia University is based on the practitioner-scholar model of training, which places emphasis on both the application of psychological

skills, scholarly activities and research skills. 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 and focus research.

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 coursework in the program is distributed among three areas: psychological foundations, research design and statistics; and the Counseling Psychology core. 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** At least one course from each of the 5 areas listed below, with the exception of #5, Individual Bases of Behavior, in which two courses are required. Thus a minimum of 18 credit hours must be taken. The courses listed in each area are examples of courses which meet the spirit of the American Psychological Association guidelines that state doctoral training in professional psychology should be "broad and general".

Courses in **bold** are required as part of the core. Courses listed as CPSY should be taken as first choice because the alternates ("OR") may not be available in a timely way.

1. **History and Systems of Psychology:**
   CPSY 745 History & Systems OR
   PSYCH 721 - History and Systems

2. **Biological Bases of Behavior:**
   CPSY 750 - Physiological Psychology OR
   PSYCH 722 - Biological Aspects of Behavior

3. **Cognitive-Affective Bases of Behavior:**
   ED P 700 - Psych. Foundations of Learning
   ED P 701 - Memory
   PSYCH 542 - Child/Adolescent Cognitive Dev.
   PSYCH 733 - Stimulus Control & Memory
   *Most often taken
4. **Social Bases of Behavior:**
   - CPSY 735 - Social Psychology
   - PSYCH 735 - Social Behavior

5. **Individual Bases of Behavior—**
   - CPSY 740 - Assessment of Psychopathology
   - CPSY 738 - Life Span Development
   - PSYCH 541 - Infant Development
   - PSYCH 543 - Child/Adolescent Social Development
   - PSYCH 544 - Adult Development and Aging
   - PSYCH 524 - Fundamentals of Gerontology
   - PSYCH 745 - Sem: Life Span Development

**B. RESEARCH DESIGN AND STATISTICS**
(minimum of 31 hours, including 18 of dissertation)

1. **ED P 613 - Statistical Methods 1 OR**
   - PSYCH 511 - Research Design/Data Analysis I

2. **ED P 614 - Statistical Methods 2 OR**
   - PSYCH 512 - Research Design/Data Analysis II

3. **Ed P 611 - Measurement/Evaluation in Educational Psychology**

4. **CPSY 782 - Research Practicum in Counseling**
   (3 credit hour) - this course name will be changing to Research Methods & Design in 2009-10.

5. **CPSY 782 - Research Practicum in Counseling Psychology** (1 credit hour) - this course number will be changing to CPSY 781 in 2009-10

CPSY 782—The one credit is for participation on a research project. Students will provide documentation of 90 clock-hours of activities related to research.

These 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 within CPSY 782, Research Practicum in Counseling Psychology (3 credit hours). To be renamed Research Methods & Design in the 2009-10 academic year.

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

5. One or more of the following courses may be recommended by the dissertation chair:
   - PSYCH 612 - Multivariate Analysis
   - PSYCH 613 - Quasi-Experimental Designs
   - PSYCH 611 - Single-Subject Research Method
   - ED P 711 - Multivariate Methods I
   - ED P 713 - Designing Single Case Research

6. **CPSY 797 - Dissertation Research** 1-15 hrs. per semester - 18 hrs. 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 17 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.

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

1. **Theory and Practice** (minimum of 37 hours, including colloquium—see below, and Advanced Standing)
   - CPSY 701 - Advanced Counseling Psychology Interventions
     Prerequisites include successful completion of Coun. 501, 606, and 683 or equivalents
   - CPSY 709 - Advanced Group Counseling/Therapeutic Interventions
     Prerequisites include successful completion of Coun. 609 or equivalent.
   - 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)
     Prerequisites include successful completion of Coun. 503 or equivalent
   - CPSY 766 - Vocational Theory/Assessment
     Prerequisites include successful completion of Coun. 620 or equivalent
   - CPSY 769 - Personality Testing and Interpretation
     Prerequisites include successful completion of Coun. 505 or equivalent
   - CPSY 780 - Professional & Ethical Issues in Counseling Psychology
   - CPSY 783 - Counseling Psychology Consultation & Supervision Models
     Prerequisites include successful completion of CPSY 701, 763, 780 and at least one semester of 770 or equivalents.
CPSY 799 — Colloquium — 6 hours are required, 1 credit hour for each semester (fall and spring) for the first three years of study.

2. Clinical Practice (minimum of 21 hours)
   CPSY 770 - Doctoral Practicum in Counseling Psychology - A minimum of 9 credit hours or 600 clock hours at approved field placement sites. At least 3 semesters of practicum must be taken.

   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.

   CPSY 772 - Internship - 12 credit hours - A minimum of one full-time academic year. Must compete for APA-accredited internship placement.

Suggested Electives

CPSY 755 - Applied Psychopharmacology
PSYCH 752 - Family and Marital Therapy
PSYCH 754 - Clinical Psychopharmacology
COUN 645 - Couples/Family Counseling

Check with Director of Training for suggestions regarding other options.

Course Planning

In the first year the schedule consists routinely of the basic Counseling Psychology courses, Statistics I & II. Students are encouraged to complete the 90-clock hour requirement for CPSY 782 Research Practicum during the first year. Individual faculty members will be assigned to assist and monitor completion of this requirement.

Students are provided a “Suggested Program of Study” for the 2009 cohort. By adhering 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 national pre-doctoral internship in Psychology matching program has continued to rise. The current minimum for our program given in your handbook is 3 semesters of practicum, with 600 total on-site hours. This works out to 200 hours of client contact time accompanied by 125 hours of formally scheduled and documented face-to-face/individual supervision.

Typically students take 4 semesters providing them a nominal 800 total on-site hours, with 267 direct contact hours accompanied by 167 formally scheduled and documented face-to-face/individual supervision hours.

Increasingly, this is not competitive with the applicant pool. Students are advised that taking 1-2 additional semesters of practicum (which can be done in the summers) will greatly enhance their profile when applications are screened by prospective pre-doctoral internship directors. Adding two additional semesters totaling 1200 hours, with 400 direct contact hours, and 250 supervision hours will put you in squarely in the running.

First Year Sequence:

FALL

CPSY 760 - Introduction to Counseling Psychology
CPSY 782 - Research Practicum in Counseling Psychology (course number to be changed to CPSY 781 for 1 credit hour in 2009-10).
CPSY 763 - Theories of Counseling Psychology
CPSY 769 - Personality Testing & Interpretation
CPSY 782 - Research Practicum in Counseling Psychology (3 credit hour). This course name to be changed to Research Methods & Design in 2009-10.
CPSY 770 - Doctoral Practicum
CPSY 799 - Colloquium

SPRING

CPSY 701 - Adv Counseling Psychology Interventions
CPSY 764 - Intellectual Assessment (4 cr)
CPSY 766 - Vocational Theory & Assessment
CPSY 780 - Ethics & Prof Issues in Counseling Psych
CPSY 770 - Doctoral Practicum
CPSY 799 - Colloquium

A variety of courses required and/or recommended for the 2nd and 3rd years are taught biennially. The “Suggested Program of Study” outlines those courses as they will be taught for the 2009 cohort. Students are strongly encouraged to follow this suggested sequence as discussed above.

The Research and Statistics requirements include:

State I and II, either EDP 613/614 or PSYCH 511/512.

CPSY 782 Research Practicum in Counseling Psychology (3 credit hour). This course name to be changed to Research Methods & Design in 2009-10
CPSY 782 Research Practicum (1 cr) This course number will be changing to CPSY 781 in 2009-10
EDP 611 Measurement/Evaluation in Educational Psychology

Multivariate Methods is strongly recommended for all students EDP (711/712) or PSYCH (612).

Qualitative Methods/Quasi-experimental and/or Single Subject Design (EDP 713/PSYCH 613) is recommended if applicable to your dissertation interests.
Many of these are also offered during the summer session, you may wish to take one or more of them then as it may lessen the academic load during the fall and spring semesters.
Suggested Sequence of Study for 2009 Cohort

§Alternate sequences

1st Year:

Fall-2009
CPSY 760 Introduction to Counseling Psychology
CPSY 782 Research Practicum (1cr)
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 769 Personality Testing & Interpretation
ED P 613 Statistical Methods I or-
PSYCH 512 Research Design & Data Analysis I
CPSY 799 Colloquium

Spring-2010
CPSY 701 Adv. Counseling Psychology Interventions
CPSY 764 Intellectual Assessment (4-cr)
CPSY 766 Vocational Theory & Assessment
CPSY 780 Professional & Ethical Issues in Couns. Psych
ED P 614 Statistical Methods II or-
PSYCH 512 Research Design & Data Analysis II
CPSY 799 Colloquium

Summer-2010
CPSY 770 Practicum
ED P 611 Measurement & Evaluation in Ed Psych
§ED P 700 Psychological Foundations of Learning
§ED P 614 Statistical Methods II or-
PSYCH 512 Research Design & Data Analysis II

2nd Year:

Fall-2010
CPSY 734 Multicultural Psychology
CPSY 750 Physiological Psychology
CPSY Research Practicum in Counseling Psychology
(3 credit hour). This course name to be changed to
Research Methods & Design in 2009-10
CPSY 770 Practicum
CPSY 799 Colloquium

Spring-2011
CPSY 799 Colloquium
CPSY 709 Advanced Group Counseling
CPSY 755 Applied Psychopharmacology
§ED P 614 Statistical Methods II or-
PSYCH 512 Research Design & Data Analysis II
CPSY 770 Practicum
CPSY 799 Colloquium

Summer-2011
CPSY 770 Practicum
§ED P 700 Psychological Foundations of Learning
[Doctoral Comprehensive Qualifying Examination]

3rd Year:

Fall-2011
CPSY 745 History & Systems of Psychology
CPSY 740 Assessment of Psychopathology
CPSY 735 Social Psychology
§ED P 700 Psychological Foundations of Learning
CPSY 770 Practicum
CPSY 799 Colloquium
[Internship Application]

Spring-2012
CPSY 738 Life Span Psychology
CPSY 783 Consultation & Supervision
CPSY 770 Practicum
CPSY 799 Colloquium

Summer-2012
[Leave for internship]

You should plan on registering for 6 semesters (3 credits/each) of CPSY 797 Research [Dissertation] beginning in the second year and completed prior to leaving on Internship. You need to check on the total number of hours you registered for each semester, so as not to have to pay a surcharge and fit the CPSY 797 in and around those semesters, typically summer, where you will not be over the 18 hours allowed per semester by the Registrar.

We are in the process of getting some new course numbers and titles.descriptions for CPSY 782 which now has a 1 credit and 3 credit components. CPSY 782, the one credit hour component, to be taken by all first years in the fall will be Research Practicum and its course number will change to CPSY 781 in 2009-10. CPSY 782 will retain that number and is the three credit hour component and will be renamed Research Methods & Design. It is taken fall of the second year.
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 Director of Training 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 Director of Training. 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.

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

Students receiving tuition waivers in the fall and spring will have to pay their tuition to take summer coursework. All students are encouraged not to rely on the availability of this funding source for tuition, and to make every effort to secure a GA, TA, scholarship or other financial aid to cover their basic costs of study at West Virginia University.

In addition the Carruth Center for Counseling & Psychological Services typically has three GA positions available as a part of their practicum training program. Applications are made through the Director of Training at Carruth in the spring of each year.

A certain number of extra-mural scholarships are also available such as the W.E.B DeBois Scholarship, the Swiger Fellowship, and funding from the Southern Regional Educational Board.

Finally, the college has a limited number of "tuition waivers" that it may grant based on academic standing/scholarship and the financial situation for that year in the college and department. The department cannot award tuition waivers for the summer term.

Students should be aware that a "GA" offered by a non-WVU practicum site may 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.

Note that APA-accredited internships, discussed more fully below, carry a stipend, usually in the $18,000-22,000 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, Director of Training).

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. The research interests of all faculty members are published in the WVU Graduate Catalog and are online at the department's website at http://counseling.wvu.edu/

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 students 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.

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, Director of Training and/or department chair may follow the steps listed in the Grievance Procedures for making a formal complaint.

Doctoral Colloquia

Two colloquia are presented each semester. These colloquia are designed to introduce or emphasize topics that the faculty believes will add to the material presented in coursework and practicum experiences. All doctoral students are required to attend to the departmental colloquia, and to sign up for one-credit hour of CPSY 799- Colloquium each fall and spring semester for the first three years of the doctoral program. Attendance at all scheduled doctoral colloquia will be the criteria for successfully obtaining a passing grade of “S” (satisfactory). 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 Director of Training. However, missed colloquia must be made up and any substitute activity approved in advance by the Training Director.

Colloquia are generally scheduled for Friday afternoons around 4:00-4:30 as most students do not have classes during that time. You will need to alert your practicum supervisors not to schedule you during a colloquium, as this is a program requirement. The Director of Training will assist you if this should become problematic. Likewise, work schedules will need to accommodate this requirement as well.

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. A
As already discussed, 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 2 semesters of doctoral level practicum and may take more than 3 semesters of doctoral practicum. More hours of practicum are recommended since the number of hours required by some internship sites exceeds 1000 total practicum hours. Students enrolled in CPSY 770 are also required to attend a weekly class taught by the practicum instructor in which cases are reviewed and various clinical, ethical, and related issues are discussed.

Students may enroll in 1-3 credits of practicum. Each credit-hour 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.

**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 Director of Training 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.

The practicum is viewed as an educational experience that is unique in terms of the routine employment setting. 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 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. 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 Director of Training.

Application

The Director of Training (and faculty member arranging practicum if not the Director of Training) 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 Director of Training (or faculty member coordinating placement) 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, faculty 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 faculty that this initial contact has been made or unless permission is given by the Director of Training or practicum coordinator.

When placement at a particular site is approved, the Director of Training 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, Director of Training or the practicum coordinator. Students may appeal any decision to the using the Grievance Procedures outlined in this handbook.

The Director of Training also provides each site with a letter of agreement to be signed by the Director of Training, 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 Director of Training in advance, and develop an attendance and evaluation plan acceptable to the practicum instructor.

Liability Insurance Coverage

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

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 Instructor of Practicum Training, in consultation with all supervisors, then assigns a practicum grade to the student.

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. Students are encouraged to seek an advisor to serve as a permanent advisor as soon as possible. Prior to the end of the second year (by May 15), a permanent core faculty advisor and a 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 document.

The committee consists of a total of five members, including a Chair (who is the core faculty advisor), at least two other Counseling Psychology faculty members, one member from student’s minor area, and one member approved by the department to serve as the research and statistical expert. Consistent with University guidelines, at least three out of the five members must be regular members of the University graduate faculty. Other guidelines for the dissertation committee are listed in the HR&E materials.

Documentation and Doctoral Candidacy

After the doctoral committee has been selected, the Doctoral Committee Approval form (Appendix K) must be completed and submitted to the Student Advising Office in 710 Allen Hall. The Program of Study form (Appendix L) 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 coursework and comprehensive examinations are completed. At that time, the Admission to Candidacy form (Appendix M) is completed and submitted with related documentation to the Student Advising Office. Once the Admission to Candidacy form is filed, students must enroll for one credit hour each semester (Fall and Spring). Students do not have to register for summer terms unless they plan to graduate in August.

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.

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 student abilities to synthesize and integrate the knowledge 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.

Eligibility and Application

Students must complete all required Counseling Psychology CORE coursework (see Section C) 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 Director of Training 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. The first administration is on the Wednesday and Thursday before university general registration begins for the second semester (January). The second administration is on the Monday and Tuesday before the general registration for the first semester (August). The second sitting is the one most commonly taken.

**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 require 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 Director of Training 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.

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

The primary purpose of the examination is to demonstrate the synthesis of one's broad knowledge in professional psychology. Because of the nature of these questions, the Comprehensive Examination Committee cautions students to avoid attempts to anticipate questions and pre-prepare answers to them.

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 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 mountainous 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 Director of Training, 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:

1 = Fail
2 = Fail
3 = Pass
4 = Good
5 = Excellent

Their scores are averaged 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 one essay question plus the research/statistics section but failed the two other essay questions, even if the overall average is 12 pts., the student must retake the entire comprehensive examination.

If a student passes all but one question/section of the exam and has an overall average of 12 pts., the student's doctoral committee may, at its discretion, require some form of remediation. 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 Director of Training 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 Director of Training and the Department Chair will have the final authority on dismissal.

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 Director of Training.

Please be aware that permission to revalidate the qualifying examinations is done at the discretion of the faculty in consultation with the Director of Training. 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 Director of Training 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 M). 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 student. It is a guided learning experience that introduces a Ph.D. candidate to advanced scholarship and prepares him or her to conduct research without supervision in future professional endeavors. 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. (See [http://www.cgsnet.org/PublicationsPolicyRes/role.htm#distinguishing](http://www.cgsnet.org/PublicationsPolicyRes/role.htm#distinguishing).

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

Academic year faculty vary in their availability during the summer, and are not paid for supervising dissertations during the summer. Therefore students are encouraged to inquire about the amount of time that faculty members will be available for dissertation support during 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.

All policies and procedures for obtaining IRB approval are contained in the IRB Guidelines, a copy of which is available from the Office of Sponsored Programs at 886 Chestnut Ridge Road and online at [http://www.org/irb/irb_form.htm](http://www.org/irb/irb_form.htm). Other policies and procedures for the completion and defense of the dissertation can be found in the HR&E Guide to Doctoral Programs, available from the Office Manager.
in 502 Allen Hall and online at www.hre.wvu.edu/sar/doc_prog.htm

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.

Also included in the prospectus is the plan by which the student specifies if and how a pilot study will be conducted. (A pilot study applies the proposed methodology and instrumentation to a small group of subjects to determine the reliability and validity of such elements as the sampling and data gathering procedures, assessment instruments and analytic methodology.) Some dissertation chairs may also request a preliminary Institutional Review Board (IRB) document to be submitted with the prospectus.

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.

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 deadlines whenever possible.

March 1—the dissertation chair has read and approved the prospectus and agrees it is ready to go to the whole committee.

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 G) 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 be successfully defended by May 15 of the year the internship commences to qualify.

Students are cautioned that some internship sites require an approved dissertation proposal prior to commencing the internship, therefore being knowledgeable of and complying with, site requirements and deadlines is the student’s responsibility.

The Defense

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 Shuttle Sheet (Appendix P, pg. 80) 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 Dissertation Defense section of the HR&E Guide to Doctoral Programs (pg. 42) for more information.
The Document

WVU Electronic Dissertation Initiative

WVU has established a new policy regarding filing of dissertations electronically. All dissertations defended on or after August 15, 1998 must follow this policy. A brief summary of the new initiative is located in Appendix J. Please refer to WVU’s website at http://www.wvu.edu/~thesis/ for more complete information and procedures. Also listed at this site is information about workshop registration on the electronic dissertation procedures and format.

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

Ch 3.
- 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 (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 is described as the APA Journal Article Format. It has both strengths and weaknesses compared to the traditional format. For a discussion of this format and a comparison with the traditional 5-chapter format see the pages at Texas A & M: http://www.cehd.tamu.edu/articles/dissertation_formatting_guidelines.

The content, references, tables, figures, and editorial style of the dissertation must comply with the most recent edition of the Publication Manual of the American Psychological Association, as well as with the Regulations Governing the Preparation of Dissertations, which is available from the Student Advising Office in 710 Allen Hall.

The content, references, tables, figures, and editorial style of the dissertation must comply with the most recent edition of the Publication Manual of the American Psychological Association, as well as with the Regulations Governing the Preparation of Dissertations, which is available from the Student Advising Office in 710 Allen Hall.

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."
Internship

Overview

The internship is a 12-month, full-time, field experience for advanced doctoral students. Internships should 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. Internships should be related to students' professional objectives as well as to the goals of the Counseling Psychology program.

Students must seek internships in APA-approved settings consistent with accreditation standards. A listing of APA-approved sites is located in the APPIC Directory available on line at: http://www.appic.org/directory/4_1_directory_online.asp.

Internship requires a minimum of one calendar year of full time work (or rarely, two years of half time work).

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.

APA-accredited internships are all paid positions, and the salaries are listed in the directory.

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

Application for internship is an arduous process even though it is done entirely on-line by electronic forms submissions. There is a fee associated with the application.

Please refer to the APPIC website for further details: http://www.appic.org/. A meeting will be held in early September of the third year by the Director of Training for prospective interns to familiarize them with the application process and provide support and assistance.

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

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.
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.
3. Removal of all incompletes except for CPSY 797.
4. Successful completion of the comprehensive exams.
5. Approval of the dissertation prospectus by the doctoral committee is preferred.

Policies

The West Virginia University Counseling Psychology Program does not support internships at the student's employment site. Internships at these sites will not be approved. The internship is a unique educational experience totally unrelated to employment site activities.

The department discourages completing all practicum and internship at the same site. We support APA's position of encouraging diversity in experience and training. The program will consider student petitions (presented through the advisor to the Core Faculty) requesting waiver of this standard 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. Most students apply to 15.

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 complete a non-APA accredited internship.

4. Students must complete the internship in a manner that meets or exceeds the requirements of the site, and is consistent with the standards of the Association of Psychology Internship Centers (APPIC). Failure to do so can result in a limited endorsement of the student by the department and/or the site, required extension of clinical or academic training, and/or termination from the training program by either the department or the site (see Student Retention and Termination).

5. Once a student is “matched” to an internship site, by agreement between the student and APPIC the internship site cannot be changed or rejected.

6. CPSY 772 grades are assigned by the Director of Training after a review of all feedback and evaluation provided by the internship site. The "S/U" (satisfactory/unsatisfactory) grading system will be used for the Internship course. "U" grades are assigned for violations of ethical behavior or unsatisfactory performance at a placement site.

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 sensitively to them. This involves spelling out criteria and variables students are expected to address, assessing adequate progress on these dimensions, and identifying impairment and areas showing cause for remediation. The following guidelines have been adapted from the Counseling Service Training Program at Towson State University and from Lamb (1985) to delineate procedures for evaluating student performance and to clarify the due process, rights, and responsibilities of both the students and the Counseling Psychology program.

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, the program's expectations relative to professional functioning, adequate progress, a definition of impairment, and 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 to: (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.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students related to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The evaluation procedure works as both an evaluative tool and as an administrative tool (e.g., identifying and examining impaired behavior). Formal student evaluation is achieved through performance in coursework and ratings of practicum supervisors. In addition, students meet periodically with their advisors to discuss their progress in the program. Each semester, at least one of these meetings is documented utilizing the Student Progress Review form (see Appendix R).

The Core Faculty meet annually to discuss the progress of individual students. The Tracking Form (previously described) is used to determine the status of each student’s progress. Therefore, it is important to keep the Tracking Form up to date. Written feedback is provided to each student by the Director of Training. Students are encouraged to follow-up with any questions or clarification.

Student Retention, Remediation and Termination

Students should review the WVU Graduate Catalog for the conditions of maintaining student status with the University. 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 5 years of their admission, although, as noted above, the student is allowed 5 years from the time candidacy is awarded before the comprehensive examination, and potentially the dissertation proposal are considered invalid. Students who have not kept their doctoral program of study updated, judged to me making satisfactory progress towards the degree may be consider for termination from the program after 7 years from admission. All aspects of due process and 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 impairment. 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.

Impairment and Remediation

As defined in Lamb, Cochran, and Jackson (Professional Psychology: Research and Practice, 22, 1991), impairment is "interference in professional functioning that is reflected in one or more of the following ways: (a) an inability or unwillingness to integrate professional standards into one's repertoire of professional behavior; (b) an inability to acquire professional skills and reach an accepted level of competency; and (c) an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning" (p. 291).

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, Director of Training 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 professional or other staff members, the following rights, responsibilities, and due process procedures are invoked. The student may wish to consult with the Office of Social Justice to determine if other avenues of recourse are appropriate.

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 Director of Training. If satisfaction is not achieved by these steps, or if the Director of Training 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 on page 16 of the 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 Director of Training.
3. If resolution not achieved the matter is referred to the Department Chair.

4. If the Department Chair is unable to resolve the matter, 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 Counseling and Psychological 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://www.wvu.edu/~cocenter/index.shtml
Note: seeking counseling at the Carruth Center may result in the student not being able to complete a practicum or internship there at a later date.

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.

The WVU Disability Services Center, part of the Carruth Center for Counseling and Psychological Services, is located in 215 of the Student Services Center (293-4431). It provides accommodations for students with disabilities as required by the Americans with Disabilities Act and other legislation. See:
http://www.wvu.edu/~socjust/disability/index.htm

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 www.wvu.edu/~careersc/.

Student Health Service

The Student Health Service is a comprehensive care facility offering 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.

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

These services are free to full time students (need an ID) who have paid the Health Counseling Service & Program Fee. Appointments should be made (293-2311) in advance. An emergency walk-in service is available. If you are not full time, check on paying a Health Service fee at the beginning of each semester. You can also use this facility on a fee-for-service basis if you are not full time.

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.

Private Insurance Plan

The above Health Service fee is NOT the same thing as health insurance coverage. An additional private insurance plan is available to help cover the costs of specialty or inpatient care. It can be obtained by contacting the Student Health Office at 293-2315. This voluntary plan is a contract between the student and the insurance carrier. West Virginia University has implemented a policy requiring that all students carry health insurance or sign a waiver acknowledging that by failing to carry such insurance you assume full financial liability for all health care expenses incurred in Morgantown while enrolled as a student at WVU. For more information or a brochure, please contact the Student Health Office at 293-2311 or go online at www.hsc.wvu.edu/som/shs/.

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. Material related to the broader fields of psychology and mental health are available in all libraries. All libraries are accessible with special services available for disabled students, including the visually impaired.

Computing Services

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

**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. The Parking Office (293-5502) can be contacted to learn the specific day, at the beginning of each semester, when these permits go on sale for graduate students. Students can park in Evansdale lots without a permit after 5:00 P.M. On street parking around Allen Hall is limited to two hours and in specific places. Please read the street signs for areas where two-hour parking is permitted.

**Housing**

The University rents apartments to both married and single graduate students. The University Housing Office is located in Building K, Med Center Apartments, (293-5840) and provides information on University-owned housing. Listings for privately owned rentals change daily, and are listed on the Office of Student Life’s (293-5611) web site at [http://www.wvu.edu/~studlife/off-camp.htm](http://www.wvu.edu/~studlife/off-camp.htm) or visit their office in E. Moore Hall.

**Campus Security**

The Department of Public Safety at WVU provides 24-hour, seven-day-a-week protection by trained personnel (293-2677). While Morgantown has a low crime rate, it is not free of such crimes, as theft, sexual assault, etc. It is advised that students leaving Allen Hall exit in groups through the Oakland Street entrance in the evening, and use the lighted walkways outdoors to access parking lots in the back of the building.

**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.
Academic Checklist

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

Fall, 1st Year

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

Spring/Summer, 1st Year

1. Update the Tracking Form (it's the one in your file) with last semester's grades and colloquia.

Fall, 2nd Year

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

Spring/Summer, 2nd Year

1. Update the Tracking Form.
2. Meet with your advisor to review your progress in the program.
3. Keep putting that internship money aside.
4. Start planning next year's financing and follow through as appropriate. Remember to allow for internship application/interviewing costs.

5. Tie up any loose ends around the selection of your committee and chair.

6. Submit college forms, Doctoral Committee Approval and HR&E Program of Study form by May 15.

7. Register for Comps. (Remember the four-week application deadline.)

8. Research, apply, interview, and select next year's practicum site. (Keep in mind your goals and needs as you prepare for internship.)

9. Register for next semester after consulting your advisor.


11. Submit your practicum log by the due date.

**Summer, 2nd Year**

1. Select potential internship sites from the APPIC Directory and send for application materials. (But don't start too early or the newest information won't yet be available.)

2. Enjoy seeing the light at the end of the tunnel. (You're halfway through the program!)

3. Take comps in August, especially if you are planning to apply for internships. (Find out that application deadline and meet it.)

**Fall, 3rd Year**

1. Look over this year's checklist to make sure you're not missing any details. (There's just too much to do this year--you definitely don't want any surprises.)

2. Update the Tracking Form.

3. Meet with your committee chair to review your status in the program.

4. Schedule the dissertation proposal meeting and deliver the prospectus to committee members at least two weeks in advance.

5. Apply for internship. (Most sites want everything by the end of November or early December. This can be a bear, so don't dawdle.)

6. Interview for internships. Try to schedule your first couple interviews at less important sites so you get some practice before the big ones.

7. Submit the Protocol Statement to the IRB by the required deadline.

8. Register for next semester after consulting your advisor.

9. Submit the Admission to Candidacy form once your prospectus is approved, and start collecting data.

10. Establish a timeline for completion of the dissertation.

11. Submit your practicum log by the due date.

**Spring/Summer, 3rd Year**

1. Update the Tracking Form.

2. Meet with your committee chair to review your status in the program.

3. Start planning next year's finances and do what it takes to have enough money to survive on an intern's salary.

4. Collect and analyze dissertation data.

5. Register for next semester after consulting your advisor.

6. Submit your practicum log by the due date.

7. Find affordable housing in Intern town.

8. Find out when internship paychecks and medical insurance begin, and plan accordingly.

9. Meet with the Counseling Psychology Office Manager to make sure administrative details are covered before you leave for internship.

10. Let yourself crack a smile. You have only one last mile. (You survived the process and now you're about to start internship--one of the last remaining hoops!)

**Fall, 4th Year**

1. Review the checklist for the year to jog your memory about what hoops remain to be jumped. If you're leaving town for internship, pay special attention to any tasks that need to be completed at WVU.

2. Update the Tracking Form.

3. Do the internship thing!

4. Talk regularly with your committee chair.

5. Collect and/or analyze data and/or write up results. If you didn't do it before you left.

6. Register for next semester after consulting your advisor.

**Spring/Summer, 4th Year**

1. Update the Tracking Form.

2. Continue the internship thing!

3. Talk regularly with your committee chair.

4. Apply for graduation, pay the fee, and ascertain the deadline for completion of all requirements.

5. Schedule the dissertation defense.

6. Submit the Shuttle Sheet to the Student Advising Office at least three weeks before the defense.
7. Submit drafts of the dissertation to committee members at least three weeks before the defense.
9. Celebrate!!!!! (Make them call you "Doctor!")
10. Complete final revisions and follow the Guidelines for Electronic Dissertation Submission and filing of related forms with the Wise Library.
11. Graduate!!!
12. CELEBRATE!!!!!
13. Get a Job
14. CELEBRATE!!!!!
Appendix A

PROGRAM GOALS, TRAINING ACTIVITIES, AND PROCESS
AND OUTCOME MEASURES

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives for Goal #1:</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1E) Students will successfully complete a sequence of courses in data analysis, psychometric theory and research design.</td>
</tr>
<tr>
<td>1F) Students will adopt a life-long learning model for post-graduate education to continue adding to their knowledge and skills in professional psychology.</td>
</tr>
</tbody>
</table>

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 classroom 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 taxonometric 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 classroom 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 present 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 therapy session.
• 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 includes 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 classroom 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. Student s 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 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, 2009 Admission)

Name: ____________________________  Date Admitted: ____________________________

Student ID #: 700- ____________________________  Home: ____________________________

Date Updated On: ____________________________

Telephone: ____________________________  Work: ____________________________

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:

<table>
<thead>
<tr>
<th>(Hrs.)</th>
<th>(Date)</th>
<th>(Location)</th>
<th>(Site Supervisor)</th>
<th>(Univ. Supervisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(8/09)
Name: ________________________________

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

Admission to Candidacy Form: ____________________
(Admission & Records Form) (Date)

Dissertation Proposal: ____________________
(Date) ____________________ (Title)

Approval of Prospectus Form: ____________________
(Admission & Records Form) (Date)

Dissertation Defense: ____________________
(Date) ____________________ (Title)

Internship:

Date: ____________________ Name of Supervisor: ____________________

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

Name of Site: ____________________
Address: ____________________
______________________________
______________________________
Name: _________________________________

**DATE AND GRADE OF COURSES COMPLETED**

<table>
<thead>
<tr>
<th>Counseling Psychology Core: These are all required 58 hours</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPSY 701</td>
<td>Advanced Coun. Psych Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 709</td>
<td>Advanced Group Counseling/Therapeutic Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 734</td>
<td>Multicultural Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 760</td>
<td>Introduction to Counseling Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 764</td>
<td>Intellectual Assessment (4 hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 766</td>
<td>Vocational Theory &amp; Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 769</td>
<td>Personality Assessment &amp; Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 770</td>
<td>Doctoral Practicum in Couns. Psych. Min. 9 semester hours/600 clock hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 772</td>
<td>Predoctoral Internship—12 credit hours, 12 months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 780</td>
<td>Prof. &amp; Ethical Issues in Couns. Psych.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 783</td>
<td>Couns. Psych. Consultation and Supervision Models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 799</td>
<td>Colloquium - 6 hours are required. 1 credit-hour each semester (Fall &amp; Spring) for first 3 yrs. of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychological Foundations Core: (At least one from each of the five areas below [except #5], with a minimum of 18 hours. Please check your handbook for appropriate courses.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History &amp; Systems of Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Biological Bases of Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Cognitive-Affective Bases of Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Social Bases of Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Individual Bases of Behavior* Both a Psychopathology course &amp; a Developmental course (two courses will be listed in this Block)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DATE AND GRADE OF COURSES COMPLETED

<table>
<thead>
<tr>
<th>Research Design &amp; Statistics: Minimum of 31 hrs (including min. 18 hrs of dissertation)</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-EDP 613 - Statistical Methods I or Psych 511 - Research Design &amp; Data Analysis I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-EDP 614 - Statistical Methods II or PSYCH 512 - Research Design &amp; Data Analysis II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-EDP 611 – Measurement/Evaluation in Educational Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-CPSY 782 – Research Practicum (3 cr.) This course name will change to Research Methods &amp; Design during 2009-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-CPSY 782 – Research Practicum in Counseling Psychology (1 cr) This course number will change to CPSY 781 during 2009-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-CPSY 797 – Dissertation Research – 18 hours are required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: __________________________

**Colloquium Attendance:** (You may only list colloquia you actually attended).

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title of Colloquium</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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](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. 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/](http://www.arc.wvu.edu/admissions/):

- Graduate application [http://www.arc.wvu.edu/admissions/applications.html](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](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](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](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 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.

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.
At least two and no more than three members of the doctoral committee must be from the major program area of study.

At least one member of the doctoral committee must be from the minor program area of study.

At least one member of the doctoral committee, who has professional relevance to the program of study, must be from outside of the program area.

No more than one person may be a non-member of the graduate faculty.

At least three members of the doctoral committee must be members of the graduate faculty of the College of Human Resources and Education.

Once the student has selected a committee, it is formalized by the Doctoral Committee Approval form http://www.hre.wvu.edu/advising/forms.html, which is signed by each committee member, the major chairperson, the department chairperson, and the student. It is then submitted to the Center for Student Advising and Records <http://www.hre.wvu.edu/advising/forms.html> whereby the signature of the Dean or Dean’s designee will be obtained on the form.

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.

Once formed, the doctoral committee meets when necessary to:
- Discuss and approve the Program of Study form;
- Monitor progress in the program of study;
- Approve changes in the approved program of study;
- Administer and evaluate the comprehensive examinations, and admit the student to candidacy;
- Approve the dissertation prospectus;
- Supervise and approve the dissertation;
- Conduct the oral defense of the dissertation.

PROGRAM OF STUDY

After the student has been admitted to the doctoral program, the student, the doctoral committee, the program coordinator, and the Dean of the College of Human Resources and Education must approve a program of study. This program of study should be approved before the student has completed 18 hours of coursework. It is to the student's advantage to have a program of study approved early. Regular admission status is required before the program of study can be approved.

Additions to or deletions from the approved program of study require written consent of the student, the doctoral committee, the program coordinator, and the Dean of the College of Human Resources and Education.
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 coursework 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 [page 36](http://www.wvu.edu/~graduate) 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 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.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 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>Summer, 2009</th>
<th>Fall, 2009</th>
<th>Spring, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.___________</td>
<td>1._________</td>
<td>1._________</td>
</tr>
<tr>
<td>2.___________</td>
<td>2._________</td>
<td>2._________</td>
</tr>
<tr>
<td>3.___________</td>
<td>3._________</td>
<td>3._________</td>
</tr>
</tbody>
</table>

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, 2009.

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, 2009 for Summer and December 7, 2009 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.bartec@mail.wvu.edu; 304-293-2227)

Sincerely,

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

________________________________________  Date: __________________________
Signature of Practicum Site Supervisor/Coordinator
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

WEST VIRGINIA UNIVERSITY
COUNSELING PSYCHOLOGY PRACTICUM RECORD
DEPARTMENTAL SUMMARY

NAME OF STUDENT:__________________________

<table>
<thead>
<tr>
<th>Semester Year</th>
<th>FALL, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Location</td>
<td></td>
</tr>
<tr>
<td>Name of On-Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>Highest Degree of On-Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>Licensure Status of On-Site Supervisor and State of Licensure</td>
<td></td>
</tr>
<tr>
<td>Total # Client Contact Hours</td>
<td></td>
</tr>
<tr>
<td>Total Hours of Formally Scheduled Ind. Supervision</td>
<td></td>
</tr>
<tr>
<td>Total Hours in Practicum Related Activity not otherwise listed on this form*</td>
<td></td>
</tr>
<tr>
<td>Grand Total Practicum Hours This Semester</td>
<td></td>
</tr>
</tbody>
</table>
### Practicum Hours Documentation

<table>
<thead>
<tr>
<th>Practicum Site Hours</th>
<th>Midterm</th>
<th>Semester</th>
<th>week 1</th>
<th>week 2</th>
<th>week 3</th>
<th>week 4</th>
<th>week 5</th>
<th>week 6</th>
<th>week 7</th>
<th>week 8</th>
<th>week 9</th>
<th>week 10</th>
<th>week 11</th>
<th>week 12</th>
<th>week 13</th>
<th>week 14</th>
<th>week 15</th>
<th>week 16</th>
<th>week 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Intervention &amp; Assessment Experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face to Face</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Individual Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Older Adults (65+)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Adults (18-64)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adolescents (13-17)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. School-Age (6-12)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Pre-School Age (3-5)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Infants/Toddlers (0-2)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Career Counseling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adult</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Older Adults (65+)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adolescents</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Group Counseling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adults</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Older Adults (65+)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adolescents (13-17)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Children (12 and under)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Family Therapy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Couples Therapy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F. School Counseling Interventions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Consultation</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Direct Intervention</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G. Other Psych Interventions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Sports Psych/Perf. Enhancement</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Medical/Health-Related</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Intake Interview/Structured Interview</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Substance Abuse Interventions</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Telephone Intervention</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other Interventions</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H. Psychological Assessment Experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Psychodiagnostic test administration</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Neuropsych Assessment</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assessment Feedback Session</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I. Other Psych Exp with Students or Org</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Supervision of other students</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Program Development/Outreach</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Outcome Assessment of programs</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Systems Intervention / Consultation</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL INTERVENTION/ASSESSMENT</strong></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Support Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Client Support Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Progress Notes</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Report Writing</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Practicum Hours Documentation

| Practicum Site Hours | Midterm | Semester | week 1 | week 2 | week 3 | week 4 | week 5 | week 6 | week 7 | week 8 | week 9 | week 10 | week 11 | week 12 | week 13 | week 14 | week 15 | week 16 | week 17 |
|----------------------|---------|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Consultation         |         |          |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| a. Other Mental Health Professional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| b. Medical Staff / Psychiatrist | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| c. Peer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| d. Family Member | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| e. Agent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| f. Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. TX Planning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Chart/File Review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Scoring Assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Interpreting Assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Paperwork | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Termination | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. Referral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11. Video/Audio Tape Review of Session | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12. Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Total Client Support Activities**

| Total Client Support Activities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| B. Other Support Activities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Didactic Training | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. Professional Reading | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Supervision of other students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Program Development/Outreach | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Outcome Assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Systems Intern/Org. Consult/Perf. Improve. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Hours Documentation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Total Other Support Activities**

| Total Other Support Activities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3. SUPERVISION RECEIVED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| A. One-on-One Hrs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1. Review of audio/video tape/observation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Group Supervision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C. Supervision by Peer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**TOTAL SUPERVISION 3(a-c)**

| TOTALSUPERVISION 3(a-c) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**TOTAL APPIC HOURS (1-3)**

| TOTAL APPIC HOURS (1-3) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
### Daily Log of Practicum Hours

**Student:**
______________

**Site:**
______________

**Date:**
______________

<table>
<thead>
<tr>
<th>Time Interval</th>
<th>Hours</th>
<th>Client ID#</th>
<th>Activity (as discussed in APPIC Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Number of Practicum Clients Seen

|                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Midterm | Total |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-------|-------|
| **1. INTERVENTION & ASSESSMENT** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |       |       |
| a. Individual Therapy |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    | 0      | 0      |
| 1) Older Adults (65+) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 2) Adults (18-64)    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 3) Adolescents (13-17)| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 4) School Age (6-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 5) Pre-School Age (3-5) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 6) Infants/Toddlers (0-2) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| b. Career Counseling |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |       |       |
| 1) Adults           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 2) Adolescents      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| c. Group Therapy    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |       |       |
| 1) Adults           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 2) Adolescents (13-17)| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 3) Children (12 and under) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| d. Family Therapy   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |       |       |
| e. Couples Therapy  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |       |       |
| f. School Counseling Interventions |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |       |       |
| 1) Consultation     | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 2) Direct Intervention | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 3) Other (Specify)  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| g. Other Psychological Interventions |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |       |       |
| 2) Medical/Health Related | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 3) Intake or Structured Interview | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 4) Substance Abuse Interventions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| 5) Other Interventions (Describe) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |
| **Total Numbers of Clients Seen (a-g)** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0      |

*Each group, family, or couples group started consists of "1" regardless of how many people are in the group!*
# Number of Diverse Clients Seen

| DIVERSITY OF CLIENTS SEEN | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total Clients Midterm | Total Clients Semester |
|---------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-----------------|----------------------|
| **Race/ Ethnicity**       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| African American/ Black /African Origin |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Asian-American/ Asian Origin/ Pacific Isl. |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Latino-a/ Hispanic        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| American Indian/ Alaska Native/ Pacific Isl |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| European Origin/ White    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Bi-racial/ Multi-Racial   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| International             |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Other                     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| **Sexual Orientation**    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Heterosexual              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Gay                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Lesbian                   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Bisexual                  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| **Disabilities**          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Physical/ Orthopedic      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Blind/ Visually Impaired  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Deaf/ Hard of Hearing     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Learning/ Cognitive Disability |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Developmental Disability  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Serious Mental Illness    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Other                     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| **Gender**                |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Male                      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Female                    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
| Transgendered             |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |                        |
Number of Tests Administered - Practicum

Semester/YR

Student Name

Supervisor's Signature

SiteName

Date

Type of Site

<table>
<thead>
<tr>
<th>Date Client Assessed</th>
<th>Client ID#</th>
<th>Assessment</th>
<th>Date Scored</th>
<th>Date Report Written</th>
<th>Integrative Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Significantly Below Average</th>
<th>On Par With Level of Training</th>
<th>Significantly Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Significantly Below Average</th>
<th>On Par with Level of Training</th>
<th>Significantly Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I. 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.
<table>
<thead>
<tr>
<th>Significantly Below Average 1</th>
<th>2</th>
<th>3</th>
<th>On Par with Level of Training 4</th>
<th>5</th>
<th>6</th>
<th>Significantly Above Average 7</th>
</tr>
</thead>
</table>

**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:
<table>
<thead>
<tr>
<th>Significantly Below Average</th>
<th>On Par with Level of Training</th>
<th>Significantly Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 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.
<table>
<thead>
<tr>
<th>Significantly Below Average</th>
<th>On Par with Level of Training</th>
<th>Significantly Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Significantly Below Average</th>
<th>On Par with Level of Training</th>
<th>Significantly Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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:
VI. General Supervision Comments: Trainee’s Contributions to Current Knowledge and Practices

1. Demonstrates a personal commitment to develop professional competencies further.

2. Invests time and energy in becoming a counseling psychologist.

3. Accepts and uses constructive criticism to enhance self-development and counseling skills.

4. Engages in open, comfortable, and clear communication with peers and supervisors.

5. Recognizes own competencies and skills and shares these with peers and supervisors.

6. Recognizes own deficiencies and skills and shares these with peers and supervisors.

7. Completes case reports and records conscientiously and in a timely way.

8. Keeps abreast of new literature and development in the field.

9. Actively contributes knowledge and expertise in team meetings and case conferences.

Comments/Training Recommendations:
I have reviewed this evaluation with my supervisor.

Comments:

__________________________________________________________

Student Signature                                         Signature of Site Supervisor

__________________________________________________________

Date                                                          Date
**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:

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfactory</th>
<th>Moderately Satisfactory</th>
<th>Moderately Unsatisfactory</th>
<th>Very Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of on-site supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality and usefulness of on-site supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness and helpfulness of faculty liaison</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of experience to career goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to and communication of school/ agency goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to and communication of school/ agency procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to professional roles and functions within the school/agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to information about community resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 K

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>
<td></td>
<td></td>
</tr>
<tr>
<td>(Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Member)</td>
<td></td>
<td></td>
</tr>
<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: Signature Date

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Members to be added: Signature Date

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Doctoral Student ____________________________ Date

______________________________

______________________________

______________________________

______________________________

Dean, Human Resources & Education ____________________________ Date
Appendix L

HR&E Program of Study Form

This is not the department "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 L
(This form MUST be typed)

(7/1/97)

INSTRUCTIONAL COPY

DOCTORAL PROGRAM OF STUDY

~

College of Human Resources and Education

~

West Virginia University

NAME_________________________ DATE______________

ID NUMBER____________________________________

MAJOR_________________ Counseling Psychology

MINOR_________________ Psychological Foundations

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 Coun./Therapeutic Interventions</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 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 770</td>
<td>Doctoral Practicum in Counseling Psychology - Minimum of 9 credit hours or 600 clock hours. Must take at least two (2) semesters of practicum.</td>
<td>9 hrs. minimum</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 I and Summer II. This may vary depending on the internship site.</td>
<td>12 hrs.</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 Practicum in Counseling Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 782</td>
<td>Research Practicum in Counseling Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 782</td>
<td>Research Practicum in Counseling Psychology</td>
<td>3</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</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 797</td>
<td>Dissertation Research</td>
<td>18 cr.</td>
<td></td>
</tr>
</tbody>
</table>

Hours taken from Master’s Degree* (for CPSY this is always 0) __________________________ 0

Hours taken after admission to WVU Doctoral Program (minimum 18): _______ 80
(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): _______ 62

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

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>

List Coun. Psych., Ed Psych and Psychology courses here that you take to fulfill the Psychological Foundations and Research Design & Statistics requirements. These courses will vary from student to student.

This should total 24 hours or 8 courses (five in Psychological Foundations and three in Research Design & Statistics). **Examples of these courses could be:**

**Psychological Foundations**

- History and Systems of Psychology:
  - CPSY 745 – History & Systems of Psychology
  - Or PSYCH 721 – History & Systems

- Biological Bases of Behavior:
  - CPSY 750 – Physiological Psychology
  - Or PSYCH 722 – Biological Aspects of Behavior

- Cognitive-Affective Bases of Behavior:
  - PSYCH 542 - Child/Adolescent Cognitive Dev.
  - PSYCH 733 - Stimulus Control & Memory
  - EDP 700 - Psych. Foundations of Learning
  - EDP 701 - Memory

- Social Bases of Behavior:
  - Or PSYCH 735 - Social Behavior

- Individual Bases of Behavior:
  - CPSY 740 – Assessment of Psychopathology (required)
  - CPSY 738 – Lifespan Development
  - Or PSYCH 745 – Sem: Life Span Development
  - PSYCH 541 - Infant Development
  - PSYCH 543 – Child/Adolescent Social Development
  - PSYCH 544 - Adult Development and Aging
  - PSYCH 524 - Fundamentals of Gerontology

Hours taken from Master’s Degree* ______________________________________ 0

(This is always “0”. Master’s hours are listed on Page 5)

Total hours in Minor Area (minimum 18) ______________________________________ 24

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

**Minor area comprehensive will be assessed by:** Grades of B or higher.
### 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Just type the following statement here:*

Core requirement courses are the same as listed in the Major and Minor areas on Pages 2 and 3.

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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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 764, Intellectual Assessment, 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)* 62

2) Total hours in the Minor (minimum of 18): *(Take figure from Pg. 3)* 24

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)* 134

6) Total hours beyond Master’s (minimum 42): *(This is the sum of Lines 1, 2 & 3)* 86

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.)* 86

8) Grand total of hours beyond Bachelor’s degree, including the dissertation: *(total of line 5 plus dissertation credit hours)* 152

*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 20 to (circle one term & year) Spring, Summer, Fall 20

*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>Typing Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Committee Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Committee Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Committee Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Outside Committee Member)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Committee Chairperson)</td>
<td></td>
<td></td>
</tr>
<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 M

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__________________________State______Zip__________________________

City__________________________

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 _____ Psychological Foundations _____, 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 N

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.
APPROVAL 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 concentration in the area of Counseling Psychology and a minor in the area of Psychological Foundations 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 O

Dissertation Plan

Student Name: ____________________________________________

Dissertation topic/title: ______________________________________

DISSertation 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

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
Psychological Foundations
Major Field
Minor Field
EXAMINATION DATE: __________________________
TIME: __________________________
PLACE-BLDG: __________________________

PROGRAM: _____Dissertation _____Thesis _____Recital _____Problem Report _____Course Work

TITLE OF DISSERTATION OR THESIS: __________________________

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

COMMITTEE: (Names Typed) SIGNATURES OF AGREEMENT TO ABOVE

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

(Committee Chairperson)

(Department 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 Q

Application for Graduation

West Virginia University
Application for Graduation and Diploma
for
Human Resources and Education

I expect to complete all requirements for the degree of:

__________________________
Degree

<table>
<thead>
<tr>
<th>Major I</th>
<th>Major II</th>
<th>Minor I</th>
<th>Minor II</th>
</tr>
</thead>
</table>

☐ May  ☐ August  ☐ December  Year: __________

I wish my name to appear on my diploma as (please print):

___________________________________________________________________________
First

___________________________________________________________________________
Middle

___________________________________________________________________________
Last

Student ID: 70000000000000000

Correspondence/Mailing Address (required):

Street Line 1

Street Line 2

City

State Zip

NOTE:
Complete this form within the first two weeks of the term you expect to graduate. Return the application with the $30.00 application fee to the proper department within the college. All outstanding debts must be paid at least one week prior to graduation.

___________________________________________________________________________
Student Signature

___________________________________________________________________________
Date
Appendix R

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 S

WVU Electronic Thesis & Dissertation Initiative

West Virginia University has implemented a policy that all master’s theses and doctoral dissertations are to be submitted electronically. This means that WVU no longer will accept paper copies of theses and dissertations. Electronic theses and dissertations (ETD) contribute to worldwide graduate education and unlock the under utilized results of graduate education for the scholarly community.

The Electronic Thesis and Dissertation Initiative at WVU has several purposes, including helping students in their careers, helping other learners and researchers, and making available many scholarly works that are now inaccessible, such as theses that are only available through inter library loan. The main goals of the Electronic Thesis and Dissertation Initiative are:

- for graduate students to learn about electronic publishing and digital libraries, applying that knowledge as they engage in their research and build and submit their own ETDs,
- for universities to learn about digital libraries, as they collect, catalog, archive, and make ETDs accessible to scholars worldwide,
- for universities to learn how to unlock the potential of their intellectual property and products,
- for graduate education to improve through more effective sharing, and
- for technology and knowledge sharing to speed up, as graduate research results become more readily and more completely available.

Policy on Electronic Theses and Dissertations

At WVU, all dissertations written in partial fulfillment of the requirements for any doctorate degree conferred by the University, and all theses written in partial fulfillment of the requirements of any masters degree conferred by the University must ordinarily be filed electronically with the WVU Library system according to its procedures for such filing. Exceptions to filing electronically must be approved by the Office of the Provost. Copyright to electronic theses and dissertations is subject to the appropriate provisions of the WVU Copyright Policy.
Networked Digital Library of Theses and Dissertations

West Virginia University is a charter member of the Networked Digital Library of Theses and Dissertations (NDLTD) in collaboration with other academic institutions. The NDLTD, originated at Virginia Tech, helps its member institutions share information in implementing ETD policies and ETD results. The NDLTD presently has a total of 215 members, consisting of 187 member universities (including 7 consortia) and 28 institutions. Information on the NDLTD is available at http://www.ndltd.org/.

Information on Electronic Theses and Dissertations

- General information on Electronic Theses and Dissertations at WVU and collection access is available on the web at http://www.wvu.edu/~thesis/.

- ETD submission information and format guidance is offered by the University Libraries' Guide to the Preparation of Master's Theses and Doctoral Dissertations.

- ETD technical assistance is offered by the Office of Information Technology and is available by email, appointment, or clinic and workshop attendance.

Once a student has successfully defended the thesis or dissertation, they submit the ETD online. The ETD is submitted in the form of one or more computer files in Adobe Acrobat format. This file form retains all formatting information about a document, while providing an electronic structure which allows multi-media information to be viewed on any computer. The Acrobat format is generated by the program Adobe Distiller from a postscript file printed from the student's word processor.

Once the ETD files are ready, they are submitted electronically through a web page that the student fills in with information on the thesis.

Availability of Electronic Theses and Dissertations

ETDs at WVU are made accessible through the world wide web. All ETDs have an abstract available for worldwide access. Three levels of access to the body of ETDs are possible at WVU. The body of most ETDs are openly available for reading worldwide. Some theses are made readable only by computers at WVU, an option available to protect some copyright restrictions imposed by publishers. A few ETDs are restricted from viewing by anyone for a one year period in order to protect intellectual property rights.

The world of scholarship depends on people making their research available to others. When that is done electronically, more people can get access at lower cost, and more knowledge transfer occurs. This can stimulate education and research. It also can ensure that people give credit to the student for their work, and that the research is cited in others’ publications.

Before theses and dissertations were available electronically, not many were read. Electronic access multiplies the number of times works are read by a factor of ten or more. Some ETDs have been accessed thousands of times.
With electronic theses and dissertations, students and universities can more easily share knowledge, with much lower costs. About 200,000 theses or dissertations are completed each year. It would greatly aid graduate education if as many as possible of these were made freely available.

For further information please feel free to contact us.

WVU ETD / Institutional Repository Task Force:

- Charles Baldwin, Department of English - Center for Literary Computing (Director)
- Sara Bishop, Office of Information Technology (Assistant Director, Information Systems)
- Harry Boone, Department of Resource Management (Professor)
- Daniel Ferreras, Department of Foreign Languages (Associate Professor)
- Kathy Fletcher, Office of Information Technology (Manager, Training and Publication Services - Technical Support Services)
- Keith Garbutt, WVU Honors College (Dean)
- John Hagen, Office of Academic Affairs & University Libraries (Manager, Institutional Repository Programs, ETD Task Force Chair & Program Coordinator, NDLTD Board of Directors)
- Monte Maxwell, University Libraries (Development Representative)
- Robert Stitzel, Office of Graduate Education (Director)
- Frances Van Scy, Department of Computer Science & Electrical Engineering (Professor) / WVU Center for Vision Enhancement Technology (Director)
- Carroll Wilkinson, University Libraries (Director, Information Literacy Programs)

Program Correspondence: John.Hagen@mail.wvu.edu
URL: http://www.wvu.edu/~thesis/
Appendix T
Campus Maps

Evansdale Campus