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, 2011)
# Table of Contents

## Counseling Psychology Student Handbook

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>5</td>
</tr>
<tr>
<td>Training Model and Program Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Program of Study</td>
<td>7</td>
</tr>
<tr>
<td>Required Courses</td>
<td>7</td>
</tr>
<tr>
<td>Suggested Electives</td>
<td>9</td>
</tr>
<tr>
<td>Course Planning</td>
<td>9</td>
</tr>
<tr>
<td>Doctoral Colloquia/Pro-Seminar</td>
<td>9</td>
</tr>
<tr>
<td>Suggested Sequence of Study for 2011 Cohort</td>
<td>11</td>
</tr>
<tr>
<td>Evaluation of Credit for Master's Courses</td>
<td>12</td>
</tr>
<tr>
<td>Incomplete Policy</td>
<td>12</td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>13</td>
</tr>
</tbody>
</table>

**Other Program Elements**

- Funding and Financial Aid                  | 13   |
- Student Files                              | 13   |
- Tracking System                            | 13   |
- Collaborative Research                      | 14   |
- Computer Literacy                          | 14   |
- Course Evaluations                         | 14   |
- Policy on Employment                       | 14   |

**Practicum Training**

- Overview                                   | 14   |
- Practicum Policies                         | 15   |
- Eligibility                                | 15   |
- Application                                | 15   |
- Attendance                                 | 16   |
- Liability Insurance Coverage               | 16   |
- Responsibilities                          | 16   |
- Documentation                              | 16   |
- Evaluation                                 | 17   |
<table>
<thead>
<tr>
<th>Table of Contents Continued</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Committee</strong></td>
<td></td>
</tr>
<tr>
<td>Doctoral Committee Requirements</td>
<td>17</td>
</tr>
<tr>
<td>Documentation and Doctoral Candidacy</td>
<td>17</td>
</tr>
<tr>
<td><strong>Comprehensive Examinations</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>18</td>
</tr>
<tr>
<td>Eligibility and Application</td>
<td>18</td>
</tr>
<tr>
<td>Schedule of Administration</td>
<td>18</td>
</tr>
<tr>
<td>Examination Content and Procedures</td>
<td>18</td>
</tr>
<tr>
<td>Sample Essay Questions</td>
<td>19</td>
</tr>
<tr>
<td>Scoring</td>
<td>19</td>
</tr>
<tr>
<td>Remediation &amp; Reexamination</td>
<td>20</td>
</tr>
<tr>
<td>Comprehensive Exams and Degree Time Limits</td>
<td>21</td>
</tr>
<tr>
<td>Doctoral Admission to Candidacy</td>
<td>21</td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>21</td>
</tr>
<tr>
<td>Scheduling of Proposal &amp; Defense Meetings</td>
<td>22</td>
</tr>
<tr>
<td>Refreshments</td>
<td>22</td>
</tr>
<tr>
<td>Procedures</td>
<td>22</td>
</tr>
<tr>
<td>The Prospectus</td>
<td>22</td>
</tr>
<tr>
<td>The Final Examination and Defense</td>
<td>23</td>
</tr>
<tr>
<td>The Document</td>
<td>24</td>
</tr>
<tr>
<td>WVU Electronic Dissertation Initiative</td>
<td>24</td>
</tr>
<tr>
<td>Typical Structure of a 5-Chapter Dissertation</td>
<td>24</td>
</tr>
<tr>
<td>Publication</td>
<td>25</td>
</tr>
<tr>
<td><strong>The Pre-Doctoral Internship</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>26</td>
</tr>
<tr>
<td>Eligibility</td>
<td>26</td>
</tr>
<tr>
<td>Policies</td>
<td>26</td>
</tr>
<tr>
<td><strong>Due Process</strong></td>
<td></td>
</tr>
<tr>
<td>Rationale</td>
<td>27</td>
</tr>
<tr>
<td>Guidelines for Due Process</td>
<td>28</td>
</tr>
<tr>
<td>Comprehensive Evaluation of Student Competence</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Overview of the Competency-Based Evaluation Model</td>
<td>28</td>
</tr>
<tr>
<td>Readiness for Practicum</td>
<td>29</td>
</tr>
<tr>
<td>Readiness for Internship</td>
<td>29</td>
</tr>
<tr>
<td>Readiness for Practice/Final Evaluation</td>
<td>29</td>
</tr>
<tr>
<td>Student Portfolio Submission</td>
<td>30</td>
</tr>
<tr>
<td>Competencies and Support Documentation</td>
<td>30</td>
</tr>
<tr>
<td>Student Retention, Remediation and Termination</td>
<td>31</td>
</tr>
<tr>
<td>Preventive Measures</td>
<td>32</td>
</tr>
<tr>
<td>Failure to Achieve Competency and Remediation</td>
<td>32</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>33</td>
</tr>
<tr>
<td><strong>Student Services Provided by the University</strong></td>
<td></td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>34</td>
</tr>
<tr>
<td>Student Counseling Service &amp;</td>
<td>34</td>
</tr>
<tr>
<td>Career Services Center</td>
<td>34</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>35</td>
</tr>
<tr>
<td>The University Library System</td>
<td>35</td>
</tr>
<tr>
<td>Computing Services</td>
<td>35</td>
</tr>
<tr>
<td><strong>Other Student Life Issues</strong></td>
<td></td>
</tr>
<tr>
<td>Parking on Campus</td>
<td>35</td>
</tr>
<tr>
<td>Housing</td>
<td>35</td>
</tr>
<tr>
<td>Campus Security</td>
<td>35</td>
</tr>
<tr>
<td>Campus Smoking Policy</td>
<td>36</td>
</tr>
<tr>
<td>Personal Rapid Transit (PRT)</td>
<td>36</td>
</tr>
<tr>
<td>Mobile Access</td>
<td>36</td>
</tr>
<tr>
<td>Academic Checklist</td>
<td>37</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td>Appendix A - Program Goals, Training Activities And Process And Outcome Measures</td>
<td>40</td>
</tr>
<tr>
<td>Appendix B - Substitution of Coursework From Master’s Degree Doctoral Program Planning</td>
<td>47</td>
</tr>
<tr>
<td>Appendix C – Doctoral Program of Study in Counseling Psychology</td>
<td>48</td>
</tr>
<tr>
<td>Appendix D - HR&amp;E Guide to Doctoral Programs</td>
<td>53</td>
</tr>
<tr>
<td>Appendix E – Practicum Application</td>
<td>60</td>
</tr>
<tr>
<td>Appendix F – Practicum Objectives</td>
<td>61</td>
</tr>
<tr>
<td>Appendix G – Practicum Letter</td>
<td>62</td>
</tr>
<tr>
<td>Appendix H – Practicum Agreement</td>
<td>63</td>
</tr>
<tr>
<td>Appendix I – Practicum Logs</td>
<td>64</td>
</tr>
<tr>
<td>Appendix J – Practicum Student Evaluation Form</td>
<td>71</td>
</tr>
</tbody>
</table>
Table of Contents Continued

| Appendix K  | Doctoral Committee Approval | 81 |
| Appendix L  | HR&E Program of Study Form  | 86 |
| Appendix M  | Admission to Candidacy for Ph.D. | 92 |
| Appendix N  | Doctoral Approval of Prospectus | 94 |
| Appendix O  | Dissertation Plan           | 96 |
| Appendix P  | Dissertation Shuttle Sheet  | 97 |
| Appendix Q  | Application for Graduation  | 99 |
| Appendix R  | Student Progress Review     | 101 |
| Appendix S  | WVU Electronic Dissertation Initiative | 102 |
| Appendix T  | Campus & Morgantown Maps    | 105 |
| Appendix U  | Competency Benchmarks       | 107/S9 |

(See website for specific forms and latest documents)
Counseling Psychology
Student Handbook
(August, 2011)

Accreditation

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

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

For more information please refer to:

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

Training Model & Program Philosophy

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

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

Thus we agree with Hoshmand and Polkinghorne’s suggestion that training in professional psychology should encompass a “mutuality of science and practice, in which psychological science as a human practice and psychological practice as a human science inform each other” (*American Psychologist*, 47, 55-60).

Counseling psychology is a general practice and health service provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Professional preparation for the specialty of Counseling Psychology occurs at the doctoral and postdoctoral level.

Counseling Psychology centers on typical or normal developmental issues, as well as atypical or disordered development applied at the individual, family, group, system and/or organizational levels. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology.

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

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

They work with groups in a variety of settings toward achieving solutions to many of these same problems, as well as toward enhancement of personal and interpersonal functioning. Counseling psychologists also consult with organizations and work groups to help provide a work environment conducive to human functioning and to enhance the ability of organizations to increase productivity and effectiveness.

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

The treatment foci addressed by the specialty of Counseling Psychology are varied and multifaceted and they include, but are not limited to:

- educational and vocational career/work adjustment concerns,
- vocational choice, and school/work-retirement transitions,
- relationship difficulties-including marital and family difficulties,
- learning and skill deficits,
- stress management and coping,
- organizational problems,
- adaptation to physical disabilities, disease, or injury
- personal/social adjustment,
- personality dysfunction, and
- mental disorders.

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

- individual, family, group and systemic counseling;
- behavioral and psychotherapeutic interventions;
- crisis intervention, disaster and trauma management;
- psychodiagnostic assessment techniques;
- psychoeducational/preventive programming;
- organizational consulting;
- program evaluation and treatment outcome;
- training; clinical supervision;
- test construction and validation; and
- methodologies for quantitative and qualitative inquiry.

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

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

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

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

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

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

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

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

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

Required Courses

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

Exposure to the theories and knowledge comprising these five areas is required by the American Psychological Association accrediting guidelines that state doctoral training in professional psychology should be “broad and general”. One course from each area is required with the exception of the 5th domain, from which 2 courses must taken as indicated.

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

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

3. **Cognitive-Affective Bases of Behavior:**
   CPSY 710 - Cognitive-Affective Behavior

4. **Social Bases of Behavior:**
   CPSY 735 - Social Psychology

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

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

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

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

B. COUNSELING PSYCHOLOGY CORE

1. **Theory and Background—37 credit-hours**

   CPSY 701 - Advanced Counseling Psychology Interventions
   CPSY 709 - Advanced Group Counseling
   CPSY 734 - Multicultural Psychology

   *Prerequisites include successful completion of CPSY 701.*

   CPSY 760 - Introduction to Counseling Psychology
   CPSY 763 - Advanced Theories of Counseling Psychology
   CPSY 764 - Intellectual Assessment (4 hours)
   Three hours in class, 1 credit hour assessment activities.
   CPSY 766 - Vocational Theory/Assessment
   CPSY 769 - Personality Testing and Interpretation
   CPSY 780 - Professional & Ethical Issues
   CPSY 783 - Consultation & Supervision

   CPSY 799 - Colloquium/Pro-Seminar – 6 credit hours are required, 1 credit hour for each semester (fall and spring) for the first three years of study. Please see the relevant section in the handbook for a description of the Pro-Seminar.
2. Clinical Practicum—9 credit-hours

CPSY 770 - Doctoral Practicum in Counseling Psychology* - A minimum of 9 credit hours equaling 600 clock hours at approved field placement sites. At least 3 semesters of practicum must be taken. Please refer to the discussion below concerning practicum hours and the pre-doctoral internship.

Prerequisites include successful completion of CPSY 701 and 769 or equivalents and completed doctoral practicum application due by March 1st of semester/year preceding initial semester. Core Faculty approval required. A satisfactory “Readiness for Practicum” evaluation form must be in the student’s file prior to placement.

3. CPSY 772 Internship—12 credit-hours A minimum of a full-time (12 months = 1 academic year). Students must apply for APA-accredited internship placement.

C. RESEARCH DESIGN AND STATISTICS
(13 credit-hours of course work plus the 1 credit Research Practicum, #5 below)

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

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

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

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

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

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

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

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

PSYCH 511 - Research Design/Data Analysis I
PSYCH 512 - Research Design/Data Analysis II

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

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

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

You may not exceed that limit except by petition, which may not be granted, so students are advised to plan carefully so that the 18 credit hours of dissertation are completed prior to leaving for internship.

Note: CPSY 797 hours are graded "I" until the dissertation defense has been successfully passed and the graduate office has officially recorded the final acceptance of the dissertation into the library.

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

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

Suggested Electives

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

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

Check with the training director for suggestions regarding other options.

Course Planning

The course of study leading to the PhD in Counseling Psychology nominally comprises five years. The general college and university guidelines suggest seven years or less as the optimum time-frame for completing a doctoral degree at West Virginia University.

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

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

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

Students are provided a “Suggested Program of Study” for the 2011 cohort. By adhering to and following this course sequence, you will be able to finish your required courses in timely and efficient manner. This will further ensure you’re you will be ready to register for the Comprehensive Doctoral Qualifying Examinations prior to beginning the third year, and that your transcript will be complete when making applications for the pre-doctoral internship.

Finally there is the practicum to consider. In recent years the number of total hours being listed by applicants for the pre-doctoral internships in Psychology matching program has continued to rise. There is currently a deficit between the number of students applying and the number of rotations available that is in excess of 400 more students than rotations.

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

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

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

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

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

Doctoral Colloquia/Pro-Seminar

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

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

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

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

Practicum or work obligations must give way to attendance at the pro-seminars as they are not optional but a required element of the program of study.
Suggested Sequence of Study for 2011 Cohort

§Optional sequences

1st Year:

Fall-2011
CPSY 760 Introduction to Counseling Psychology
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 769 Personality Testing & Interpretation
CPSY 781 Research Practicum (1cr)
CPSY 799 Colloquium/Pro-Seminar (1cr)
ED P 613 Statistical Methods I

Spring-2012
CPSY 701 Adv. Counseling Psychology Interventions
CPSY 764 Intellectual Assessment (4 cr)
CPSY 766 Vocational Theory & Assessment
CPSY 780 Professional & Ethical Issues
CPSY 799 Colloquium/Pro-Seminar (1cr)
ED P 614 Statistical Methods II

Summer-2012
CPSY 770 Practicum—optional
ED P 611 Tests & Measurement—required
§ED P 614 Statistical Methods I or II

2nd Year:

Fall-2012
CPSY 734 Multicultural Psychology
CPSY 750 Physiological Psychology
CPSY 782 Research Methods & Design
CPSY 770 Practicum
CPSY 799 Colloquium/Pro-Seminar (1cr)

Spring-2013
CPSY 709 Advanced Group Counseling
CPSY 710 Cognitive-Affective Behavior
CPSY 755 Applied Psychopharmacology [elective]
CPSY 770 Practicum
CPSY 799 Colloquium/Pro-Seminar (1cr)

Summer-2013
CPSY 770 Practicum—optional

[Doctoral Comprehensive Qualifying Examination in August]

3rd Year:

Fall-2013
CPSY 735 Social Psychology
CPSY 740 Assessment of Psychopathology
CPSY 770 Practicum
CPSY 799 Colloquium/Pro-Seminar (1 cr)

[Internship Application]

Spring-2014
CPSY 738 Life Span Psychology
CPSY 745 History & Systems of Psychology
CPSY 783 Consultation & Supervision
CPSY 770 Practicum
CPSY 799 Colloquium

Summer-2014—[Leave for internship]

There may arise a situation in which it may be advisable or necessary for you to deviate from the program of study your cohort. In order to plan accordingly, the course offerings through spring 2014 can be viewed and downloaded on the program website. Please be aware that the general timeline of course offerings is not amenable to ad hoc changes to meet individual student needs as the program of study has to satisfy the scheduling needs some 30 person at any given time.
Evaluation of Coursework from Master's Degree

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

Students interested in acquiring substitution must complete the form called Substitution Coursework from Master's Degree: Doctoral Program Planning (Appendix B) in order to delineate the courses taken in theories of counseling and psychotherapy, counseling techniques, and tests and measurement. This planning form is also used to determine what courses in the psychological foundations have been taken at the master's level (i.e., history and systems, social, biological, cognitive-affective, and individual bases of behavior). For any course taken at the master's level for which substitution is sought, students are to provide the following information: college or university at which the course was taken, course number, course title, course syllabus, name of professor (licensure status, membership status in APA), a list of major texts or readings, and a brief course description. There is a maximum of 12 credits that can be waived. Course waived do not reduce the total number of hours required to complete the doctorate. Rather, more elective choices are open to the student who has a certain number of course substituted. (Students who wish to apply for this substitution must complete the evaluation form prior to the end of the first year.)

Incomplete Policy

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

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

Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the incomplete. If the student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor regarding how and when the work will be completed.” The CONTRACT TO REMOVE GRADE OF I form can be obtained from the office staff in 502 Allen Hall for completion.

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

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

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

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

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

Other Program Elements

Funding & Financial Aid

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

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

Like most GA’s or Teaching Assistant positions offered through West Virginia University, these appointments carry full tuition waivers for the fall and spring semesters and a monthly stipend. Summer tuition remission is specifically not covered unless the appointment is specified as a 12-month position—which is rare.

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

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

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

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

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

Note that APA-accredited internships, discussed more fully below, carry a stipend, usually in the $18,000-24,000 range for a year’s internship appointment.

Student Files

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

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

Tracking System

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

Students are responsible for keeping the tracking form up-to-date by completing the required information at the end of each semester. Suggested timelines for completion of the various requirements of the program can be found in the Academic Checklist at the end of this narrative and in the Human Resources and Education (HR&E) Guide to Ph.D. Programs, which is located in Appendix D.
Collaborative Research

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

Computer Literacy

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

Note: The computers located at various stations in the Allen Hall offices 502-504 are reserved for the use of our Graduate/Teaching/Research Assistants for work specific to their departmental responsibilities. They are not to be used by others 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.

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

Course Evaluations

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

Policy on Employment

The faculty recognize that many students may be employed while they are enrolled in the doctoral program. The departmental expectation is that the employment will not conflict with paid or unpaid practicum, classes, or colloquia to the degree that students education is negatively impacted.

Practicum Training

Overview

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

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

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

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

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

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

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

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

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

Grading: The S/U (satisfactory/unsatisfactory) grading system is used for practicum courses. "U" grades are assigned for violations of ethical behavior or unsatisfactory performance at a placement site.

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

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

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

1. At least 50% of the weekly practicum time (8 hours) must be under an approved clinical supervisor who is not the student's employment supervisor. Typically the clinical supervisor is required to be a licensed psychologist.

2. The balance of supervision must be conducted by a program-approved clinical supervisor who meets the above standards.

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

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

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

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

Eligibility

Students normally take field-based practica during their second and third years of training, although some students with limited clinical background may also take a field-based practicum at the master's level during the first year of coursework as advised by faculty.

Succeeding practica can be taken in the same or in different settings, depending upon the student's prior work experience and internship and career goals. A list and description of practicum sites is available from the training director. Students are generally advised not to complete all of their practica in one setting under one supervisor.

Application

The training director (and faculty member arranging practicum if not the training director) meets with all students during their initial year of coursework to review the practicum process, to answer procedural questions, and to discuss potential practicum sites. Practicum site selection must be initiated by each
student by March 15 of the year prior to which they plan to enroll in their initial field-based practica. Applications (see Appendix E) are reviewed by the training director or designee, to ensure the successful completion of all doctoral coursework taken to date, to determine student readiness for practicum, and to assess the compatibility between students' needs and goals and potential sites. The program faculty must approve a student's progress before the student will be allowed to enroll in practicum.

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

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

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

Attendance

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

Liability Insurance Coverage

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

The simplest and perhaps most cost effective method to secure adequate coverage is to apply with The Trust, an provider associated with the American Psychological Association Insurance Trust. There is a special fee structure for graduate students in psychology. The current cost is $35.00 per year for a $3,000.00 aggregate and $1,000.00 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 on the department website (http://counseling.wvu.edu) and are enclosed in Appendix I.

An MS Excel spreadsheet is available for download from the program website that will allow students to track their practicum hours, supervision, training activities and diversity statistics and compute the totals. This program is currently maintained by the University of Kentucky which strives to keep it up to date with the
latest tracking information reported as part of the pre-doctoral internship application.

Evaluation

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

Doctoral Committee

Upon admittance into the Counseling Psychology program, all students are assigned a member of the Counseling Psychology core faculty as a temporary program advisor. Prior to the end of the second year (by May 15), a dissertation chair must be chosen and the Doctoral Committee must be selected. This committee has four functions: (1) to approve the student's plan of study, (2) to approve the student's dissertation prospectus, (3) to admit the student into doctoral candidacy, and (4) to administer and approve the final dissertation defense and attest to the document readiness for submission to the Electronic Theses and Dissertations Office of the library. Relevant information can be found on-line at: http://www.libraries.wvu.edu/theses/.

The committee consists of a total of five members, including a Chair (who is the core faculty advisor), at least two other core Counseling Psychology faculty members. See below, the full document can be found in the appendices to the handbook.

DOCTORAL COMMITTEE REQUIREMENTS

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

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

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

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

• Chair must be from student's major program and must be regular graduate faculty.

• No more than two (2) other members may be from student's major program area of study (HR&E).

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

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

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

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

Student should be aware that the committee chairperson and other members of the doctoral committee serve at their own pleasure are not assigned or obligated to serve on the committee. Once selected and approved by the Registrar, the doctoral committee becomes the sole arbiter of the scholarly component of the student’s progress towards the doctoral degree. All matters regarding the scientific integrity and value of the research, as well as determining the state of readiness of the manuscript for final submission to the library, rest with the committee. There is no higher authority.

Documentation and Doctoral Candidacy

After the doctoral committee has been selected, the Doctoral Committee Approval form (Appendix 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 the comprehensive examinations are passed. At that time, the Admission to Candidacy form (Appendix M) is completed and submitted with related documentation to the Student Advising Office. Once the Admission to Candidacy form is filed, students must enroll for one credit hour each semester (fall and spring). Students do not have to register for summer terms unless they plan to graduate in August.

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

Copies of all completed forms are to be kept in the student files. All of the forms discussed above, as well as related policies and procedures, are included in the HR&E Guide to Doctoral Programs, which is available in Appendix D.

Comprehensive Examinations

Overview

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

Doctoral committees use the examinations as diagnostic tools in an effort to assist students in attaining high standards of competence. Students must pass the comprehensive exams before applying to potential internship sites or submitting the dissertation prospectus to doctoral committee members for approval.

Eligibility and Application

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

Schedule for Administration

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

Examination Content and Procedures

Examinees should report to the 502-04 Allen Hall Suite at 8:45 a.m. on the first examination day. Each examination day will be divided into a morning session from 9-11 a.m. and an afternoon session from 1-3 p.m., during which students will complete responses to examination questions as described below.

Ordinarily students will take comprehensive exams by computer. After the end of each session of writing, files will be saved to a secure medium, and printed copies placed in the students’ file kept by the training director. Students are permitted to handwrite the exams if they prefer. Any other accommodations must be approved via the Disabilities Services Office as described above.

Should a student requires accommodation to sit for the exams due to disability; he or she should apply to the training director two weeks in advance of the scheduled comprehensive examinations to determine the manner in which the accommodation is to be provided.

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

For each of the first three examination sessions, the student will be presented with at least two essay questions from which he/she will choose one to answer for a total of 3 essays. A statistics/methodology/design critique of an empirical research article will comprise the last session on the second day.

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

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

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

In the afternoon of the second day candidates will be asked to demonstrate their statistics, research methodology/design and psychometric knowledge 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.

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

Sample Essay Questions

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

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

3. Describe at least three client populations that counseling psychologists consider to be especially difficult to treat. Explain why this is so. What approaches to counseling/psychotherapy provide skills and knowledge specific to the treatment of these conditions? What is it that they provide? (This is a practice area question.)

4. Most psychologists believe that it is important to have a theoretical orientation in therapy. The orientation provides a systematic approach to the treatment. What are the ethical issues involved when a therapist adheres to a given theoretical approach and uses only the techniques associated with the one orientation? Describe the use of a particular therapeutic orientation with a specific type of client and enumerate the possible ethical issues involved. (This is a crossover question between professional and practice areas.)

5. You are a newly licensed psychologist, recently employed in a rural mental health center in 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: (This is a professional area question.)

   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 show little or no positive impact, what would you do?

   c. What specific legal and professional positions support your intent and your actions?

Scoring

Each student essay is read by two faculty members selected by the training director, who may also be a reader. Readers provide a brief written evaluation of each response and assign a numerical rating using the following point scale:

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

The scoring rubric for the comprehensive essays is given below:

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

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

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

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

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

0
No response or insincere attempt.

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

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

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

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

Remediation & Reexamination

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

1. Require additional coursework and experience in selected areas.

2. Require a skill competency examination in selected areas.

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

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

Comprehensive Exams and Degree Time Limits

Because the comprehensive examination attests to the academic competence of the student who is about to become an independent researcher and/or practitioner, the examination cannot precede the conferring of the degree by too long a period of time. Consequently, doctoral candidates are allowed not more than five years in which to complete the remaining degree requirements. This is required by the College of Human Resources & Education (see Appendix D). In the event that a student fails to complete the doctorate within five years after admission to candidacy, an extension of time may be obtained only by requesting to repeat the qualifying examinations (which may be administered by the student’s doctoral committee) and meeting other requirements specified by the student’s committee and or the training director.

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

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

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

Doctoral Admission to Candidacy Form

Upon successful completion of comprehensive exams the “Doctoral Admission to Candidacy” form must be completed and signed by the student and the student’s committee chairperson (see Appendix 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 candidate. It is a guided learning experience that introduces a PhD candidate to advanced scholarship and prepares him or her to conduct research without supervision in future professional endeavors.

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

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

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

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

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

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

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

Scheduling of Proposal & Defense Meetings

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

Students should be aware that program faculty do not typically work during the summer session. Therefore students should not expect their dissertation committee chair or other committee members to be available during the summer. Specifically please note that the final defense cannot be scheduled during the summer under any circumstances.

Additionally students are most strongly advised not to attempt to complete a dissertation during the summer session. Rather the final oral defense should be scheduled in the early spring or fall of the semester the student hopes to graduate—allowing ample time for the finalizing of the manuscript for submission to the library. The graduate school publishes the dates for this process on the WVU web site. Students should be thoroughly familiar with the time-lines for completion and not to depend on faculty resources during the summer in order to accomplish this.

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

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

The Prospectus

The dissertation prospectus is the written proposal for a scholarly and rigorous investigation of critical aspects of the theory and practice of Counseling Psychology. Furthermore, it provides the scientific and philosophical rational for the study of a substantive question in the field. It is essentially the body of the dissertation minus the actual data, data analyses and conclusions. As such it will require considerable effort, persistence and initiative to complete successfully, often amounting to many months.

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

Please be aware that a student may not accept an internship unless he/she has successfully proposed the dissertation. Not only does this allow the program to provide tuition support during the internship year, but become increasingly common for internship site only to interview candidates who an approved prospectus.

The dissertation proposal meeting must be scheduled during the academic year (August 16-May 15). The following suggested timeline is provided relevant to the year in which the student wishes to commence the predoctoral internship. Students are encouraged to propose well in advance of these guidelines whenever possible.
March 1—the dissertation chair has read and approved the prospectus and agrees it is ready to go to the whole committee. If the student is consulting with a committee member who is serving as a methodologist or content specialist, copies of the relevant portions of the prospectus will naturally be shared with him or her as part of preparing a draft for the committee as a whole.

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

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

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

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

If applying for internship please observe the following restriction: You must have an approved dissertation proposal by Feb 8, 2012 as the deadline to submit a rank-order list is 11:59 PM; EST on that day.

The Final Examination and Defense

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

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

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

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

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

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

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

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

These may be minor and/or few in number in which case, committee members may sign the document readiness form and charge the dissertation chair with insuring the recommended changes are incorporated in the final draft.

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

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

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

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

Consult Appendix S of this handbook for more information.

The Document

WVU Electronic Dissertation Initiative

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

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

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

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

Typical Structure of a 5-Chapter Dissertation

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

Ch 1. Introduction
- Introduction to the research—historical, theoretical and conceptual background.
- Definitions of important terms or concepts
- Statement of the problem/purpose of the study
- Research questions or hypotheses derived from the problem

Ch 2.
- Review of the Literature—the literature relevant to the research questions being posed are discussed and analyzed. The purpose of the literature review is to demonstrate how theoretical and empirical scholarship from the last five to seven years has led to the need to clarify and answer the candidate’s research hypotheses.
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 for the dissertation typically known as the APA Journal Article Format, may be submitted. In this model chapters 1 and 2 of the traditional format are combined into a single chapter that simultaneously sets forth the theoretical elements of the proposed research and provides scholarly and empirical justification via a review of the selected literature.

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

**Publication**

It is suggested that, in consultation with the committee chair, the student draft a manuscript based on the dissertation and be prepared to submit it to a refereed journal for publication review upon successful completion of the oral defense. Consistent with the Principal 8.12 of the Ethical Principles of Psychologists (published by the American Psychological Association), "publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions. Major contributions of a professional character made by several persons to a common project are recognized by joint authorship, with the individual who made the principal contribution listed first. Minor contributions of a professional character and extensive clerical or similar nonprofessional assistance may be acknowledged in footnotes or in an introductory statement."
The Pre-Doctoral Internship

Overview

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

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

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

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

In the fall of each year, the training director meets with prospective interns to guide and assist them in preparing and submitting the application for internship.

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

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

The evaluation of the internship from the program's perspective is based on the "satisfactory/unsatisfactory" method. A grade of incomplete is given to the Registrar until the internship is completed to the satisfaction of the internship training director and a final evaluation and certificate of completion received by the Counseling Psychology program.

At that point all incomplete grades are modified to S (satisfactory). Students should be aware that the evaluation and determination of competence during the internship are solely the within the provenance of, and subject to, the authority of the internship site training director.

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

Eligibility

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

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

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


4. Satisfactory completion of the comprehensive exams.

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

Policies

The West Virginia University Counseling Psychology Program does not support internships at the student's employment site. 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.

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

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

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

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

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

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

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

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

Due Process

Rationale

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

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

Guidelines for Due Process

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

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

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

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

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

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

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

7. The motivations for specifying students’ rights are primarily 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.

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


We have designed an assessment mechanism using the benchmarks document as advised by the APA in our 2010 re-accreditation review. Copies of the relevant forms are available on the website and in Appendix U of this handbook.

Overview of the competency-based evaluation model

The benchmarks document focuses on three levels of trainee competency, (1) readiness for practicum, (2) readiness for internship, and (3) readiness for entry to practice/final evaluation.

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

On the forms we are using a narrative component is also included for each general domain in which the faculty and supervisors may add comments or provide recommendations. Students will also be required to submit specific portfolio items, detailed below, to be reviewed by faculty, as part of the evaluation process for each time period.

Each student will be evaluated by the faculty under the oversight of the training director who will sign the evaluation form. Either the student’s advisor or the training director will be responsible for meeting each trainee to go over the evaluation. The trainee will also sign to indicate the information in the evaluation was conveyed appropriately. In the instance wherein a trainee feels some element or elements of the evaluation were inaccurate, the standard appeal and/or grievance procedures will apply as outlined in the Counseling Student Doctoral Handbook.

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

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<th>4</th>
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<tbody>
<tr>
<td></td>
<td>Never/rarely</td>
<td>About 50% of the time</td>
<td>Usually</td>
<td>Almost always</td>
<td>Always</td>
</tr>
</tbody>
</table>

**Readiness for Internship**

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

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

As with the previous evaluation, students will be asked to submit specific portfolio items to the faculty for review. At this level the expectations are considerably higher within each domain, and many new areas come under review. Therefore the same scoring rubric of “usually” will be required in order to demonstrate that an acceptable level of competency has been attained.

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

**Readiness for Practice/Final Evaluation**

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

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

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

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

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

Student Portfolio Submission

Certain competencies will be evaluated based on student work submitted in portfolio form. We hope to have this process moved on-line as the university and college develop and adopt uniform standards for on-line portfolio submission. Until that process is implemented, students will provide written/hard copies of the portfolio items requested.

For each of the three evaluation periods described above, the student will add to his or her portfolio those items specified. If a previous item is to be replaced with a new or updated item, the student will indicate it on the submission forms. The final form of the student portfolio submission will represent the student’s best work in the evaluated domains and provide the faculty with the necessary evidence to certify he or she has met the minimum competency training standards as set forth in the “Readiness for Practice/ Final Evaluation” document.

Competencies and support documentation

For completeness’ sake, some items are identical among the domains, but they are included again to clarify the evaluative source for each domain.

Readiness for practicum.

- I: None—this domain is evaluated by the faculty based on its observations
- II: Self-as-instrument papers from CPSY 760 & 701
- III: Ethics paper from CPSY 780
- IV: Self-as-instrument papers CPSY 760 & 701
- VII: Scored protocols and written reports from CPSY 769, 764 & 769
- VIII: Papers from CPSY 701, 763
- X: “Dissertation Prelim” paper from CPSY 760
- XV: Signed supervisor logs from CPSY 782
- XVI: Self-as-instrument papers; Ethics paper from CPSY 780

Readiness for Internship. Supervisors’ evaluations are those from the student’s various practicum rotations and submitted to the on-campus practicum instructor.

- I: Supervisors’ evaluations from practicum
- II: Supervisors’ evaluations from practicum; Self-as-instrument paper from first practicum class; APPLIC Essay #3
- III: Supervisors’ evaluations from practicum
- IV: Supervisors’ evaluations from practicum
- V: Supervisors’ evaluations from practicum
- VI: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- VII: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- VIII: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- IX: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- X: Dissertation proposal
- XI: Dissertation proposal
- XVII: Faculty teaching supervisor evaluation
XVIII: Supervisors’ evaluations from practicum Two new sources of data are utilized for this final evaluation period—the Dissertation and the final evaluation from the student’s internship training director and/or clinical supervisors. These are designated as D and I, respectively on the evaluation form.

XIV: Supervisors’ evaluations from practicum

XIV: Supervisors’ evaluations from practicum

XV: Supervisors’ evaluations from practicum

XVI: Supervisors’ evaluations from practicum; case write-ups from CPSY 770

Readiness for Practice/Final. Materials for this portfolio submission are more individualized than for the previous two time periods.

Final internship evaluation. Please note that you may need to sign a release of information form in order for your internship director to forward the evaluation document to us.

- If your internship program doesn’t use a comprehensive form, similar to what is used at the Carruth Center, it may be necessary for you to provide one to your supervisors or the DCT. We must have a comprehensive evaluation of the training objectives achieved during internship in order to complete this final evaluation form. We can provide one for you if necessary.

- Final draft of the dissertation
- Comments from the dissertation chair on the final defense
- Evaluations from any supervisors in the field on your teaching, outreach, or clinical work
- Materials from any conference presentations
- Copies of any manuscripts submitted for publication and acceptances/reprints in available
- Other materials you feel would assist the faculty in evaluating your competencies in the various domains for this final time period.

The evaluation procedure works as both an evaluative and administrative tool. Formal student evaluation is achieved through performance in coursework and ratings of practicum supervisors. In addition, students 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 meets at least annually to discuss the progress of individual students. The Tracking Form and any relevant competency documents are used to determine the status of each student’s progress. Therefore, it is important to keep the Tracking Form up to date. Annual written feedback is provided to each student by the training director. 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. The catalog can be found on-line at http://coursecatalog.wvu.edu/. Additional conditions unique to the Counseling Psychology program are listed below.

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

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

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

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

5. It is the expectation that students will complete all requirements for the doctoral degree, including the dissertation within seven (7) years of their admission, although, as noted above, the student is allowed 5 years from the time candidacy is awarded before the comprehensive examination, and potentially the dissertation proposal are considered invalid. Students who have not kept their doctoral program of study updated, judged to be making satisfactory progress towards the degree may 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 critical. These include:

1. Orientation meetings
2. Individualized contacts with advisors
3. Contact with other students
4. Assignment of a student mentor

5. Timely evaluations
6. Specific information regarding program expectations

Program faculty will assist students to locate a local counselor who will see doctoral students for reduced fees should that resource be recommended.

Failure to Achieve Competency and Remediation


The final report of the Task Force offers the following 15 guiding principles:

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

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

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

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

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

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

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

**Principle 8:** Assessment of competence should be a multi-trait, multi-method, and multi-informant process
Principle 9: Self-reflection and self-assessment are key components of the assessment of competence and need to be taught and encouraged

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

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

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

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

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

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

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

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

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

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

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

Grievance Procedures

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

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

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

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

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

Summary of Grievance Procedure

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

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

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

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

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

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

Student Services Provided by the University

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

Financial Assistance

Financial assistance is available in a variety of forms. Any student with financial need can apply for assistance at the Student Financial Aid Office in the Mountainlair (293-5242). In the past Counseling Psychology students have secured graduate assistantships, residence hall jobs, and University Advising Center positions. Since the Counseling Psychology program offers only graduate courses, it has only a limited number of doctoral student assistantships within the department. Some programs in the college that offer undergraduate courses have a limited number of teaching assistantships for which Counseling Psychology students can compete. Applications for college teaching and graduate assistantships are available in the Center for Student Advising & Records (710 Allen Hall).

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

Student Counseling Service

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

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

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

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

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

Career Services Center

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

Student Health Service

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

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

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

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

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

The University Library System

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

Computing Services

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

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

Other Student Life Issues

Parking on Campus

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

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

Housing

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

Campus Security

The Department of Public Safety at WVU provides 24-hour, seven-day-a-week protection by trained personnel.
Depending on where you grew up and your lifestyle choices, Morgantown may seem more or less safe to you. However it may feel, Morgantown generally has a low crime rate, but it is not free of such problems, as theft, sexual assault, etc. Anyone living in an urban environment, even one with the “small town” atmosphere of Morgantown, should exercise normal prudence and caution in moving about the city after dark, take reasonable measure to preserve the security of your personal possessions and living space.

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

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

**Campus Smoking Policy**

WVU is a smoke-free environment; smoking is not permitted in any building. For those who smoke outside buildings, selected areas have containers for waste.

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

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

**Personal Rapid Transit (PRT)**

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

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

**Mobile Access**

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

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

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

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 money aside.
5. Keep asking around about good practicum sites.
6. Determine placement site in collaboration with the training director.
7. Contact potential practicum sites after the faculty make the initial contact.
8. Register for next semester after consulting your advisor.
9. Start to actively interview core faculty members to chair your committee. (Key issues are personal chemistry and interest/expertise in your dissertation topic.)
10. Stop and cheer—you finished your first year!

Fall, 2nd Year

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

Spring/Summer, 2nd Year

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

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

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

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

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

9. Register for next semester after consulting your advisor.


11. Submit your practicum log by the due date.

**Summer, 2nd Year**

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

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

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

**Fall, 3rd Year**

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

2. Update the Tracking Form.

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

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

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

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

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

8. Register for next semester after consulting your advisor.

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

10. Establish a timeline for completion of the dissertation.

11. Submit your practicum log by the due date.

**Spring/Summer, 3rd Year**

1. Update the Tracking Form.

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

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

4. Collect and analyze dissertation data.

5. Register for next semester after consulting your advisor.

6. Submit your practicum log by the due date.

7. Find affordable housing in Intern town.

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

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

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

**Fall, 4th Year**

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

2. Update the Tracking Form.

3. Do the internship thing!

4. Talk regularly with your committee chair.

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

6. Register for next semester after consulting your advisor.

**Spring/Summer, 4th Year**

1. Update the Tracking Form.

2. Continue the internship thing!

3. Talk regularly with your committee chair.

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

5. Schedule the dissertation defense.

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

PROGRAM GOALS, TRAINING ACTIVITIES, AND PROCESS
AND OUTCOME MEASURES (Taken from the 2011 report to the APA Commission on Accreditation)

Goal #1: To train counseling psychologists who have a broad-based foundation of scientific knowledge, conceptual understanding and theoretical framework commensurate with practice and scholarship in professional psychology.

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Competencies Expected for this Objective 1.1:
Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.
Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a diverse society.

Curriculum elements and evaluation tools

Course Syllabi:
CPSY 750 Physiological Psychology
CPSY 755 Applied Psychopharmacology
CPSY 710 Cognitive-Affective Behavior [§New course, syllabus is attached]
CPSY 735 Social Psychology
CPSY 745 History & Systems of Psychology
EDP 613 & 614 Statistical Methods I & II
EDP 611 Measurement & Evaluation in Educational Psychology
CPSY 781 Research Practicum in Counseling Psychology
CPSY 782 Research Methods and Design

Annual student survey: Section I questions relevant to courses listed above
Annual student survey: Section II questions 1, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 20, 29
Program Competencies Tracking Document Sections X, XI and relevant portfolio submissions as indicated.[§Newly developed, forms attached]

Course Syllabi:
CPSY 760 Introduction to Counseling Psychology
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 780 Professional & Ethical Issues in Counseling Psychology
CPSY 738 Life Span Psychology
CPSY 734 Multicultural Psychology
CPSY 740 Assessment of Psychopathology
Annual student survey: Section I questions 2, 6, 7, 9
Annual student survey: Section II questions 2, 3, 4, 5, 18, 19

Program Competencies Tracking Document Sections II, III, and relevant portfolio submissions as indicated. [§Newly developed, forms attached]
Practicum Evaluation Form: Sections I, III

How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 1.1 and Associated Competencies:

**Grade B or better (M ≥3.0 on a 4.0 scale):**

CPSY 750 Physiological Psychology
CPSY 755 Applied Psychopharmacology
CPSY 710 *Cognitive-Affective Behavior* [§New course, syllabus is attached]
CPSY 735 Social Psychology
CPSY 745 History & Systems of Psychology
EDP 613 & 614 Statistical Methods I & II
EDP 611 Measurement & Evaluation in Educational Psychology
CPSY 781 Research Practicum in Counseling Psychology [“S” is required]
CPSY 782 Research Methods and Design
CPSY 760 Introduction to Counseling Psychology
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 780 Professional and Ethical Issues in Counseling Psychology
CPSY 738 Life Span Psychology
CPSY 734 Multicultural Psychology
CPSY 740 Assessment of Psychopathology

Items below must achieve M ≥3.0 on a 5 point scale:
Annual student survey: Section I questions relevant to courses listed above
Annual student survey: Section II questions 1, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 20, 29
Annual student survey: Section I questions 2, 6, 7, 9
Annual student survey: Section II questions 2, 3, 4, 5, 18, 19

Must achieve M ≥2.0 on a 4 point scale: Program Competencies Tracking Document sections II, III, X, XI

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

Passing scores [M ≥3.0 on a 5 point scale] on essays 1, 3, and 4 of the comprehensive doctoral qualifying exams.
Goal #2: Students will be prepared in multiple approaches to assessment, diagnosis and treatment that are theory-based and research-supported.

Objective 2.1: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Competencies Expected for Objective 2.1:
Understand the nature and value of the therapeutic/working alliance and the role it plays in delivering effective treatment and successful interventions with sensitivity towards multicultural/diversity aspects of the professional relationship
Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a diverse society.

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

Course Syllabi—Grade B or better (M ≥3.0 on a 4.0 scale)
CPSY 760 Introduction to Counseling Psychology
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 780 Professional & Ethical Issues in Counseling Psychology
CPSY 734 Multicultural Psychology

Items below must achieve M ≥3.0 on a 5 point scale:
Annual student survey: Section I questions 1, 2, 3, 9, 10
Annual student survey: Section II questions 2, 31, 32, 33, 34

Must achieve M ≥2.0 on a 4 point scale: Program Competencies Tracking Document sections I, II, III, V

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

Passing scores [M ≥8.0 on a 5 point scale] on essays 1, 3, and 4 of the comprehensive doctoral qualifying exams.

Course Syllabi—Grade B or better (M ≥3.0 on a 4.0 scale)
CPSY 701 Advanced Counseling Psychology Interventions
CPSY 709 Advanced Group Counseling and Therapeutic Interventions
CPSY 740 Assessment of Psychopathology
CPSY 763 Advanced Theories of Counseling Psychology
CPSY 764 Intellectual Assessment
CPSY 766 Vocational Theory and Assessment
CPSY 769 Personality Assessment
ED P 611 Measurement and Evaluation in Educational Psychology
CPSY 770 Counseling Psychology Practicum
Passing scores \( M \geq 3.0 \) on a 5 point scale on essays 1, 3, and 4 of the comprehensive doctoral qualifying exams.

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

Must achieve \( M \geq 2.0 \) on a 4 point scale: Program Competencies Tracking Document: Sections VI, VII, VIII, IX, XIII, XIV, XVI.

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

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

Passing scores \( M \geq 3.0 \) on a 5 point scale on essays 2 & 3 of the comprehensive doctoral qualifying exams.

**Objective 3.1**: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 3.1**
Understand ethical/legal standards in professional practice and research.
Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

**Curriculum elements, evaluation tools and associated minimum achievement thresholds for objective 3.1 and associated competencies**

**Course Syllabi—Grade B or better \( M \geq 3.0 \) on a 4.0 scale**
CPSY 760 Introduction to Counseling Psychology
CPSY 780 Professional & Ethical Issues in Counseling Psychology

Items below must achieve \( M \geq 3.0 \) on a 5 point scale:
Annual student survey: Section I question 10
Annual student survey: Section II question 19

Must achieve \( M \geq 4.0 \) on a 7 point scale Practicum Evaluation Form: Section I, questions 1, 3, 6

Must achieve \( M \geq 2.0 \) on a 4 point scale: Program Competencies Tracking Document: Section I, items 1, 2, 3
Section III, item 1.

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

Items below must achieve \( M \geq 3.0 \) on a 5 point scale:
Annual student survey: Section I question 10
Annual student survey: Section II question 19

**Course Syllabi**
CPSY 760 Introduction to Counseling Psychology
CPSY 780 Professional & Ethical Issues in Counseling Psychology
CPSY 783 Consultation & Supervision
CPSY 783 Research Methods & Design

Passing scores \( M \geq 8.0 \) on a 5 point scale on essays 3 of the comprehensive doctoral qualifying exams.

Must achieve \( M \geq 4.0 \) on a 7 point scale Practicum Evaluation Form: Section I, items 4, 5, 6

Must achieve \( M \geq 2.0 \) on a 4 point scale: Program Competencies Tracking Document:
Section I, items 4, 5
Section III, items 2, 3.

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

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

**Objective 4.1:** Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

**Competencies Expected for Objective 4.1:**
Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

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

**Course Syllabi—Grade B or better (\( M \geq 3.0 \) on a 4.0 scale)**
CPSY 760 Introduction to Counseling Psychology
CPSY 780 Professional & Ethical Issues in Counseling Psychology

Passing scores \( M \geq 8.0 \) on a 5 point scale on essays 2 & 3 of the comprehensive doctoral qualifying exams.

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

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

must achieve $M \geq 2.0$ on a 4 point scale: Program Competencies Tracking Document:
Section I, items 4, 5
Section II, items 1—3
Section IV, items 1 & 2
Section XVI

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

Course Syllabi—Grade B or better ($M \geq 3.0$ on a 4.0 scale)
CPSY 734 Multicultural Psychology
CPSY 782 Research Methods

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

Passing scores [$M \geq 3.0$ on a 5 point scale] on essays 2 & 3 of the comprehensive doctoral qualifying exams.

must achieve $M \geq 2.0$ on a 4 point scale: Program Competencies Tracking Document
Section II, item 4,

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

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

**Objective 5.1** Students acquire the knowledge and skills necessary to engage in context sensitive research; employing relevant and appropriate methods.

**Competencies Expected for Objective 5.1:**
Demonstrate methodological and analytic skills necessary to read and understand psychological and related research
Demonstrate the ability to initiate, plan and execute original research and/or theoretical inquiries in counseling psychology.

**Curriculum elements and evaluation tools & associated minimum achievement thresholds for Objective 5.1 and associated competencies**

Course Syllabi—Grade B or better ($M \geq 3.0$ on a 4.0 scale)
CPSY 782 Research Methods & Design
CPSY 781 Research Practicum [90 clock hours of hands-on research activity; graded P/F
ED P 613 Statistical Methods I
ED P 614 Statistical Methods II
EDP 611 Measurement & Evaluation in Educational Psychology

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

Passing scores [$M \geq 2.0$ on a 5 point scale] on essay 4 of the comprehensive doctoral qualifying exams.

Must achieve $M \geq 2.0$ on a 4 point scale: Program Competencies Tracking Document
Section II, item 4,

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

**Objective 5.2:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 5.2:**
Engage in professional development to maintain effective clinical practice and scholarly activity. Engage in professional service activities, provide leadership/advocacy in relevant professional settings, and seek to improve systems and administration.
Demonstrate knowledge and skills in program development and evaluation.

Curriculum elements and evaluation tools & associated minimum achievement thresholds for objective 5.2 and associated competencies

Items below are narrative/ideographic responses and are reviewed by the program as general indicators in a qualitative fashion, rather than subjected to quantitative analysis:
Annual graduate survey: Section III, items A—G, I

Must achieve $M \geq 2.0$ on a 4 point scale: Program Competencies Tracking Document:
Section XI, items 1, 2
Section XII, items 1, 2

Items below must must below are narrative/ideographic responses and are reviewed by the program as general indicators in a qualitative fashion, rather than subjected to quantitative analysis:
Annual graduate survey: Section III, items H, J—M

Must achieve $M \geq 2.0$ on a 4 point scale: Program Competencies Tracking Document:
Section IX, items 1—4
Section XIII, items 3, 4

Items below must achieve $M \geq 3.0$ on a 5 point scale:
Annual student survey: Section I, questions 26, 27, 28, 29

Must achieve $M \geq 2.0$ on a 4 point scale: Program Competencies Tracking Document:
Section XIV, items 1—4
Section XV, items 1—4
Section XVI, items 1, 2
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.

Psychological Foundations

- History and Systems of Psychology
- Social Bases of Behavior
- Biological Bases of Behavior
- Cognitive-Affective Bases of Behavior
- Individual Bases of Behavior

Research Design and Statistics

- Research Design
- Descriptive Statistics
- Inferential Statistics
- Regression Analysis
- Multivariate Analysis

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 Taken and Title</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, 2012 Admission)

Date: 
Updated On: 

Name: _____________________________
Student ID #: _______________________

Date Admitted: FALL, 2011
Telephone: Home: ____________________
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:

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

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

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

(Hrs.) (Date) (Location) (Site Supervisor) (Univ. Supervisor) (8/08)
Name: ____________________________________________

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

Admission To Candidacy Form: ____________________________ (Date)
(Admission & Records Form)

Dissertation Proposal: ____________________________ (Date) ____________________________ (Title)

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

Dissertation Defense: ____________________________ (Date) ____________________________ (Title)

Internship:

Date: ____________________________ Name of Supervisor: ______________________________________

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

Name of Site: _______________________________________
Address: ____________________________________________
______________________________________________
### DATE AND GRADE OF COURSES COMPLETED

<table>
<thead>
<tr>
<th>Counseling Psychology Core: These are all required 58 hours</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
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<tbody>
<tr>
<td>Theory/background: 37 credits</td>
<td>CPSY 701</td>
<td>Advanced Counseling Psych Interventions</td>
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<tr>
<td>Practicum: 9 credits</td>
<td>CPSY 709</td>
<td>Advanced Group Counseling/Therapeutic Interventions</td>
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<tr>
<td>Internship: 12 credits</td>
<td>CPSY 734</td>
<td>Multicultural Psychology</td>
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<tr>
<td>Total: 58 credits</td>
<td>CPSY 760</td>
<td>Introduction to Counseling Psychology</td>
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<td></td>
<td>CPSY 763</td>
<td>Advanced Theories of Counseling Psych.</td>
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<td></td>
<td>CPSY 764</td>
<td>Intellectual Assessment (4 hours)</td>
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<td></td>
<td>CPSY 766</td>
<td>Vocational Theory &amp; Assessment</td>
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<td></td>
<td>CPSY 769</td>
<td>Personality Testing &amp; Interpretation</td>
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<td></td>
<td>CPSY 780</td>
<td>Professional &amp; Ethical Issues in CPSY</td>
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<td>CPSY 783</td>
<td>Counseling Psychology Supervision Models</td>
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<td></td>
<td>CPSY 770</td>
<td>Doctoral Practicum in Couns. Psych. Min. 9 semester hours/600 clock hours</td>
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<td></td>
<td>CPSY 772</td>
<td>Pre-doctoral Internship—12 credit hours, 12 months(full-time)</td>
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<td></td>
<td>CPSY 799</td>
<td>Colloquium/Pro-Seminar - 6 hours are required. 1 credit-hour each semester (fall &amp; spring) for first 3 yrs. of study.</td>
<td>Fall</td>
<td>2011</td>
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<tr>
<td>Psychological Foundations Core: (At least one from each of the five areas below, with a minimum of 18 hours. Please check your handbook for appropriate courses. (18 credits)</td>
<td>Course No.</td>
<td>Course Title</td>
<td>Grade</td>
<td>Semester</td>
<td>Year</td>
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<tr>
<td>1. History &amp; Systems of Psychology</td>
<td>CPSY 745</td>
<td>History &amp; Systems of Psychology</td>
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<tr>
<td>2. Biological Bases of Behavior</td>
<td>CPSY 750</td>
<td>Physiological Psychology</td>
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<td>4. Social Bases of Behavior</td>
<td>CPSY 735</td>
<td>Social Psychology</td>
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<td>1. Individual Bases of Behavior—[2 courses are required]</td>
<td>CPSY 738</td>
<td>Life Span Psychology</td>
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<td></td>
<td>CPSY 740</td>
<td>Assessment of Psychopathology</td>
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## DATE AND GRADE OF COURSES COMPLETED

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

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

<table>
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<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title of Colloquium</th>
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Appendix D
This is a copy of the Guide to Doctoral Programs which can be found online at the Student Advising website, http://www.hre.wvu.edu/advising/forms.html.

College of Human Resources and Education

~ Guide to Doctoral Programs ~

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

**DOCUMENTS TO BE SUBMITTED FOR ADMISSION**

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

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

☐ All college transcripts, graduate and undergraduate.

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

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

**ADMISSION REQUIREMENTS**

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

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

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

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

**DOCTORAL COMMITTEE**

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

- The doctoral committee must be composed of a minimum of five members, of which three must be regular members of the graduate faculty.
- The student's major advisor (chair) must be from the major program area and must be a regular member of the graduate faculty.
☐ 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.hrc.wvu.edu/advising/forms.html](http://www.hrc.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.hrc.wvu.edu/advising/forms.html> where 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.hrc.wvu.edu/advising/forms.html](http://www.hrc.wvu.edu/advising/forms.html).

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

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

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

**Program for Doctoral Studies**

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

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

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

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

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

**COMPREHENSIVE EXAMINATIONS**

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

ADMISSION TO CANDIDACY

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

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

PROSPECTUS

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

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

**DISSERTATION**

*Protection of Human Subjects*

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

*Content*

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

*Format*

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

**DISSERTATION DEFENSE**

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

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

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

1. Has the student passed the oral defense?

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

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

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

Practicum Application

Name: __________________________________________

Address: ______________________________________

(Street) (City) (State) (Zip)

Phone: _____________________________

(Home) _____________________________ (Work)

E-Mail: ____________________________________

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

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

Yes ___ No ___

If so, which ones _______________________________________

<table>
<thead>
<tr>
<th>Site Choices</th>
<th>Summer—[2012]</th>
<th>Fall—[2012]</th>
<th>Spring—[2013]</th>
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Semester in which you took CPSY 701: __________

Grade: __________

Semester in which you took CPSY 769: __________

Grade: __________

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

Grade: __________

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

Overview:

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

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

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

Goals:

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

Date

Site Supervisor
Site Name
Site Address

Dear Supervisor:

The purpose of this letter is to formalize the doctoral practicum placement for (Name of Student) for Summer and Fall, 2012.

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, 2012 for Summer and December 7, 2012 for Fall.

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

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

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

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

Sincerely,

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

Signature of Practicum Site Supervisor/Coordinator
Appendix H – Practicum Agreement

Counseling Psychology
Doctoral Practicum Agreement Form

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

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

B. Attend all scheduled supervision meetings.

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

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

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

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

_____________________________
Name

_____________________________
Signature

_____________________________
Date
Appendix I – Practicum Logs

COUNSELING PSYCHOLOGY PRACTICUM STUDENT EVALUATION
(Revised 5/2006)

Student: ____________________________________________

Supervisor: __________________________________________

Supervisor's Highest Degree: _________________________

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

Evaluation Period: ____________________________________________________________________

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

_____ Primary Clinical Supervisor

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

_____ Other (please specify): ____________________________________________________________

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

_____ Individual Supervision

_____ Group Supervision

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

_____ Training Sessions

_____ Review of Tapes (Audio or Video)

_____ Observation of Sessions

_____ Co-Therapy of Cases

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

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<th>Significantly Below Average</th>
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### 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.

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

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

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

3. Includes a cultural analysis in case conceptualizations.

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

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


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

**Comments/Training Recommendations:**

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

1. Dependency

2. Resistance

3. Transference

4. Cultural differences

5. Cultural and sex-role stereotypes

6. Conflicts between value systems of Client/therapist

7. Sexual attraction

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

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

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

### V. The Counseling Process

#### A. Clinical Intervention Skills

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

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22. Terminates the interview smoothly.

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

Comments/Training Recommendations:

---

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

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<th>On Par with Level of Training</th>
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<td>1</td>
<td>Demonstrates a personal commitment to develop professional competencies further.</td>
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<td>2</td>
<td>Invests time and energy in becoming a counseling psychologist.</td>
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<td>3</td>
<td>Accepts and uses constructive criticism to enhance self-development and counseling skills.</td>
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<td>4</td>
<td>Engages in open, comfortable and clear communication with peers and supervisors.</td>
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<td>5</td>
<td>Recognizes own competencies and skills and shares these with peers and supervisors.</td>
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<td>6</td>
<td>Recognizes own deficiencies and skills and shares these with peers and supervisors.</td>
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<td>7</td>
<td>Completes case reports and records conscientiously and in a timely way.</td>
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<td>8</td>
<td>Keeps abreast of new literature and development in the field.</td>
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<td>9</td>
<td>Actively contributes knowledge and expertise in team meetings and case conferences.</td>
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Comments/Training Recommendations:
I have reviewed this evaluation with my supervisor.

Comments:

Student Signature

Date

Signature of Site Supervisor

Date
Appendix J – Practicum Student Evaluation Form

COUNSELING PSYCHOLOGY PRACTICUM
STUDENT EVALUATION
(Revised 5/2006)

Student: 

Supervisor: 

Supervisor’s Highest Degree: 

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

Evaluation Period: 

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

_____ Primary Clinical Supervisor

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

_____ Other (please specify):

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

_____ Individual Supervision

_____ Group Supervision

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

_____ Training Sessions

_____ Review of Tapes (Audio or Video)

_____ Observation of Sessions

_____ Co-Therapy of Cases

_____ Other (please specify): 

Explanation of the Rating Scale

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

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<tr>
<th>Significantly Below Average</th>
<th>On Par With Level of Training</th>
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</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>
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</table>

1. **Professional Responsibilities:**

   A. **Ethics and Social Justice Issues**


   2. Shows application of these principles and guidelines.

   3. Manifests knowledge of other statutes regulating professional practice.

   4. Shows application of other statutes regulating professional practice.

   5. Exhibits concern for client welfare.

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

Comments/Training Recommendations:

B. **Professional Demeanor**

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

   2. Shows involvement in professional development activities.
### II. The Conceptualization Process:
1. Focuses on specific behaviors and their consequences and implications.
2. Recognizes and pursues discrepancies and meaning of inconsistent information.
3. Includes a cultural analysis in case conceptualizations.
4. Uses relevant case data in planning both immediate and long-range goals.
5. Uses relevant case data in considering various strategies and their implications.
7. Is perceptive in evaluating the effects of own counseling techniques.

**Comments/Training Recommendations:**

### III. Sensitivity to Client Issues—deal effectively with clients:
1. Dependency
2. Resistance
3. Transference
4. Cultural differences
5. Cultural and sex-role stereotypes
6. Conflicts between value systems of Client/therapist
7. Sexual attraction
8. Intense affect (e.g. anger, pain, depression/hurt)

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

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

### V. The Counseling Process

#### A. Clinical Intervention Skills

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<td>1</td>
<td>Researches the referral prior to the first interview.</td>
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<td>2</td>
<td>Keeps appointments on time.</td>
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<td>3</td>
<td>Begins the interview smoothly.</td>
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<td>4</td>
<td>Explains the nature and objectives of counseling when appropriate.</td>
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<td>5</td>
<td>Explains the concepts of confidentiality and privacy to clients.</td>
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<td>6</td>
<td>Is relaxed and comfortable in the interview.</td>
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<td>7</td>
<td>Communicates interest in and acceptance of the client.</td>
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<td>8</td>
<td>Facilitates client expression of concerns and feelings.</td>
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<td>9</td>
<td>Recognizes and resists manipulation by the client.</td>
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<td>10</td>
<td>Recognizes and addresses positive affect of the client.</td>
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<td>11</td>
<td>Recognizes and addresses negative affect of the client.</td>
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<td>12</td>
<td>Is spontaneous in the interview</td>
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<td>13</td>
<td>Uses silence effectively in the interview.</td>
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<td>14</td>
<td>Is aware of own feelings in the counseling session.</td>
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<td>15</td>
<td>Communicates own feelings in the counseling session when useful.</td>
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<td>16</td>
<td>Recognizes and skillfully interprets the client's covert messages.</td>
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<td>17.</td>
<td>Facilitates realistic goal-setting with client.</td>
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<td>18.</td>
<td>Encourages appropriate action-step planning with the client.</td>
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<td>19.</td>
<td>Employs judgment in the timing and use of different techniques and strategies.</td>
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<td>20.</td>
<td>Employs evidence-based practices and interventions which are consistent with client problems and diagnoses.</td>
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<td>21.</td>
<td>Initiates periodic evaluation of goals and action-steps during counseling.</td>
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<td>Significantly Below Average</td>
<td>On Par with Level of Training</td>
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</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>
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</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:
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<th>Significantly Below Average</th>
<th>On Par with Level of Training</th>
<th>Significantly Above Average</th>
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<tr>
<td>VI. General Supervision Comments: Trainee’s Contributions to Current Knowledge and Practices</td>
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<tr>
<td>1. Demonstrates a personal commit to develop professional competencies further.</td>
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<tr>
<td>2. Invests time and energy in becoming a counseling psychologist.</td>
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<tr>
<td>2. Accepts and uses constructive criticism to enhance self-development and counseling skills.</td>
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<tr>
<td>4. Engages in open, comfortable and clear communication with peers and supervisors.</td>
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<tr>
<td>5. Recognizes own competencies and skills and shares these with peers and supervisors.</td>
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<tr>
<td>6. Recognizes own deficiencies and skills and shares these with peers and supervisors.</td>
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<td>7. Completes case reports and records conscientiously and in a timely way.</td>
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<td>8. Keeps abreast of new literature and development in the field.</td>
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<tr>
<td>9. Actively contributes knowledge and expertise in team meetings and case conferences.</td>
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Comments/Training Recommendations:
I have reviewed this evaluation with my supervisor.

Comments:

Student Signature ___________________________ Signature of Site Supervisor ___________________________

Date ___________________________ Date ___________________________
Appendix J
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>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>
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<tr>
<td>Quality and usefulness of on-site supervision.</td>
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<tr>
<td>Usefulness and helpfulness of faculty liaison.</td>
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<tr>
<td>Relevance of experience to career goals.</td>
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<tr>
<td>Exposure to and communication of school/agency goals.</td>
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<tr>
<td>Exposure to and communication of school/agency procedures.</td>
<td></td>
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<tr>
<td>Exposure to professional roles and functions within the school/agency</td>
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<tr>
<td>Exposure to information about community resources.</td>
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</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:

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

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<tr>
<th>Members to be removed:</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<th>Members to be added:</th>
<th>Signature</th>
<th>Date</th>
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_________________________________________  _________________________
Doctoral Student                                      Date

______________________________________________  _________________________
Doctoral Committee Chair                               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)

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>
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<tr>
<td>WVU</td>
<td>CPSY 709</td>
<td>Adv. Group Counseling/Therapeutic Interventions</td>
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<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/600 clock hours. Must take at least two (2) semesters of practicum.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 772</td>
<td>Internship - Minimum of one full-time academic year. Credit hours are six (6) each for Fall and Spring semesters.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 780</td>
<td>Professional &amp; Ethical Issues in Coun. Psych</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 782</td>
<td>Research Methods &amp; Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 781</td>
<td>Research Practicum in Counseling Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 783</td>
<td>Counseling Psychology Supervision Models</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 797</td>
<td>Dissertation Research</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 799</td>
<td>Doctoral Colloquium/Pro-Seminar</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>EDP 613</td>
<td>Statistical Methods 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>EDP 614</td>
<td>Statistical Methods 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>EDP 611</td>
<td>Measurement/Evaluation in Educational Psychology</td>
<td>3</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 89 (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 71 dissertation hours)* Again hours may vary from 62 if practicum hours were more than 9 credit hours.

*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>
<tbody>
<tr>
<td>WVU</td>
<td>CPSY 710</td>
<td>Cognitive-Affective Behavior</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 735</td>
<td>Social Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 738</td>
<td>Lifespan Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 740</td>
<td>Assessment of Psychopathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 745</td>
<td>History &amp; Systems of Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WVU</td>
<td>CPSY 750</td>
<td>Physiological Psychology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*You must take at least one of the following and list it here, if you take more than one from this area, you also list it here - although the hours below will change*

<table>
<thead>
<tr>
<th>Institution (University)</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WVU</td>
<td>EDP 711</td>
<td>Multivariate Methods I</td>
</tr>
<tr>
<td>WVU</td>
<td>EDP 713</td>
<td>Designing Single Case Research</td>
</tr>
<tr>
<td>WVU</td>
<td>PSYCH 612</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>WVU</td>
<td>PSYCH 613</td>
<td>Quasi-Experimental Design</td>
</tr>
<tr>
<td>WVU</td>
<td>PSYCH 611</td>
<td>Single Subject Research Method</td>
</tr>
</tbody>
</table>

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) ___________________ 21

*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>
</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>
</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
TOTALLS

1) Total hours in the **Major** (minimum of 24): *(Take figure from Pg. 2)* 71

2) Total hours in the **Minor** (minimum of 18): *(Take figure from Pg. 3)* 21

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)* *(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.)* 48

5) Grand total hours beyond Bachelor's degree (minimum 72): *(not including dissertation - this will be the sum of lines 1, 2, 3 & 4)* 140

6) Total hours beyond Master's (minimum 42): *(This is the sum of Lines 1, 2 & 3)* 92

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.)* 92

8) Grand total of hours beyond Bachelor's degree, **including** the dissertation: *(total of line 5 plus dissertation credit hours)* 158

---

**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 2011** to (circle one term & year) **Spring, Summer, Fall 2012** *(Indicate when you were or will be on WVU's campus for two consecutive terms registered for nine hours in EACH term.)*

---

**Typed Name**

(Student) ____________________________________________

(Committee Member) ____________________________________________

(Committee Member) ____________________________________________

(Committee Member) ____________________________________________

(Outside Committee Member) ____________________________________________

(Committee Chairperson) ____________________________________________

(Department Chairperson) ____________________________________________

(Dean/Designee, College of Human Resources and Education) ____________________________________________
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 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.
ADMISSION TO DOCTORAL CANDIDACY

West Virginia University
College of Human Resources and Education

Date: __________________________

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

_________________________________________ Student ID Number ____________________________

Doctoral Student’s Name

Email Address _____________________________________________________________
Mailing Address: Street __________________________________________________________
City ___________________________________ State _______ Zip _________________________________

The above named student, who is a matriculant for the Ed.D. or Ph.D. degree with a major
concentration in the area of __________Counseling Psychology (Ph.D.)_________ and a minor in the area
of __________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 ____________________________
and a minor in the area of ____________________________
has submitted the dissertation prospectus:

______________________________

Working Title

The Committee has approved the prospectus.

__________________________ (Committee Member) (Date)

__________________________ (Committee Member) (Date)

__________________________ (Committee Member) (Date)

__________________________ (Outside Committee Member) (Date)

__________________________ (Committee Chairperson) (Date)

_________________________________________

Doctoral Student

_________________________________________

Center for Student Advising & Records
Appendix 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.hrc.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 fec(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

Date: ____________________

To: Center for Student Advising and Records

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: __X__ Dissertation ___Thesis ___Recital ___Problem Report ___Course Work

TITLE OF DISSERTATION OR THESIS: ___________________________

_________________________

_________________________

_________________________

_________________________

COMMITTEE: (Names Typed) SIGNATURES OF AGREEMENT TO ABOVE

_________________________ ___________________________

_________________________ ___________________________

_________________________ ___________________________

_________________________ ___________________________

(Committee Chairperson) ___________________________

(Deartment 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 from Doctoral Program

NAME AS YOU WISH IT TO APPEAR ON THE DIPLOMA:

First

Middle

Last

700 NUMBER:

INTENDED DEGREE:

Major 1

Area of Emphasis/Certificate 1

Major 2

Area of Emphasis/Certificate 2

TERM OF INTENDED GRADUATION (CIRCLE ONE):

May

August

December

YEAR

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

Street 1

Street 2

City

STATE

Zip

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

Month   Day   Year

TERM OF ADMISSION TO CANDIDACY:

Spring   Summer   Fall

Year

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

Committee Chair

Committee Member 2

Committee Member 3

Committee Member 4

Committee Member 5

DISSERTATION TITLE:

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 Scoy, 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/

Last Modified
jhagen2@wvu.edu
Appendix T
Campus Maps

Evansdale Campus
Downtown Campus
Appendix U
Benchmarks

West Virginia University
College of Human Resources & Education

EVALUATING COUNSELING PSYCHOLOGY TRAINING
COMPETENCIES
[Rev. 7/10/11]

Overview

The Counseling Psychology faculty at West Virginia University approved the adoption of a competency-based evaluation model at its September 13, 2010 meeting. The American Psychological Association (APA) encouraged and supported our adoption of this approach in its re-accreditation letter of August 5, 2010.

In that letter, under Domain F: Program Self-Assessment and Quality Enhancement, the APA reminded us that the US Department of Education requires that, “...programs assess student achievement through outcome data on trainees while in the program and after program completion (APA, 2010, p. 5). For trainees within the program, we chose to design our evaluation method using the Competency Benchmarks in Professional Psychology document that was recently approved by the APA’s Board of Educational Affairs (BEA) and the Council of Chairs of Training Councils (CCTC) in professional psychology.

Competency Benchmarks Document

While work to create the current document can be traced to October of 2006 when the final report of the APA’s Task Force on the Assessment of Competence in Professional Psychology was submitted, the search for a viable and universal training model for the profession can be seen to emerge in the mid-1940s with the creation of the APA itself and the nearly legendary Boulder Conference of 1949 and the subsequent Vail Conference of 1973. There have been numerous attempts to develop, disseminate, and adopt a profession-wide training model in the intervening years, and even the provisions of the Boulder and Vail Models have come under scrutiny and criticism. That “one size does not seem to fit all” has been the cry of various constituencies in professional psychology for over 50 years now. However, with the increasing demand for accountability in delivering health care services, the training models used to prepare the providers of those services has come into much sharper focus in the last decade.

The Benchmarks Competency document can be seen, then, as the latest attempt to come to a consensus on what training in professional psychology should be. Working drafts of the document were circulated in 2004, 2007, and in 2009 a draft was placed on the APA website which seemed to suggest the time had come to adopt its premises, definitions, and ideology. The full citation given in 2009, from the APA website is:

The latest reworking of the document is dated March 2011 and as noted above, was approved by the BEA and the CCTC for dissemination. It is not a binding document, but can now be used with some sense that it represents the most current thinking regarding training health service providers in professional psychology. The APA has asked our program to forward our student/trainee evaluation model by September 1, 2011 therefore the currently available forms have been used as a template for that task.

Evaluating Competencies in Professional Psychology

The benchmarks document focuses on three levels of trainee competency, (1) readiness for practicum, (2) readiness for internship, and (3) readiness for entry to practice. Based on the program of study currently in place at WVU in Counseling Psychology it seems reasonable to think we should evaluate trainees at the end of the first year in the program, prior to their beginning practicum that summer or fall, again at the end of the 2nd or 3rd year as they prepare to apply for the pre-doctoral internship match, and again following the final defense of the dissertation as that is that last point in the program of study over which we have any jurisdiction. Furthermore it would signal that the faculty believes the trainees are competent to enter into the practice arena in a manner consistent with the program’s goals and objectives and as defined by whatever state licensing body is relevant to their career plans.

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

Actually two forms of the March 2011 document have been provided to date, one in which a brief descriptor of the competency is provided, and a second, longer document in which more specific behavioral anchors are provided for each competency. On the forms we are using a narrative component is also included for each general domain in which the faculty and supervisors may add comments or provide recommendations. Students will also be required to submit specific portfolio items, detailed below, to be reviewed by faculty, as part of the evaluation process for each time period.

Each student will be evaluated by the faculty under the oversight of the training director who will sign the evaluation form. Either the student’s advisor or the training director will be responsible for meeting each trainee to go over the evaluation. The trainee will also sign to indicate the information in the evaluation was conveyed appropriately. In the instance wherein a trainee feels
some element or elements of the evaluation were inaccurate, the standard appeal and/or grievance procedures will apply as outlined in the Counseling Student Doctoral Handbook.

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

<table>
<thead>
<tr>
<th>0</th>
<th>Never/rarely</th>
<th>1</th>
<th>about 50%</th>
<th>2</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>the time</td>
<td>3</td>
<td>Almost</td>
<td>always</td>
<td>4</td>
<td>Always</td>
</tr>
</tbody>
</table>

**Readiness for Practicum**

This evaluation should occur sometime during Spring semester of the 1st year; by April 1. All the benchmarks comprising the level of trainee readiness are within the purview of the core faculty based on classroom behavior, performance, and achievement. In addition some elements will be observed more informally via interpersonal interactions and advising meetings.

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

**Readiness for Internship**

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

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

As with the previous evaluation, students will be asked to submit specific portfolio items to the faculty for review. At this level the expectations are considerably higher within each domain, and many new areas come under review. Therefore the same scoring rubric of “usually” will be required in order to demonstrate that an acceptable level of competency has been attained.

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

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

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

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

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

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

Student Portfolio Submission

Certain competencies will be evaluated based on student work submitted in portfolio form. We hope to have this process moved on-line as the university and college develop and adopt uniform standards for on-line portfolio submission. Until that process is implemented, students will provide written/hard copies of the portfolio items requested.

For each of the three evaluation periods described above, the student will add to his or her portfolio those items specified. If a previous item is to be replaced with a new or updated item; the student will indicate it on the submission forms. The final form of the student portfolio submission will represent the student’s best work in the evaluated domains and provide the faculty with the
necessary evidence to certify he or she has met the minimum competency training standards as set forth in the "Readiness for Practice/ Final Evaluation" document.

**Competencies and support documentation.**

For completeness’ sake, some items are identical among the domains, but they are included again to clarify the evaluative source for each domain.

**Readiness for practicum.**
- I: None—this domain is evaluated by the faculty based on its observations
- II: Self-as-instrument papers from CPSY 760 & 701
- III: Ethics paper from CPSY 780
- IV: Self-as-instrument papers CPSY 760 & 701
- VII: Scored protocols and written reports from CPSY 769, 764 & 769
- VIII: Papers from CPSY 701, 763
- X: “Dissertation Prelim” paper from CPSY 760
- XV: Signed supervisor logs from CPSY 782
- XVI: Self-as-instrument papers; Ethics paper from CPSY 780

**Readiness for Internship.** Supervisors’ evaluations are those from the student’s various practicum rotations and submitted to the on-campus practicum instructor.
- I: Supervisors’ evaluations from practicum
- II: Supervisors’ evaluations from practicum; Self-as-instrument paper from first practicum class; APPIC Essay #3
- III: Supervisors’ evaluations from practicum
- IV: Supervisors’ evaluations from practicum
- V: Supervisors’ evaluations from practicum
- VI: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- VII: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- VIII: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- IX: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
- X: Dissertation proposal
- XI: Dissertation proposal
- XVII: Faculty teaching supervisor evaluation
- XVIII: Supervisors’ evaluations from practicum Two new sources of data are utilized for this final evaluation period—the Dissertation and the final evaluation from the student’s internship training director and/or clinical supervisors. These are designated as D and I, respectively on the evaluation form.
- XIV: Supervisors’ evaluations from practicum
- XIV: Supervisors’ evaluations from practicum
- XV: Supervisors’ evaluations from practicum
- XVI: Supervisors’ evaluations from practicum; case write-ups from CPSY 770
Readiness for Practice/Final. Materials for this portfolio submission are more individualized than for the previous two time periods.

- Final internship evaluation. Please note that you may need to sign a release of information form in order for your internship director to forward the evaluation document to us.
  - If your internship program doesn’t use a comprehensive form, similar to what is used at the Carruth Center, it may be necessary for you to provide one to your supervisors or the DCT. We must have a comprehensive evaluation of the training objectives achieved during internship in order to complete this final evaluation form. We can provide one for you if necessary.
- Final draft of the dissertation
- Comments from the dissertation chair on the final defense
- Evaluations from any supervisors in the field on your teaching, outreach, or clinical work
- Materials from any conference presentations
- Copies of any manuscripts submitted for publication and acceptances/reprints in available
- Other materials you feel would assist the faculty in evaluating your competencies in the various domains for this final time period.

Current copies of the Competency Benchmarks document, (both basic and a version with more examples) plus the three evaluation forms can be downloaded from the program website at: http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_forms.