

UNIVERSITY OF WISCONSIN-MADISON

**DEPARTMENT OF
COUNSELING PSYCHOLOGY**

**Ph.D. Handbook
2016**

DOCTORAL HANDBOOK

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Preface

This *Handbook* is for doctoral students in the Department of Counseling Psychology whose training is in accordance with the Standards of Accreditation for Health Service Psychology. Its purpose is to describe the policies and procedures governing the UW-Madison PhD program in counseling psychology.

All students are expected to read this *Handbook* thoroughly, as it will answer questions that commonly arise regarding specific departmental requirements and procedures.

Information regarding Graduate School policies may be found in the Graduate School Catalog (<http://www.grad.wisc.edu/catalog/>), which includes links to more specialized information and resources. General information about the School of Education is also available on-line (<http://www.education.wisc.edu/>). This *Handbook* does not modify or supersede Graduate School or School of Education policies.

On Becoming a Counseling Psychologist

In accordance with the Standards of Accreditation for Health Service Psychology, students are regularly evaluated along the dimensions of competency described in Appendix A. Students are given feedback regarding academic and clinical competence, ethical practice, interpersonal relationships and intrapersonal functioning. The following personal qualities are important:

- ◆ Psychological-mindedness (awareness of own impact on interpersonal interactions)
- ◆ Self-care (broadly defined)
- ◆ Sensitivity to and respect for others (interpersonal relationships)
- ◆ Cultural self-awareness
- ◆ Affective skills (awareness, tolerance, communication)
- ◆ Expressive skills (articulativeness, congruence)
- ◆ Professionalism
- ◆ Ethical conduct (including commitment to social justice)

Because personal and professional identity are inextricably intertwined, socialization as a professional psychologist inevitably entails a process of self-exploration.

Students in the Ph.D. program are expected to develop a professional identity in Health Service Psychology. Students are expected to demonstrate professionalism in the multiple training settings you will encounter within the program, including (a) academic, (b) research, (c) clinical training, and (d) employment.

The faculty recognize that a doctoral program can be an intense process. Students are encouraged to monitor their academic and clinical performance as well as seek the appropriate and necessary support. Students are encouraged to talk, as appropriate, with peer colleagues, faculty advisor and mentors, and supervisors to seek consultation and guidance regarding self-care. The faculty also encourage students to engage in

personal therapy as an important adjunct to doctoral training in Health Service Psychology. Personal therapy is recommended as a general means of self-care as well as a central component of building and enhancing psychotherapeutic skills.

The ability to initiate the needed preventative self-care and/or psychotherapy or intervention when concerns are associated with one's personal or professional functioning is viewed as a positive element of development. Importantly, the learning process is one of change and growth. A list of support resources, which include sliding scale services, are available to students from individual faculty, advisors, Training Director(s), department Chair, and/or department office staff.

Study at the doctoral level may differ from your previous academic experiences in that your assistantship or fellowship may provide a stipend and tuition remission to facilitate your training. Students are expected to carry out responsibilities in the program (including academic, research, clinical, and employment obligations) as they would attend to their duties in an employment setting. Indeed, we regard performance in each of these settings as an indicator of performance in other professional settings, and evaluate your growing competence as a psychologist with this in mind. Assistantship contracts run 9 months (or sometimes 12 months), and commitments to practicum sites usually do not involve breaks that are in line with the academic calendar. It is critical for students to consult (a) assistantship supervisors, (b) clinical supervisors, and (c) advisors before making plans to be away from campus or otherwise unavailable, even during a break in the academic calendar.

A few examples of expectations for professionalism include:

- Consistent and timely class attendance, preparation and engagement;
- Seriousness about deadlines, management of multiple commitments, and continuous assessment of possible over-committed to implement needed adjustments;
- Clear and timely communication with affected parties if and when you realize that you will miss a meeting, deadline, or academic, clinical, or supervision responsibility;
- Conscientious attention to other departmental obligations, such as research teams (e.g., task management, protocol compliance) or committees;
- Attendance and involvement in departmental events;
- Respectful demeanor and management of professional relationships with peers, staff, faculty, supervisors, and others who are involved in academic and clinical training;
- Respectful self-presentation via social media postings and in attire in the academic, clinical, and supervision settings;
- Consistent engagement in self-care relative to emotional, physical, and cultural wellness and subsequent influence on academic and clinical performance.

Students admitted to the doctoral program are expected to conform to the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>) and to the *Counseling*

Psychology Training Values Addressing Diversity (Appendix A). Failure to conduct oneself in accordance with these principles and values will result in remedial or disciplinary action.

In conformance with applicable federal and state laws and with university policy, the Department of Counseling Psychology does not discriminate on the basis of age, race, color, ethnicity, social class, religion, creed, sex, national origin or ancestry, sexual orientation, gender identity expression, marital or parental status, pregnancy, handicap, political affiliation, or veteran's status with regard to treatment of students with regard to admissions decisions, student evaluations, or decisions about student access to departmental resources. Note that an individual who is deemed ineligible to participate in required field or clinical experiences based on the results of their criminal background check may not be able to complete the requirements for the program and therefore may be ineligible to continue in the program. Inquiries concerning this policy may be directed to any faculty member, including the department chair and the department Harassment/AARC representative, to the [School of Education Equity and Diversity Committee](#), or to the university's [Office for Equity and Diversity](#)

The Ph.D. program in Counseling Psychology is accredited by the American Psychological Association (APA). Accreditation is a voluntary process of self-study and external review, intended to publicly recognize quality in doctoral programs training psychologists, and to stimulate these programs to an ongoing process of self-evaluation and quality improvement. The program is designed to comply with the Standards of Accreditation for Health Service Psychology according to APA's Commission on Accreditation.

For further information, contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First St., NE
Washington, D.C. 20002-4242
Tel: (202) 336-5979
Fax: (202) 336-5978
Email: apaaccred@apa.org

PART I: THE DOCTORAL PROGRAM IN COUNSELING PSYCHOLOGY

Brief History of the Department

The areas of study known as counseling and guidance, counselor education, and counseling psychology have a lengthy history at the University of Wisconsin. Dr. Alanson Edgerton developed the first courses in these related areas in the 1920's. Through the 1940's Dr. John W. M. Rothney expanded these courses. With the passage of the National Defense Education Act (NDEA) in 1958, there was an expansion of programs designed to educate counselors and other professionals responsible for the training of counselors. At that time, there was a rapid expansion of employment opportunities for doctoral-level counselors in social service agencies, government agencies (notably, the Veterans Administration), business and industry.

The Department of Counseling and Behavioral Studies was created in 1964, with Dr. Gail F. Farwell as chair. Areas of study offered in the new department included counseling and guidance, rehabilitation counseling, and special education. In 1968, additional administrative changes led to the creation of the Department of Counseling and Guidance, with Dr. R. Wray Strowig as chair. Rehabilitation psychology and special education became a separate department known as Studies in Behavioral Disabilities (currently the Department of Rehabilitation Psychology and Special Education).

In 1986, the title of the Department of Counseling and Guidance was officially changed to the Department of Counseling Psychology and Counselor Education, and in 1993, it was changed to the Department of Counseling Psychology. This change reflected the creation and approval by the American Psychological Association of a doctoral program in Counseling Psychology. The department has two programs: a Ph.D. program in Counseling Psychology and a Master's program in Counseling.

Description of Departmental Programs

The Department of Counseling Psychology is primarily a graduate department with an instructional program offering the master's degree (M.S.) in counseling and the doctoral degree (Ph.D.) in counseling psychology. Although several Counseling Psychology (CP) courses are offered for undergraduate credit, it is not possible to acquire an undergraduate major or bachelor's degree in counseling psychology or counseling. The master's and doctoral programs are intended to provide a closely integrated didactic experiential curriculum for the preparation of counseling professionals. The Master's degree strongly emphasizes service delivery, and its curriculum and practicum components reflect that emphasis. The doctoral degree, consistent with the APA's scientist-practitioner model of training, emphasizes the integration of counseling and psychological theory and practice along with development of research skills in the domains encompassed by counseling psychology. Graduates of the master's and doctoral programs find employment as counselors/psychologists, college/university teachers and researchers, administrators in schools, colleges, and universities, professional organizations and governmental

agencies, and consultants in public and private sectors, both nationally and internationally.

The Ph.D. program in counseling psychology is accredited by the American Psychological Association. Other doctoral programs in psychology—clinical, school, and rehabilitation psychology—are offered at UW-Madison, through the Departments of Psychology, Educational Psychology, and Rehabilitation Psychology and Special Education, respectively.

The Counseling Psychology program is administered by the department's Doctoral Training Committee, which is composed of the Director of Training (who chairs the committee), the Ph.D. Admissions Coordinator (see Departmental Committee Structure), and other faculty members. The entire departmental faculty makes significant policy and admissions decisions.

Departmental Mission and Multicultural/Diversity Statement

The Ph.D. program adheres to a scientist-practitioner model of training and to the Standards of Accreditation for Health Service Psychology. The program is designed to fully prepare students in the specialty of Counseling Psychology.

The program aspires to create an educational environment that honors:

- ◆ dignity and respect for the teacher, the student, and the consumer of professional psychology
- ◆ innovation in the application of psychology that is based on rigorous scientific method
- ◆ practice of counseling psychology in an effort to enhance individuals' lives and the communities in which they live
- ◆ the formulation of empirical questions that utilize the basic constructs of psychology
- ◆ the dissemination of new knowledge through writings and oral presentations done locally, nationally, and internationally
- ◆ the ethical principles of the profession and the legal principles related to the teaching and practice of counseling psychology

Because our program in Counseling Psychology emphasizes the integration of multiculturalism and diversity into counseling psychology, we endorse the "*Guidelines on Multicultural Education and training, Research, Organizational Change, and Practice for Psychologists*" of the American Psychological Association. These guidelines are based on the premise that because the U.S. population is increasingly diverse, culture-centered and ethnically appropriate services are necessary. In particular, psychologists and psychologists-in-training must:

- ◆ recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are different from themselves

- ◆ recognize the importance of multicultural sensitivity, responsiveness, knowledge, and understanding about different individuals
- ◆ employ the constructs of multiculturalism and diversity in psychological education
- ◆ recognize the importance of conducting culture-centered and ethical psychological research among people from diverse backgrounds
- ◆ apply culturally-appropriate skills in clinical and other applied psychological practices
- ◆ use organizational change processes to support culturally informed organizational policy development and practices

In endorsing the *Guidelines on Multicultural Education and Training, Research, Organizational Change, and Practice for Psychologists* of the American Psychological Association, the faculty recognizes that these guidelines reflect current expert consensus based on theory and research. As such, the department is committed to ongoing exploration of these principles through a scientist-practitioner model.

The department uses an inclusive definition of multiculturalism (i.e., a range of individual cultural differences including race/ethnicity, gender, sexual orientation, disability, class status). In doing so, the complexity of diversities and influence of oppressions and saliencies of multiple cultures can be addressed (Reynolds & Pope, 1991). Students are trained to apply a tripartite framework of personal identity in which individual, group, and universal levels are considered. Drawing from such a holistic framework permits the simultaneous attention and address of unique processes, cultural differences and similarities, and universal experiences, while recognizing the influence of social conditioning, sociopolitical forces and context, and institutional processes.

Students are encouraged to develop reflective awareness of attitudes toward other groups, knowledge about individual and cultural differences, and skills in eliciting individual experiences and values and tailoring culturally sensitive interventions. Employing a metacognitive approach to multicultural competence (Byars Winston & Fouad, 2006), the department emphasizes the process of intentional questioning and reflection to understand how students incorporate their cultural framework, assumptions, and values within all aspects of training. Training in multicultural competence is situated within the context of a commitment to social justice (Vera & Speight, 2003). Infusion of a multicultural focus into all aspects of the curriculum, (research, practice, and service) fosters students' development of a critical consciousness (Freire, 1990) and expansion of professional practice roles and approaches (Atkinson, Thompson, & Grant, 1993) to address social conditions and institutional policies that maintain injustices and propagate oppressions.

This emphasis on respect for diversity and competence to bridge cultural divides is consistent with the core values of counseling psychology, and has implications for the roles and mutual obligations of trainers and trainees in counseling psychology Ph.D. programs. These roles are articulated in the statement *Counseling Psychology Training Values Addressing Diversity* (See Appendix B).

Goals and Objectives of the Program

The Ph.D. program in counseling psychology involves required coursework in Counseling Psychology and related departments, as well as a series of supervised clinical training experiences. Through the course of this training, students are expected to attain competence in the competency areas articulated in the Standards of Accreditation for Health Service Psychology (See Appendix A for more details).

PART II: FACULTY AND STAFF

Role of Faculty

Student Advising

Given the intense and prolonged nature of doctoral study, doctoral students frequently develop “collegial” relationships with faculty. Upon admission to the doctoral program, all students are assigned a faculty advisor. The doctoral student’s faculty advisor plays an important role in monitoring and assisting the student with program planning. It is not assumed that the assigned faculty advisor will inevitably become the student’s major professor (i.e., advisor who serves as the dissertation committee chair).

The major professor is responsible for:

- ◆ Chairing the student’s preliminary examination committees
- ◆ Guiding the student in the preparation and writing of the dissertation proposal (Preliminary Examination Part 3)
- ◆ Assisting the student with various aspects of the dissertation research, as needed
- ◆ Chairing the student’s final dissertation oral examination committee

Changing Advisors

The doctoral student may select a major professor (i.e., advisor who serves as dissertation committee chair) from the Department of Counseling Psychology who is not the original faculty advisor. In view of the important role that the major professor plays in the student’s dissertation research, students are advised to allow themselves sufficient time to get acquainted with all faculty, so that they can select a major professor with whom they share similar research interests, career goals, or other interests. This will greatly facilitate the dissertation process and it will enhance the mentoring relationship that often develops between doctoral students and their major professors. Faculty are free to accept or not accept requests to serve as students’ major professors.

If a student decides to change advisors (e.g., changes in career plans; desire to work with faculty having similar research interests) the changes must be documented in writing, with the approval signature of both the former and the new faculty advisor. Students should set an appointment with outgoing advisor to discuss the change of advisor decision and to secure faculty signature (approval). The Change of Advisor Form is available electronically on the department’s webpage (see Forms and Resources).

Clinical Training Director

The Training Director is a CP faculty member whose responsibilities are to:

- ◆ maintain contact with APA regarding programmatic changes that bear on APA and CoA requirements for training and accreditation

- ◆ maintain appropriate documentation of student records and practicum activities, consistent with APA and CoA guidelines
- ◆ coordinate training policies and procedures and provide information to students and faculty regarding changes in licensure and accreditation regulations as these occur.

The Training Director is available to answer questions about general program policies and specific milestones (e.g., preliminary examination; internship applications). The Training Director chairs the Doctoral Training Committee, which makes recommendations to the faculty about policies and student issues in the Ph.D. program. There may be co-Training Directors for the doctoral program. In this case, one co-Director addresses clinical matters while the other co-Director focuses on administrative processes.

Practicum Coordinator

The Practicum Coordinator (i.e., the Student Services Coordinator) oversees all aspects of arranging foundational and advanced practica and externships for students. All site placements are secured through the Practicum Coordinator. The Coordinator serves as the liaison between the department and the different practicum agency sites and provides information to students about upcoming practicum application processes and deadlines. Students with questions about timing and procedures for practicum application should contact the Practicum Coordinator. Students should also consult with their advisors about suitability of various practicum placements relative to their long-term training goals.

Research Involving Human Subjects

All students must apply for approval through the Education and Social/Behavioral Science Institutional Review Board (IRB) for any research (including the dissertation) that will involve data from human research participants. The IRB protocol is completed in conjunction with the advisor or other faculty member, who serves as Principal Investigator and has administrative oversight of the study. Students are required to complete online training and to have gained protocol approval prior to beginning the study. The online training ([CITI](#) – UW-Madison Collaborative Institutional Training Initiative) and protocol submission portal ([ARROW](#) – Application Review for Research Oversight at Wisconsin) are located on the School of Education IRB website. Students involved in IRB-approved studies are expected to be aware of and follow the procedures that have been approved by the IRB for each study. Students should familiarize themselves with the approved procedures and consult with the PI with any questions about maintaining compliance with the approved protocol. For an IRB protocol to remain active it must be renewed annually. Investigators are required to maintain the protocol as active as long as data are being analyzed (i.e., until the project is completed and any research reports are published).

Grievance and Sexual Harassment Advisor

The Grievance and Sexual Harassment Advisor is responsible for facilitating any complaints or issues of students. Specific procedures are outlined in Part VI of this *Handbook*. Students are also encouraged to talk with their faculty advisors or Training Director regarding concerns or difficulties if necessary. Information on university

resources for sexual harassment is online at: <https://oed.wisc.edu/sexual-harassment-information.htm>

Current Department Faculty

Historically, CP faculty have served as state and national officers and representatives to a wide range of professional organizations associated with counseling psychology, counselor education, and educational research. Faculty have served and serve as editors and editorial review board members of many nationally known professional journals, including *The Journal of Counseling Psychology*; *The Counseling Psychologist*; *Child Development*; *Career Development Quarterly*; *Counseling and Values*; *Counselor Education and Supervision*; *Journal of College Student Personnel*; *Journal of Consulting and Clinical Psychology*; *Journal of Counseling and Development*; *Journal of Multicultural Counseling and Development*; *Measurement and Evaluation in Guidance*; *The Elementary Counseling Journal*; *The Humanist Educator*; *The Review of Educational Research*; *The School Counselor*; *Psychological Methods*; and *Journal of Personality and Social Psychology*.

The [CP website](#) has individual pages describing each faculty member's background and research interests. A list of current, emeritus, and retired faculty members can be found at <https://counselingpsych.education.wisc.edu/cp/people/faculty>.

Department Administrator & Students Services Coordinator

The Student Services Coordinator is responsible for all aspects of students' academic careers from meeting with prospective students through graduation. Duties include admissions, graduation, fellowship nominations, preliminary exam administration, maintenance of student files/records (forms), practicum coordination, and other student-related matters including registration assistance.

The Department Administrator is responsible for department coordination, accounting, finances, faculty/staff records and appointments, other personnel appointments (e.g., TA, PA, Work-study), budget administration, insurance, space, timetable, registration, fellowship and assistantship monies and serves as department computer liaison.

PART III: CURRICULUM REQUIREMENTS

There are two primary curriculum domains of the doctoral program. Required coursework and practicum experiences contribute to each student's competency in these areas. The core curriculum areas are:

1. Discipline-Specific Knowledge
 - a. History and Systems of Psychology
 - b. Basic Psychology Content Areas (i.e., Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, and Social Aspects of Behavior)
 - c. Research, Quantitative Methods, and Psychometrics
 - d. Advanced Integrative Knowledge in Scientific Psychology
2. Profession-Wide Competencies
 - a. Integration of Science and Practice
 - b. Ethical and Legal Standards
 - c. Individual and Cultural Diversity
 - d. Professional Values and Attitudes
 - e. Communication and Interpersonal Skills
 - f. Assessment
 - g. Intervention
 - h. Supervision
 - i. Consultation and Interprofessional/Interdisciplinary Skills

Required coursework (i.e., major core coursework) includes courses in each of these areas. The counseling psychology program also includes an optional "minor" sequence of courses tailored to the individual interests and career goals of the student.

Some courses (e.g. 890, 900, 901, 902, 903) require additional time commitments for out-of-class applied experiences, beyond what is stated in the Timetable. Further, some of these courses also carry course fees. The course fees are used to purchase course-related materials (e.g., assessments, training videos) and cover other working costs of the course (e.g., test scoring).

After successful completion of the counseling psychology sequence and the psychological foundation courses, and the passing of the doctoral preliminary examination, students will complete a one-year, (2000-hour) full-time clinical internship, consistent with APA training guidelines. The predoctoral internship is to be completed in no less than 12 months and no more than 24 months (half-time internship across two years).

Required Coursework and Training Experiences

In accordance with the Standards of Accreditation (SoA) for Health Service Psychology, all students are required to document mastery of broad and general content knowledge in each of these psychological foundations areas during their doctoral studies.

Discipline-Specific Knowledge Courses

History and Systems

CP-737 Seminar in History and Systems of Psychology

Basic Psychology

CP-729 Advanced Social Psychology

EP-542 Biological Foundations of Psychology

EP-725 Theory and Issues in Human Development

EP-795 Introduction to Learning Sciences I (Affective and Cognitive Aspects of Behavior)

Advanced Integrative Knowledge

CP-736 Seminar in Psychology of Individual Differences

CP-925 Seminar in Legal and Professional Issues in Counseling Psychology

Research, Quantitative Methods, and Psychometrics

CP-950 Research Methods in Counseling Psychology

CP-960 Research Methods in Counseling Psychology, II: Multiple Regression and Correlation Methods

CP-905 Research Practicum in Counseling Psychology (2 semesters)

CP-950 is a basic research course, oriented toward applications of designs to counseling psychology research problems. The course covers issues related to science and training in counseling psychology. CP-960 covers data analysis, including multiple regression and correlation. CP-905 is a two-semester Research Practicum in which students are expected to complete work on research projects under close faculty supervision.

In addition, all students should complete two (2) additional courses (six credits) in data analytic methods. At least one of these courses must address quantitative data analysis.

Examples include:

- A course in Test Construction techniques (e.g. EP-740), OR
- A course in advanced statistical methods, such as EP-960 (Structural Equation Modeling), EP-964 (HLM), or EP-963 (Design & Analysis of Quasi-Experiments for Causal Inference)

The third course in data analysis may be EITHER:

- An additional quantitative methods course as described above OR
- A course in qualitative research methods, including analysis and reporting of qualitative data

Coursework in research methods and data analysis enhances one's ability to read, critique, and design studies in counseling psychology, and to evaluate how the findings of these studies can inform psychological practice. In the counseling psychology curriculum, students will have the opportunity to apply these principles of scientific inquiry to topics of interest to counseling psychologists, including individual and

group interventions, multicultural contexts in counseling, and supervision and training.

Profession-Wide Competencies-Related Required Coursework

The remaining required courses and training experiences are designed to provide knowledge and skills needed in order for students to be competent in the Profession-Wide Competency Areas listed by the CoA and the Program Specific Competency Areas that comprise the PhD program in the Department of Counseling Psychology (See Appendix A).

Core Courses

CP-925	Seminar in Legal and Professional Issues in Counseling Psychology
CP-951	Seminar: Counseling Psychology Research in Individual Intervention
CP-959	Mental Health Consultation in Health Service Psychology
CP-956	Seminar: Research in Vocational Psychology and Career Development

Clinical Training Sequence

CP-810	Professional Development and Clinical Practice (2 semesters)
CP-900	Counseling Psychology Foundational Practicum (2 semesters completed at approved site)
CP-903	Counseling Psychology Advanced Practicum (2 semesters completed at approved site)
CP-902	Counseling Psychology Practicum in Supervision (1 semester)
CP-890	Advanced Assessment Techniques in Counseling Psychology

Counseling Psychology doctoral students are required to take a minimum of seven semesters (3 credits each semester) of practicum at the doctoral level: two semesters of First Year Experience (CP-810), two semesters of foundational practicum (CP-900), two semesters of advanced practicum (CP-903), and one semester of supervision practicum (CP-902). For students who have not completed appropriate practica in their master's program, or who are judged as not ready for practicum based on performance in CP-810, master's-level counseling courses and practicum may be required prior to the doctoral-level sequence. Students from non-counseling (or equivalent) master's programs are required to complete the post-BA sequence, including clinical training at the master's level.

On-site supervision by a licensed psychologist and direct observation of clinical work by the supervisor (i.e., co-therapy, video review, or live observation) is expected for doctoral practicum placements. Practicum sites that have APA-accredited training programs can negotiate supervision by a license-eligible psychologist, provided that this supervisor is receiving supervision of supervision from a licensed staff psychologist.

During the first year (Fall and Spring semester), post-MA students are required to enroll in CP-810. Enrolling in the course will allow students to complete a "First-Year

Experience” (FYE), intended as a demonstration and evaluation of readiness for foundational practicum. The FYE will consist of seeing two clients at the CTPC one day a week, with supervision, for two semesters. Students will determine whether they will continue at the CTPC over the summer in consultation with their advisor and the Clinic Director. For post-BA students, the FYE will include two days per week at the CPTC in the second year following successful completion of CP-805 and CP-806. Successful performance in the FYE is a prerequisite for application for foundational practicum. More information on the procedures for the practicum-readiness evaluation for foundational practicum is found in Part IV.

The department has approved sites at which to conduct required practica. Both foundational (CP-900) and advanced (CP-903) practica include 16 hours per week on-site, consisting of direct service hours, supervision, and additional hours for didactics, administration, and case review and preparation. Advanced practicum (CP-903, 2 semesters, 3 credits) is an opportunity to gain experience in a new setting and/or specialty area and to master advanced clinical skills important for internship and future professional roles.

The Counseling Psychology Training Clinic (CPTC) is the site for the supervision practicum (CP-902, 1 semester) in which students supervise trainees enrolled in the Department’s master’s-level pre-practicum course.

For students who have successfully completed the foundational and advanced practica and passed the clinical preliminary examination, externship training (CP-904, variable 1-3 credits) may be undertaken as a means of gaining additional experience in specialized areas of practice (e.g., assessment, family therapy, consultation, or in-patient settings). Students must be approved by the full faculty prior to applying for externship. The Externship Application Plan (EAP) is completed in consultation with the student’s advisor and submitted to faculty in late Fall by students wishing to apply for externship for the following year. Criteria for approval of the EAP include demonstration of the requisite clinical skills and professionalism and sufficient progress on academic milestones (including preliminary examination and dissertation).

Dissertation (CP-990)

The doctoral dissertation is the culmination of the program of study for the Ph.D. It represents an independent contribution to research relevant to counseling psychology. The student works closely with the major professor in designing and implementing the research protocol and writing the results. There are two formal evaluation points at which other faculty (members of the *dissertation committee*) provide comments and judge the quality of the study. The *dissertation proposal* consists of Chapters I, II, and III of the dissertation. The proposal occurs prior to conducting the study. The *dissertation defense* is the final evaluation of the completed work (i.e., the proposal chapters plus Chapters IV and V). The dissertation proposal meeting also serves as Part 3 of the doctoral preliminary examination.

Pre-Doctoral Internship (CP-954)

All doctoral students are required to complete an APA Accredited predoctoral internship before receiving the Ph.D. Intern applicants must enroll in CP-954 during the fall semester in which they plan to apply to internship to orient them to the application and interview process and assist with preparation of application materials.

Post-BA Additional Coursework

Students entering the department without a master's degree in counseling or a related field (i.e., students on the *Post-BA Ph.D.* track) complete the following additional courses within the first year of doctoral study:

CP-800	Theories of Counseling
CP-802	Group Dynamics Processing and Counseling
CP-805	Helping Relationships and Techniques
CP-806	Supervised Practicum – Counseling I
CP-958	Seminar: Research on Psychopathology: Diagnosis and Intervention

Coursework Documentation

Doctoral students are advised to keep copies of all course descriptions, syllabi, and Graduate School and School of Education Bulletins during the entire period of their matriculation as there is always the possibility that licensure boards will request documentation of course content. *Per Graduate School policy, student records will be kept on file in the department for 7 years post-graduation. After 7 years, only transcript records will be available from the university.*

Sequence of Coursework

The following schedules (separate for students entering the program with a master's degree and those entering post-BA) represent the suggested sequence for completing the course requirements for the Ph.D. in a graduated and sequential manner.

POST-MA Students

Year 1		
Fall	Spring	Summer ^c
CP-810	CP-810	CP-958 ^a
CP-950	CP-960	CP-729
CP-925	CP-890	CP-737
EP-725	CP-735	CP-810 ^b
EP-542		
Milestone		
FYE & Practicum Readiness Assessment		

Year 2		
Fall	Spring	Summer ^c
CP-900	CP-900	CP-900 ^b
CP-951	CP-956	
EP-795	CP-736	
	[DA elective]	
Milestone		
PE-I (May)		

Year 3		
Fall	Spring	Summer
CP-903	CP-903	CP-903 ^b
CP-905	CP-905	
CP-850	CP-902	
[DA elective]	[DA elective]	
Milestone		
PE-III (AY)		
PE-II (May)		

Year 4		
Fall	Spring	Summer
CP-904 ^b	CP-904 ^b	CP-904 ^b
CP-954	CP-990	
CP-990		
Milestone		
Internship Applications		
Dissertation Defense		

Year 5		
Fall	Spring	Summer
CP-995 or CP-990 ^d	CP-995 or CP-990 ^d	CP-995 or CP-990 ^d
Milestone		
Predoctoral Internship		

Notes:

a = as needed

b = optional

DA elective = Data Analytic Technique elective (2 are required; at least one must be quantitative)

c = CP-737, CO-729, and CP-958 are offered as summer courses; please consult with your advisor to determine the timing for completion of summer courses as some courses may not be offered every summer

d = Students are eligible to enroll in CP-995 if they have successfully defended the dissertation and prepared the document for final deposit prior to the start of internship. Those who have not yet completed the dissertation continue to enroll in CP-990 during the internship year.

POST-BA Students

Year 1		
Fall	Spring	Summer ^c
CP-805	CP-806	CP-958
CP-800	CP-802	CP-729
CP-950	CP-960	CP-737
EP-542	CP-890	
Milestone		
Readiness for FYE		

Year 2		
Fall	Spring	Summer ^c
CP-810	CP-810	CP-810 ^b
CP-951	CP-956	
CP-925	CP-736	
EP-725	[DA elective]	
Milestone		
FYE & Practicum Readiness Assessment		

Year 3		
Fall	Spring	Summer
CP-900	CP-900	CP-900 ^b
CP-905	CP-905	
EP-795	[DA elective]	
Milestone		
PE-I (May)		

Year 4		
Fall	Spring	Summer
CP-903	CP-903	CP-903 ^b
CP-905	CP-905	
CP-850	CP-902	
[DA elective]	[DA elective]	
Milestone		
PE-III (AY)		
PE-II (May)		

Year 5		
Fall	Spring	Summer
CP-904 ^b	CP-904 ^b	CP-904 ^b
CP-954		
Milestone		
Internship Applications		
Dissertation Defense		

Year 6		
Fall	Spring	Summer
CP-995 or CP-990	CP-995 or CP-990 ^d	
Milestone		
Predoctoral Internship		

Notes:

a = as needed

b = optional

DA elective = Data Analytic Technique elective (2 required; at least one must be quantitative)

c = CP-737, CP-729, and CP-958 are offered as summer courses; please consult with your advisor to determine the timing for completion of summer courses as some courses may not be offered every summer

d = Students are eligible to enroll in CP-995 if they have successfully defended the dissertation and prepared the document for final deposit prior to the start of internship. Those who have not yet completed the dissertation continue to enroll in CP-990 during the internship year.

Optional Minor Sequence

Ph.D. students in the Department of Counseling Psychology may elect to develop a minor area of concentration. This minor is optional and may incorporate one or more of the courses used to fulfill requirements outlined above.

Students electing to complete a minor should submit the Minor Agreement Form (located on the [department website](#)) to the Student Services Coordinator upon application for advancement to dissertator status.

The Graduate School defines two types of minor options. For both minor options, only three (3) credits of 999 (Independent Reading) may be counted toward the minor. 990 (Dissertation) credits may not be counted toward the minor. Also, both minor options require that all courses are Graduate Level courses for a total of 12 credits.

Option A

Option A is a minor concentration in one academic department outside a student's primary department (e.g., Counseling Psychology). Students may choose a departmental (Option A) minor based on their training needs, with approval of their advisor. Option A minors must also be approved by the minor department (i.e., minor advisor), and students should be aware that departments may have specific requirements about what courses may count toward the minor. Required courses taken in a department other than Counseling Psychology can be included in the 12 credits needed for the Option A minor, so students taking psychological foundations coursework in Educational Psychology (for example) may be able to use at least some of these credits in fulfillment of a minor in Educational Psychology.

Option B

Option B is a distributed (negotiated) minor encompassing coursework across two or more departments (one of which can be the Department of Counseling Psychology) and supervised by the major department through the student's faculty advisor. Students can take up to six (6) credits of non-core CP credits (e.g., Special Topics Seminar) as part of the distributed minor with permission of their faculty advisor. The CP Department Chair approves this minor option.

Electives

Students are not required to take elective courses as part of the doctoral curriculum, but are nonetheless encouraged to consider taking electives from the Department of Counseling Psychology or elsewhere on campus, as these fit with their training goals.

Considerations for electives include:

- ◆ Courses beyond the minimum (9 credits) data analysis requirement
- ◆ Non-required courses counted toward the optional minor
- ◆ Additional coursework in psychology foundations (beyond the required courses)

- ◆ Additional coursework in Assessment. Students are encouraged to discuss with their faculty advisor their assessment training needs. Depending on availability, students with a focus on child/adolescent or adult assessment and intervention may consider EP-740 or RP-980 as possible elective courses.

Research Teams

Students are encouraged to participate in faculty-led research teams and groups within the department and across campus. Students who are involved in research groups under the supervision of department faculty are expected to register for one credit (minimum) of CP-990, Section 1 (Research or Thesis) each semester of research team involvement.

Clinical Training Procedures and Expectations

The doctoral program has a rigorous process for evaluating practicum readiness and clinical competence. Students should be aware that practicum placements are not guaranteed. Applicants for practicum submit initial written materials and are invited to interview at the sites, similar to applying for other professional positions. Applicants receive offers based on the needs of the sites. Students must work directly with the Practicum Coordinator in applying to, and securing practicum placements.

Please note that there may be some restrictions of clinical placements (e.g., Veteran Affairs, some Community Mental Health Centers with federal funding) for students who have International student status or who do not have a U.S. citizen status. Students are encouraged to discuss their practicum placement options and selections with their faculty advisor and Practicum Coordinator to ensure their eligibility at site placements.

As part of self-care, students can elect, and are encouraged, to seek personal counseling while in the doctoral program. Please note: students who seek services at the university's Mental Health Services (MHS) while in the doctoral program will be ineligible for practicum placement at MHS. This is also the case for students who previously accessed MHS services while an undergraduate or master's student at UW. These restrictions are policy set by MHS, and students are advised to consider these restrictions when applying for practicum placements as well as when seeking counseling services.

If a student wishes to conduct a practicum or externship at a site that has not been pre-approved, the student should first consult with their advisor about the potential fit of this site to the student's training needs. With the advisor's support, the student is expected to communicate with the Doctoral Practicum Coordinator, who can approach the site directly and determine whether it can be approved as a qualified practicum site.

Students who are enrolled in practica or externships may be expected to provide their own tapes for the recording of sessions at their practicum sites.

Tracking Clinical Hours and Clinical Experiences

During the practicum, students must document hours spent providing direct service (intervention and assessment) to clients, hours receiving supervision, and support hours (e.g., paperwork, preparing for and reviewing sessions) on a weekly basis.

It is the responsibility of each practicum student to submit practicum evaluation forms for each semester and/or end of practicum to the instructor for the doctoral practicum seminar (CP 810, 900, 903, 902) or externship seminar (CP 904).

Both the practicum instructor and Training Director review student evaluations and accountability of hours, and the signed original is placed in the student's academic file. If forms are not submitted at the end of the semester, students will receive a grade of "I" (Incomplete) for the practicum or externship seminar.

Students should make copies of these forms, in particular the Clinical Accountability Form, as these data will be needed to complete the predoctoral internship application. All forms are consistent with Association of Psychology Postdoctoral and Internship Centers (APPIC) requirements and are available on the department website.

Program Sanctioned Non-Practicum Clinical Training Experiences

Some non-practicum clinical training experiences may be counted as supervised hours on the internship application. The instructions for the AAPI documentation of hours state that "program-sanctioned" training or work experiences may count toward clinical hours provided that these experiences have been approved by the program and supervised by a licensed psychologist. Students who are considering beginning such experiences (which may include VA summer traineeships, clinical research positions, and time spent in the same practicum setting after the official practicum has ended) should contact the Training Director to receive approval at least one month prior to the planned start date. On-site supervision by a licensed psychologist is required to count these hours for internship purposes. It is not acceptable to substitute off-site supervision by a licensed faculty member.

Attendance of Oral Examinations

All doctoral students are required to attend a minimum of three (3) dissertation proposal meetings and/or final oral defenses, including at least one defense, within the Department of Counseling Psychology before they schedule their own oral defense. The purpose of this requirement is to:

- ◆ familiarize students with the dissertation process within the Department of Counseling Psychology
- ◆ acquaint students with the types of research being conducted by other students
- ◆ stimulate students' ideas for research topics

A record of student participation in these meetings is filed with the Student Services Coordinator. These proposal meetings normally last two hours. Students must attend

the entire proposal meeting or final oral defense in order to receive credit for attendance.

Pre-doctoral Internship: Summary of Procedures

All doctoral students are required to complete an APA Accredited predoctoral internship before receiving the Ph.D. In the spring semester, students wishing to apply for internship in the fall should consult with their advisors about readiness and notify the Training Director and Academic Services Coordinator of their plans. Intern applicants must enroll in CP 954 (Internship Application Seminar) during the fall semester in which they plan to apply to internship to orient them to the application process and prepare application materials. Prior to the September faculty meeting, students work with their advisors to complete the Internship Application Plan (IAP), which the full faculty reviews to certify applicants as “internship ready.” To be certified as ready for internship, students must (a) be in good standing in the program (i.e., not on probation); (b) have successfully completed all three parts of the doctoral preliminary examination; (c) have clinical evaluations (including evaluations of practicum performance and performance in parts one and two of the preliminary examination) indicating expected levels of competence (i.e., ratings of 4 and above on preliminary examinations) in all areas; and (d) either have completed their coursework or be in the process of completing their final course requirements during the semester of application for internship.

Students wishing to complete the dissertation proposal in Fall to be approved ready for internship in that semester will need to schedule a date for the dissertation proposal meeting (which is the third part of the preliminary examination) on or before the **Friday before the first Fall faculty meeting**. Usually this means proposing on or before the first Friday in September. Please note that to propose by early September, the proposal document needs to be finalized by early August, in order to allow the required four weeks for paperwork. Note also that faculty may have limited availability in summers, so preparation for an early September proposal requires careful coordination with the advisor. Faculty set aside the Friday before the September faculty meeting to attend dissertation proposals, so this is the default date for the proposal meeting for intern applicants who have not completed the proposal by the end of Spring semester. It may be possible to schedule a proposal meeting earlier in the summer, if committee members are available.

Internship application is a complex process, with involvement from the department as well as the student. The Training Director must verify the student’s practicum hours and certify readiness for internship on the AAPI. For this process to run smoothly, it is crucial that the applicant get an early start and coordinate closely with their advisor and the Training Director. Important steps include:

- ◆ Attend the internship preparation seminar (CP 954).
- ◆ Register for AAPI on-line application (<http://www.appic.org>)
- ◆ Assemble Clinical Accountability Forms (CAFs) and tally intervention, assessment, and supervision hours in categories specified on AAPI. The CAFs

are the official documentation of training hours completed and are the basis for the Training Director's certification of AAPI hours.

- ◆ Choose internship sites congruent with past experience and future goals
- ◆ Begin drafting essays and cover letters early in the process; get feedback from at least 2-3 readers (peers, mentors, Training Director)
- ◆ Meet with advisor prior to September faculty meeting to complete Internship Application Plan for faculty approval;
- ◆ Only after obtaining department approval, purchase Match ID # through NMS website: <http://www.natmatch.com/psychint/>
- ◆ Identify recommenders and provide contact information on appropriate section of on-line AAPI
- ◆ Meet with advisor to discuss practicum hours and strengths and growth areas; advisor then completes Internal Verification of Readiness Form and forwards to Training Director
- ◆ Complete Summary of Doctoral Training section of AAPI to enable Training Director portion of application
- ◆ Complete and submit all portions of AAPI prior to site application deadlines

Deadlines for receipt of completed internship applications may range between late October and early December, depending on the site. Therefore, students are advised to start early—no later than the preceding summer—to gather information and prepare application materials.

Departmental Requirements for Internships

The department requires that students complete their predoctoral internships at APA-accredited internship sites. (CPA accreditation is also acceptable, for internships in Canada.) Only in this way can students be certain that they are receiving the appropriate number of hours of training and supervision, being exposed to psychologists as role models, and participating in a full range of professional training activities. Completing an accredited internship is also important for many post-doctoral goals, including licensure.

The department requires completion of an APA- or CPA-accredited internship for several reasons. There is a movement to encourage state licensure boards to require both a degree from an accredited doctoral program and completion of an accredited internship as conditions for licensure in psychology. This would parallel licensure requirements in other health care professions. Thus, there could be implications for licensure in the future, if students complete a non-accredited internship.

Students are sometimes curious about sites that are “in the process” of seeking accreditation. If a site is approved for accreditation before the student completes internship, this accreditation status is retroactive to the current cohort, and the student can accurately state that they have completed an accredited internship. However, there are obviously no guarantees that a site will be approved by any particular deadline, so any site not accredited at the time the student submits their rankings are considered non-accredited by the department. (Students should be aware that there have been lawsuits by interns stating that sites misrepresented their progress toward accreditation—so it may be that some sites are less than candid about their status.

Once you match with a site, whatever the accreditation status, you are contractually bound to complete your internship at the site.)

Students sometimes wish to apply to non-accredited internship sites to increase their match options, or because one or more such sites offer specific, desired training opportunities. Because of the contractual nature of the APPIC match, students must obtain a variance from the faculty before they will be permitted to *rank* an internship site that is not yet accredited. Currently, rankings are submitted to APPIC in early or mid-February, so this variance should be submitted to the faculty's January meeting. The letter requesting the variance should include both an explanation of the student's reasons for wishing to rank a non-accredited internship and any documentation (e.g., copy of the site's self-study; copy of letter from APA to the site on scheduling of site visit) to establish progress toward accreditation.

Students are discouraged from applying to non-accredited internships, and non-accredited internships should not be included on the provisional list of sites submitted with the Internship Application Form (IAP).

Finally, students wishing to intern at non-accredited sites must be prepared to provide substantial documentation that the internship conforms to APA guidelines in terms of range of clientele and presenting behaviors, opportunities for intervention, appropriate supervision and training in specified areas, and the presence of counseling psychologists as role models. This documentation is kept in the student's departmental file. As noted in the APA Commission on Accreditation (CoA) Policy and Procedure update, August 2010,

“When doctoral programs place students in internships that are not APA/CPA accredited, those programs must provide sufficient information to allow CoA to evaluate the quality of that training.”

Internship Evaluation Process

Student interns are required to have a minimum of two (2) written evaluations submitted to the Director of Training during the course of the internship, one at mid-term and one final evaluation at the conclusion of the internship. State licensing boards may request additional quarterly evaluations.

Dissertation Enrollment and Internship

While students are on internship, they must be registered for one class at the University of Wisconsin-Madison to maintain continuous enrollment. Students who have not yet defended the dissertation register for Dissertation credit (CP-990; 3 credits per semester, including summer if planning to graduate in summer). Because most students have no tuition remission during the internship year, tuition can be a significant expense.

Students who defend the dissertation prior to internship and complete all required changes to finalize the document for deposit may enroll in the zero-credit Predoctoral Internship class (CP-995) during the internship year, maintaining their enrolled status without paying tuition during this time. (Note that this no-credit enrollment also may

have disadvantages, as it typically triggers student loan repayment in the 9th month of the internship and students may not be eligible for Financial Aid.)

Students who defend the dissertation and finalize the document during the Fall semester of their predoctoral internship will be permitted to enroll in CP-995 during spring and summer. Per Graduate School policy, students who defend the dissertation in the spring semester of their internship year are *not* permitted to take CP-995 in summer. These students will be required to enroll for dissertator credit (CP-990, 3 credits) during the summer, if they plan to graduate in August.

The “final deposit” of the dissertation can only occur after all other degree requirements (including internship) have been completed. The final deposit initiates the conferral of the Ph.D. by the Graduate School.

PART IV: EVALUATION MILESTONES

Students in health service psychology should know that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to:

- 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
- Ensure—insofar as possible—that the trainees who complete their programs are competent to effectively and appropriately manage future relationships, including those with clients, trainers, supervisors, colleagues, other professionals, and the public.

Because of this commitment to the public welfare, trainers of future psychologists strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, or ethical) that may interfere with professional competence as a psychologist, with employers, or with the public at large.

Within a developmental framework and with due regard for the inherent power difference between students and instructors, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, examinations, and other program requirements. These evaluative areas include but are not limited to:

- Demonstration of sufficient interpersonal competence with others, including individuals from diverse backgrounds and histories;
- Self-awareness, self-reflection, and self-evaluation (i.e., knowledge of the content and impact on others of one’s own beliefs, behaviors, and values);
- Understanding and demonstration of counseling skills and techniques;
- Openness and responsiveness to feedback and the processes of supervision (e.g., willingness to explore issues that either interfere with the appropriate provision of care or impede professional development and functioning); and
- Resolution of problems that interfere with professional development and functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty and/or by participating in personal therapy to resolve problems or issues);

Evaluation of these areas is ongoing, and students will be formally reviewed and evaluated in each of these areas by the full faculty prior to being deemed ready for practicum placement and again prior to certification of readiness for internship.

Expectations for professional functioning include professional conduct in accordance with the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>).

Failure to adhere to these standards may result in remedial or disciplinary action. Academic misconduct is governed by Chapter 14 of the University of Wisconsin-System rules as administered by the Dean of Students. Information regarding the rules and procedures may be found [here](#).

Student-Faculty Relations

The APA Accreditation criteria on student-faculty relations (Domain E, Part 4) require the following:

At the time of entry into the Ph.D. program, students are provided with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. Students receive, at least annually, written feedback on the extent to which they are meeting the program's requirements and performance expectations. The feedback will include:

- ◆ Timely, written notification of all problems that have been noted and the opportunity to discuss them;
- ◆ Guidance regarding steps to remediate all problems (if remediable); and
- ◆ Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the areas of concern

In all matters relevant to the evaluation of a student's performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of students.

Student Evaluation

Students in the program are monitored and evaluated in accordance with the Standards of Accreditation for Health Service Psychology and the major domains of competence assessed through the PhD program at University of Wisconsin-Madison (See Appendix A). In particular, our department evaluates students based upon three aims: (a), preparation for role as a professional health service psychologist, (b) competence in understanding the scientific basis for practice, and (c) dedication toward continual growth in multicultural competence and a social justice orientation. In Appendix B, we describe specific objectives and outcomes in each domain, and the types of evidence used to determine attainment of these outcomes. "Proximal" outcomes are outcomes evaluated while the student is enrolled in the Ph.D. program, and will be the focus of the annual review of progress. "Distal" outcomes are outcomes attained subsequent to graduation from the program.

Criteria for Successful Progress

Satisfactory progress is demonstrated by earning a minimum grade of B (3.0) in all required courses, demonstration of competency (i.e., ratings of "4" or higher on readiness evaluations and preliminary examinations; ratings of "3" or higher in each area on supervisor evaluations) on routine evaluation milestones, responsible professional conduct in employment and practicum settings, and timely progress on independent work (preliminary examinations, dissertation).

Once dissertator status has been achieved, satisfactory progress is demonstrated through maintaining continuous enrollment (3 credits of CP-990 each semester), satisfactory completion of the predoctoral internship, and timely submission of dissertation work to the dissertation advisor, in accordance with a timeline negotiated between student and advisor.

Annual Comprehensive Review of Student Performance

A comprehensive formative review of student performance (encompassing academic and clinical training, research involvement, and other roles such as employment and departmental activities) is conducted annually. The Doctoral Training Committee is responsible for conducting this review, in consultation with the full faculty. Reviews of student progress are an agenda item for departmental faculty meeting in December (1st-year students only) and in April or May (all active Ph.D. students). Student perspectives are taken into account in these reviews, and all program students complete the Doctoral Student Report on Progress (DSRP: See the [Forms and Resources page](#) of department website) and an Individual Development Plan (IDP: See the [Graduate School website](#)) in conjunction with their advisors.

- ◆ First annual review of progress. During the first year, the annual progress review combines data provided by the student, the student's advisor, instructional faculty, and other clinical or research supervisors. Student and advisor complete the Doctoral Student Report on Progress form (available on the [department website](#)) and the student is expected to complete an Individual Development Plan (per the Graduate School guidelines) that is shared with the advisor. The student and advisor meet to discuss progress in the program and to look ahead to how additional required and elective experiences can be shaped to meet the student's educational needs in the context of their learning objectives and career goals.
- ◆ Second year and beyond: Annual review of progress. Progress reviews for students are coordinated by the Doctoral Training Committee. The student and advisor complete the Doctoral Student Report on Progress form and the student completes an Individual Development Plan. These forms become part of the student file. The student and advisor meet to assess progress and set goals for the coming year. Review of student progress is an agenda item on the closed session of faculty meeting in March or April, which is an opportunity for advisors to gather information from other faculty members who work with the student. For students making satisfactory progress (e.g., satisfactory supervisor evaluations; ratings of "4" and above on preliminary examinations; satisfactory progress on dissertation), no further review meeting is mandated. If areas of concern are identified based on the full faculty review, procedures for a development plan are initiated (see below).
- ◆ Post-internship students: Students who have completed internship but are still working on the dissertation will also complete the Doctoral Student Report on Progress each April, focusing on progress on the dissertation during the prior year. Face-to-face meetings with the advisor may not be possible for students no longer residing in the area, in which case a meeting by telephone may be scheduled instead. Although post-internship students are advised to keep in regular contact

with their advisors throughout the year, the annual review process is an important opportunity to review progress and set goals to facilitate timely completion of the dissertation. (Note: the Graduate School has a limit of 5 years to complete the dissertation following the student's promotion to dissertator status; see Part V of this *Handbook* for more information).

Following the Annual progress determination by the full faculty, all students receive a formal letter from the Training Director summarizing their continued progress within the program, as well as recommendations or requirements for addressing identified training needs.

Non-Routine Reviews of Students

Occasionally, a concern is raised about a student's performance that warrants a timely review. These concerns may relate to the student's academic proficiency (including but not limited to receiving a grade of BC or lower in a required course), clinical competence, and/or professional functioning. It is the Training Director's responsibility to ascertain whether a concern or complaint can be handled as part of the annual review or whether it requires more immediate attention. If it is a concern that requires immediate attention, an ad hoc faculty committee comprised of two members of the Doctoral Training Committee and the student's advisor will be appointed to investigate the circumstances that led to the concern or complaint. The student will have the opportunity to meet with the ad hoc committee as part of the committee's investigation.

The role of the ad hoc committee is to make a recommendation to the full faculty regarding the disposition of the concern or complaint. This recommendation will be based on the faculty members' assessments regarding (a) the seriousness of the issue and (b) the potential for remediation.

- If the Ad Hoc committee determines that the issue is not serious, or that the student bears little or no responsibility in the matter, the committee may recommend no action.
- If the Ad Hoc committee determines that the concerns are serious and that further attention is needed in order to ensure that the student will demonstrate competence, a Development Plan is initiated. The student in consultation with the Ad Hoc committee creates the Development Plan and progress is evaluated on specified dates written into the plan. Failure to make timely and expected progress on the Development Plan may trigger a Non-Routine Review and faculty may determine that dismissal or probation is needed.
 - Although students have the option to change advisors to best meet their needs, it is not recommended that students change advisors during the remediation or probation process.
- If the issue raised is serious but the student demonstrates an awareness of the problem and a potential for improvement, the Ad Hoc committee may recommend probation. In this case, a student will create a Remediation Plan in consultation with the Ad Hoc committee to address the needed concerns (see below). The Remediation Plan is expected to include specific benchmarks and objectives by

which progress can be evaluated on dates specified in the plan. Failure to make timely and expected progress on a Remediation Plan will trigger a Non-Routine Review and will lead the faculty to determine that dismissal from the program is warranted.

- In the case of serious or irremediable problems (especially when problems are raised repeatedly with little evidence of progress), the committee may recommend dismissal from the program.

Probation and Remediation

Placement on probation indicates a very serious faculty concern about a student's performance. Students are placed on probation (as opposed to being dismissed from the program) when the faculty determines that the student likely will be able to address the difficulty that led to the probation if appropriate remediation is provided. If the faculty adopts a recommendation for probation and remediation, the student and advisor work with the Doctoral Training Committee (or a subset of this committee) to formulate a remediation plan including explicit goals and deadlines for evaluation of their attainment. In the procedures described below, DTC refers to (a) the Doctoral Training Committee, (b) a subset of the Doctoral Training Committee, or (c) a group of at least two faculty including at least one Doctoral Training Committee member who collaborate with the advisor and student to implement and evaluate the plan.

1. The Training Director informs the student in writing of their probationary status, stating that the student should schedule a meeting with their faculty advisor as soon as possible to discuss next steps.
2. The advisor meets with the student to discuss the identified problem area(s) and to formulate a remediation plan. This plan will:
 - a. Define the identified problem areas
 - b. Identify the expected behavior patterns or goals
 - c. Specify methods to be used to reach these goals (which may include personal counseling, self-structured behavior change, additional academic course work or practica, additional supervision, or other remedies as appropriate).
 - d. Specify how goal attainment and competence in the problem area(s) will be demonstrated.
 - e. Set a date for reevaluation of the student's progress and competence. Templates for creating a remediation plan are available on the [department website](#).
3. This plan will be submitted to the DTC for review, possible modification, and approval.
4. If the plan has been modified by the DTC, the advisor and the student will meet to review the modified plan.
5. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file. Both copies of the plan will be signed and dated by the student, the advisor, and the DTC committee members.

6. Near the date for reevaluation, the student will present to the advisor available documentation of progress in the identified problem area(s) and completion of the remediation plan.
7. Near the date for reevaluation, the student's progress will be reviewed by the DTC, at a meeting with the student's advisor in attendance. The DTC will decide among three possible outcomes:
 - a. Continuation in the program. The identified concern(s) no longer present a significant problem and the student is no longer on probation.
 - b. Continued probation and remediation: The student has made significant progress in addressing the identified concern(s), but has not yet attained the expected degree of competence in one or more problem areas. An updated remediation plan is prepared, with a date set for a continuing reevaluation.
 - c. Dismissal from the program: The student has failed to attain the identified goals and there is no expectation that they can reasonably attain them in the near future.

The DTC recommendation will go to the full faculty for ratification at the next faculty meeting.

8. When the decision is ratified, the Training Director will notify the student in writing of the reevaluation decision and will request that the student make an appointment with their advisor for feedback concerning the decision. At this meeting, the student will have the opportunity to provide feedback regarding the remediation process.
9. A copy of the reevaluation decision, signed and dated by the student, will be retained in the student's file.
10. If dismissal from the program is recommended, the student will be given 30 calendar days from the date of receiving this notification to
 - a. Prepare and present to the Training Director a written response to the notification; and
 - b. Request in writing, if the student so desires, a review of the termination recommendation by the full faculty.
11. If the student requests such a review, they will be invited to the next scheduled faculty meeting to present their case to the full faculty.
12. Following the student's presentation, the full faculty will meet to render a decision as to whether the dismissal recommendation is to be upheld. The Training Director will provide written notification of this decision to the student.
13. If the decision to dismiss is upheld by the full faculty, the student has recourse to grievance procedures at the college and university levels, as described in Part VI of this *Handbook*.

Consequences of Plans for Clinical Training Sequence

Remediation Plans

Students on probation (i.e., a remediation plan) cannot be approved as ready for the next level of clinical training (i.e., for foundational practicum; for internship) until they have successfully remediated the identified concern(s). This can have a

substantial impact on time to degree, as practicum applications begin in the Fall semester for the following academic year.

Students on probation may be required to see volunteer clients or clients at the Counseling Psychology Training Clinic as part of the remediation plan. Students on probation will be supervised by licensed faculty.

For students on a remediation plan who are making good progress (so that they are judged to have a good chance of successful remediation before the following fall), there are two possibilities for arranging for practicum placements for the next academic year, despite not being deemed ready for practicum because of probationary status.

Option 1: Apply late for practicum (e.g., May or June) if there are practicum positions unfilled when student's plan is completed. If the outcome of the plan is successful, the faculty can endorse student's readiness for the position and advocate for the student with potential sites.

Option 2: If in the opinion of the subcommittee overseeing the plan a student (a) has shown satisfactory performance at one or more mid-plan evaluation points and (b) is likely to complete the plan successfully, the committee may support a request for a variance that would allow this student apply to practicum sites at the normally scheduled time. Because the student is on a plan (and can therefore not be certified ready for practicum), their applications would be accompanied by a letter from the Training Director indicating (a) the student's program status (e.g., currently on a plan); (b) that based on progress to date, the faculty has voted to permit student to apply for practicum; but (c) it is possible that the plan will not be completed successfully, in which case student may not be approved to enroll in practicum in the fall even if student receives a placement.

Development Plans

Students on a *development plan* are not automatically deemed unready for practicum, and therefore may be permitted to apply for practicum as scheduled, provided that they demonstrate readiness for practicum during the normal evaluation of readiness.

Program Milestones and Associated Evaluation Procedures

Evaluation of Readiness for Practicum (RFP)

The evaluation of practicum readiness is conducted in late November of student's first year in the program for post-MA students as students prepare to apply for the 2nd year foundational practicum placement. Students are assessed relative to the RFP competencies as detailed in the Readiness for Practicum evaluation on the department website. Primary sources of data for this evaluation include the supervisor for the first-semester clinical experience (CP 810), first semester departmental course instructors (usually CP 925 and CP 950), and the student's advisor. Possible outcomes of the RFP evaluation include:

- *Ready for practicum.* Student demonstrates personal/interpersonal and knowledge/implementation skills expected in entry-level doctoral practica. Students in this category receive evaluations of “4” or higher on all competencies in the RFP form.
- *Deferred approval, with plan for specific skill enhancement.* Student demonstrates competence in some areas. Students receiving evaluations of “3” or lower in a small number of areas may be approved to apply for foundational practicum contingent on completion of a plan to address skill enhancement to be implemented during spring semester of the first year. This plan will be created in consultation with the student’s advisor and the members of the Doctoral Training Committee. It is expected that students in this category will successfully develop a written plan that is submitted to the DTC and, once approved, is placed in the student file. The plan is designed to be specific to the needs of the student and is designed to support the student’s areas for growth. During the spring semester, the student will again be reviewed using the RFP procedures described above. Potential outcomes of this second evaluation include: approved for foundational practicum the subsequent fall, approved to pursue practicum in the fall as long as there is good progress on the plan, and not ready (see below).
- *Not ready.* Students judged as not ready for doctoral practicum will work with an ad hoc faculty committee (including the advisor and two members of the Doctoral Training Committee) to formulate a development plan designed to enhance readiness by the next practicum cycle. If the determination is related to deficits in clinical experience or skills, the plan may include supplementary coursework (e.g., master’s pre-practicum CP 805 during spring of first year; master’s practicum CP 806 during 2nd year) prior to applying for foundational practicum placement at the doctoral level. The student will work with the Ad Hoc committee on plan development and completion. A copy of the plan will be placed into the student’s file. Students in this category will repeat the FYE at the CPTC and again participate in the RFP review prior to being approved to apply to foundational practicum, normally during the following year’s practicum application cycle.

Doctoral Preliminary Examination

Before the Graduate School can admit a student to dissertator status, they must successfully complete the doctoral preliminary examination. Completion of the preliminary examination is also required before a student can be certified by the faculty as ready to apply for internship.

The doctoral preliminary examination includes three components, all of which include both written and oral presentations. The *clinical case study (PE-1)* is an in-depth reflection on a single psychotherapy case, and serves as an exemplar of clinical competencies in the role of psychotherapist. The *supervision case study (PE-2)* is an in-depth reflection on a relationship with one supervisee, and serves as an exemplar of clinical competencies in the role of supervisor. The *dissertation proposal (PE-3)*

includes a literature review and method section for a proposed dissertation project, and serves as an exemplar of academic and scientific proficiency.

PE-1 and PE-2 (clinical and supervision exams) are administered on a fixed date during the final examination period during Fall and Spring semesters. Those dates are available on the [department website](#). If a student has to miss the scheduled examination date due to an emergency, they will normally have to reschedule the exam for the next scheduled date (i.e., the following semester). In the case of a severe medical (i.e., “life or death”) emergency with supporting documentation, the faculty may agree to an administration of the preliminary examination at a time other than those on the regular examination schedule. Such exceptions are rare and are decided on a case-by-case basis. Students should consult with their faculty advisors if there is a need to request an exemption from the fixed examination schedule. Two faculty members must be present in-person for a valid preliminary examination.

PE-3 (dissertation proposal) is generally scheduled on an ad hoc basis. Students should contact the Academic Services Coordinator a minimum of four weeks prior to the desired PE-3 exam date for assistance with scheduling (details below). The one exception is for those dissertation proposals completed the fall before the student applies for internship. If the dissertation proposal has not been completed by the end of summer, it must be scheduled on the Friday before the September faculty meeting in order for a student to be approved as ready to apply for internship. Usually this means an exam date on the first Friday in September. For the PE-3 (dissertation proposal), a minimum of two of the three required examining committee members must be present in-person (and the chair must be one of those present in person). If necessary, the third member of the examining may attend at a distance (e.g., via Skype or telephone) for the proposal meeting.

Preliminary Examination, Part 1: Clinical Case Study

The clinical case study (PE-1) may be completed during the spring semester of the foundational practicum year or the fall semester of the advanced practicum year of doctoral study. Students should consult with their advisor and the foundational practicum instructor (2nd year spring) regarding the timing of this component, taking into account the student’s level of preparedness and availability of a suitable exemplary case. Students may elect to wait until the first semester of advanced practicum for a variety of reasons (e.g., the student may wish to prepare a case study of a client seen in a specialized setting that will be the site of the advanced practicum).

The purpose of PE-1 is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on demonstrating clinical competence and professional functioning.

The faculty examining committee for PE-1 consists of two faculty members from the department. One of these is the student’s advisor and the second is determined based on invitation (and subject to availability). In consultation with the advisor, the student should approach possible additional committee members 4-6 weeks in advance of the intended presentation date to invite them to serve on the examining committee.

Resources for the case study include standardized client assessments, interview data, outcome measures, and other case material. It is required that video of at least one counseling session be included as part of the materials submitted for review by the examining committee. It is, of course, necessary to secure the client's permission to make use of these case materials, on the understanding that their identity will remain confidential and that the case study (which will use a pseudonym and change such details as you consider essential to maintain confidentiality) will be read only by you and by department faculty. Students should be aware that some practicum sites may not permit recordings of sessions, even with client permission. These clients would not be suitable subjects for the clinical case study. The written portion of the clinical case study may be prepared as a paper document. It should be a *maximum of 55 double-spaced pages* (excluding references and appendices), and should include sections addressing the following issues:

- Theoretical orientation
- Assessment and case conceptualization
- Intervention goals
- Course of treatment
- Outcome assessment
- Use of supervision/consultation
- Individual and cultural considerations
- Ethical considerations
- Awareness of therapist role
- Evaluation of strengths and growth areas

The written portion of the clinical case study should be submitted to the examining committee members by 5pm, at least two weeks prior to the scheduled meeting date of the exam. The video of the session must also be accessible to the examining committee by this date.

The oral portion of PE-1 consists of a 90-minute presentation and discussion with the examining committee. The oral examination must be scheduled on the designated day at the end of the Spring (2nd year) or Fall (3rd year) semester when PE-1 exams are scheduled. The student prepares an oral presentation of no more than 30 minutes, including slides and/or handouts as visual aids. The remaining 60 minutes are reserved for questions and discussion addressing particulars of the case and also general understanding of clinical issues (e.g., integration of science and practice, ethical and cultural issues, assessment, intervention, and supervision).

More detailed recommendations for format and content of the clinical case study, as well as scheduling information for the oral examination, will be presented during the foundational practicum course (CP 900). Students should consult the competency rating form for PE-1, available on the Forms and Resources webpage ([here](#)) for a detailed list of the competencies to be demonstrated on this exam.

Successfully completing all portions of PE-1 (including completion of committee assigned revisions) is required prior to enrolling in 270-902 (Practicum in

Supervision). Students who elect to complete PE-1 during the Fall semester of their Advanced Practicum year will be required to submit evidence of clinical competence (i.e., supervisor evaluations, evaluations from practicum instructor, advisor, and other knowledgeable faculty members) for review. Faculty will vote on readiness for supervision practicum for these students in the November or December faculty meeting. Approval will be contingent upon successfully completing all portions of PE-1 prior to the start of the 270-902 course in the spring semester.

Preliminary Examination, Part 2: Supervision Case Study

The supervision case study (PE-2) is completed during the Spring semester of the 3rd year (4th year for post-BA Ph.D. students) at the conclusion of the supervision practicum (270-902). The purpose of PE-2 is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on competence in the provision of clinical supervision and professional functioning.

The faculty examining committee for PE-2 consists of two faculty members from the department. One of these is the student's advisor and the second is determined by invitation (and subject to availability). In consultation with the advisor, the student should approach possible additional committee members 4-6 weeks in advance of the intended presentation date to invite them to serve.

Resources for the supervision case study include video of at least one supervisory meeting and supporting materials (e.g., written reflections on supervisory relationship, supervision contract, supervisee evaluations). It is, of course, necessary to secure the supervisee's permission to make use of these materials with the understanding that the case study will be read only by department faculty. Because supervisees will typically be master's students in our department, it is normally not possible or necessary to guarantee confidentiality. The supervision case study may include discussion of some issues brought up by the supervisee's clients. As long as this material is discussed in general terms and client information is appropriately de-identified, there is usually no risk of breach of client confidentiality and therefore no need to seek permission from the client for inclusion of this information. (No recordings of supervisee work with clients is provided to the faculty committee as part of the supervision case study.) Students should consult with their advisor about any concerns related to client confidentiality.

The written portion of the supervision case study may be prepared as a paper document. It should be a *maximum of 55 double-spaced pages* (excluding references), and should include sections addressing the following issues:

- Supervision model
- Assessment of supervisee development
- Supervision goals
- Course of supervision
- Evidence of outcome
- Use of supervision of supervision

- Individual and cultural considerations
- Ethical considerations
- Awareness of supervisor role
- Evaluation of supervisor strengths and growth areas

The written portion of the supervision case study should be submitted to the examining committee members by 5pm, at least two weeks prior to the scheduled meeting date of the exam. The video of the session must also be accessible to the examining committee by this date.

The oral portion of PE-2 consists of a 90-minute presentation and discussion with the examining committee. The oral examination must be scheduled on the designated day at the end of the spring semester when faculty will be available for this purpose. The student prepares an oral presentation of approximately 30 minutes, including slides and/or handouts as visual aids. The remaining 60 minutes are reserved for questions and discussion addressing particulars of the case and also general understanding of supervision issues (e.g., integration of science and practice, ethical and cultural issues).

More detailed recommendations for format and content of the supervision case study, as well as scheduling information for the oral examination, will be presented during the supervision practicum course (270-902). Students should consult the competency rating form for PE-2, available on the Forms and Resources webpage ([here](#)) for a detailed list of the competencies to be demonstrated on this exam.

Evaluation Procedures for PE-1 and PE-2

Following the oral presentation and discussion, the examining committee members arrive at a consensus rating of each of the competencies on the evaluation form for the exam and on a decision of (a) pass, (b) contingent pass, or (c) insufficient evidence provided. “Contingent pass” indicates that additional documentation or revision to the existing written materials, an additional oral presentation to the committee, or both are required to demonstrate competence in the examination area. “Insufficient evidence provided” indicates that certification of competence was not possible based upon the evidence of the written and/or oral presentations. A decision of “insufficient evidence provided” indicates a need to repeat the examination at a future date, usually with materials prepared based on a new case.

The exam results are communicated to the student immediately following the examining committee’s conferral. The examining committee chair (advisor) then compiles the committee’s comments in written form (see PE-1 and PE-2 evaluation forms [here](#)), for presentation to the student. The student and advisor sign a copy of this evaluation, which is placed in the student’s file. In the case of a contingent pass, the evaluation form includes detailed information for the student about revisions to the document that will be needed to demonstrate competence in areas noted by the committee. In this case, the advisor will wait to sign the final evaluation form until the student has satisfactorily completed all required revisions.

Students receiving a decision of “insufficient evidence provided” following the committee meeting will meet with the examining committee chair (i.e., advisor) to formulate a plan designed to strengthen skills prior to registering to re-take this component of the preliminary examination. A student who receives a decision of “insufficient evidence provided” following a re-take will be subject to a non-routine review of progress (described above). This review will entail the development of a more extensive remediation plan, usually involving additional coursework and supervised practice to address areas in which competence has not been clearly demonstrated. The remediation plan must be completed prior to registering for this examination a third and final time. A student who fails to pass the exam component on this third try will be judged to have failed this component of the preliminary examination and will be dismissed from the program.

Preliminary Examination, Part 3: Dissertation Proposal

The final component of the doctoral preliminary examination is the dissertation proposal. The dissertation proposal should be submitted to committee members by 5pm, at least two weeks prior to the scheduled meeting date of the proposal hearing. The Student Services Coordinator coordinates scheduling of the dissertation proposal meeting.

Successful Completion of Preliminary Examination

Upon successful completion of the preliminary examination, students will be certified as internship ready.

Students who have completed all three components of the doctoral preliminary examination and all course requirements may apply for official admission to doctoral candidacy (a.k.a. “dissertator status”). This designation is conferred by the Graduate School following receipt of the Minor Agreement Form and the Request for Advancement to Dissertator Status form (located [here](#)).

Dissertation Defense Timeline

Students admitted to doctoral candidacy have five (5) years for completion of the doctoral dissertation and the final oral defense of the dissertation. This is a Graduate School policy and failure to defend and deposit within the five-year window may result in termination from the Ph.D. program. Registration must be maintained during the dissertator stage. Please note: summer enrollment is necessary if the student intends to graduate at the end of the summer semester (otherwise, summer enrollment is not necessary).

Dissertation

Role of Major Professor

The major professor (also known as the “dissertation advisor”) will assist with the planning and implementation of the research and will chair both the initial proposal meeting and the final oral defense. Students should anticipate a 2- or 3-year commitment to this process. Students working on dissertations should schedule regular

meetings with their advisors and negotiate deadlines for completion of the various stages of the project.

Dissertation Proposal Committee

The committee for the dissertation proposal consists of three members of the department faculty. All three faculty members will also serve on the full dissertation committee for the defense. Students wishing to have one or more non-departmental committee members present at the proposal are permitted to do so. However, there must be a minimum of three faculty members from the department and the department faculty form the examining committee for this portion of the preliminary examination.

Full Dissertation Committee

Additional members must be selected for the final dissertation committee. According to Graduate School policy (approved May 16, 2008), the following rules apply to the composition of the doctoral committee:

1. The department Executive Committee is responsible for approving the composition of all graduate committees. (The Department Chair signs the “Ph.D. Final Oral Committee Approval Form,” representing the approval of the department.)
2. Minimum Graduate School requirements for doctoral committees are as follows:
 - The chair or co-chair of the committee must be Graduate Faculty from the student's major program.
 - Doctoral committees must have at least five members, four of whom must be Graduate Faculty or former Graduate Faculty up to one year after resignation or retirement. At least one of the five members must be from outside of the student's major field (often from the minor field).
3. The required fifth member of a doctoral committee, as well as any additional members, all retain voting rights. They may be from any of the following categories, as approved by the program Executive Committee or its equivalent:
 - Graduate Faculty;
 - Tenure-track faculty from a department without a graduate program;
 - Academic Staff (including emeritus faculty);
 - Visiting professors;
 - Faculty from other institutions;
 - Externally funded researchers (USGS, USDA, etc.);
 - Postdoctoral scholars;
 - Other individuals deemed qualified by the Executive Committee.

Note that non-tenure-track faculty (i.e., those with titles other than “Professor,” “Associate Professor,” or “Assistant Professor”) are normally not members of the Graduate Faculty. These faculty members may serve on dissertation committees as

voting members (Point 3 above), but the committee must include four Graduate Faculty members (one of whom serves as chair or co-chair).

Preparing the Dissertation Proposal

After choosing a dissertation topic, the student begins the literature review and writes the proposal. The dissertation proposal consists of the first three (3) chapters of the dissertation:

- ◆ Chapter I: Introduction or Problem in Perspective (overview of problem area and brief description of proposed study)
- ◆ Chapter II: Review of Literature (including research hypotheses)
- ◆ Chapter III: Method (including proposed statistical analyses)

The three chapters of the dissertation proposal provide a justification for the study's rationale (based on theory and existing research) and a "blueprint" for conducting the study and interpreting its findings. The proposal is regarded as a contract the student makes with the committee. If deviations from the proposed Method become necessary, the dissertation proposal committee must be consulted in order to determine how to proceed.

Use of Secondary Data Set for Dissertation Study

Occasionally, students have the option to use large datasets collected by the department faculty or other university Primary Investigator for their dissertation. Students should work closely with their faculty advisor to ensure that the dissertation consists of original work that makes a contribution to the literature. This stipulation is necessary in order to use a secondary data set for a dissertation study.

Scheduling the Dissertation Proposal Meeting

Dissertation proposal meetings are scheduled on an individual basis. At least 4 weeks before the planned proposal date, the student should contact the department's Academic Services Coordinator (ASC), and complete the [Dissertation Proposal Defense Request Form](#). This form requires the advisor's signature, certifying their approval of the proposal document. This form provides the ASC with the information needed to obtain the Preliminary Warrant from the Graduate School. In addition, it provides a list of committee members and possible proposal dates, which the ASC will use to coordinate the proposal meeting.

Please note that to propose by early September, the student needs to finalize the proposal document by early August, so that the ASC will have the required four weeks for paperwork. Note, too that some faculty have limited availability in summers, so preparation for an early September proposal requires careful coordination with the advisor during the preceding spring.

Dissertation Proposal and the Preliminary Examination

The dissertation proposal serves as the written portion of the third component of the doctoral preliminary examination (PE-3). The proposal defense meeting serves as the oral portion of this examination. The dissertation proposal committee also serves as the examining committee for this portion of the preliminary examination. Students

should consult the competency rating form for PE-3, available on the Forms and Resources webpage ([here](#)).

Format of the Dissertation Proposal Meeting

The proposal meeting includes a brief (approximately 20 minute) presentation by the student, summarizing the literature review and proposed methods. The remaining meeting time consists of questions and discussion with committee members. The major purposes of the proposal defense meeting are to assess scholarly proficiency in the following areas:

- ◆ understanding of the research literature relevant to the proposed study;
- ◆ quality of arguments for importance of proposed study; ability to support assertions with evidence, and to express reasoning clearly and compellingly;
- ◆ familiarity with principles of research design, ability to consider study limitations and evaluate ways to strengthen the study;
- ◆ familiarity with principles of psychological measurement, ability to evaluate reliability and validity of chosen measures;
- ◆ clear articulation of research hypotheses;
- ◆ understanding of proposed data analysis, and choice of analyses is appropriate for the research hypotheses.

To demonstrate proficiency, it is expected that students receive ratings of 4 or higher on all elements of the PE-3 competency rating form. An additional function of the proposal defense meeting is troubleshooting the conceptual framework for the study and the proposed method. Thus, it is common for the committee to suggest changes that may strengthen the hypotheses or the research design. Approval of the proposal may be contingent on revisions to implement such changes. Thus, proficiency is demonstrated not by creating a perfect or problem-free research design. Rather, proficiency is demonstrated by the capacity to respond knowledgeably to questions and suggestions, to think creatively and scientifically about how to balance competing demands (e.g., internal validity, external validity, practicality), and to fine-tune the research plan to strengthen the hoped-for scientific contribution of the study.

The committee typically makes a decision about approval of the research proposal at the end of the proposal meeting (i.e., after the committee confers). It is common for proposals to be approved contingent on specified changes discussed during the meeting to be finalized by the student and approved by the major professor. Committee members also prepare written evaluations of the quality of the written document and oral defense. Ratings of “4” and above indicate that the student meets expectations for scholarly proficiency on this component of the preliminary examination. Similar to PE-1 and PE-2, when the committee confers a “contingent pass,” the evaluation document includes detailed instructions about modifications or additions that need to be addressed prior to final approval and officially passing PE-3. Ordinarily, these are approved by the advisor who waits to sign the evaluation form until changes are completed.

At the conclusion of the successful proposal defense, the student can seek IRB approval of the final research plan and, once this approval is obtained, proceed with

data collection. If the student's proposal is disapproved by the committee, the student, in collaboration with their major professor, will make the necessary revisions and schedule another proposal defense meeting.

Dissertation Oral Defense

When the student has completed the dissertation and has it approved by the major professor, the final Oral Defense Examination can be scheduled. A form for establishing the final Examining Committee is available from the Academic Services Coordinator. This form must be endorsed by the student's major professor and the Department Chair, and filed with the Graduate School at least three (3) weeks prior to the final examination by the Academic Services Coordinator along with the warrant request. The department must receive the final graduation warrant from the Graduate school prior to the oral dissertation defense.

The purpose of the dissertation defense is to assess competence in the same areas as the proposal defense, as well as:

- ◆ ability to conduct planned analyses and to present results accurately and succinctly;
- ◆ balanced presentation of study methods and findings, with attention to both strengths and limitations;
- ◆ accurate interpretation of findings, with discussion of implications for both theory and practice;
- ◆ ability to discuss findings in a broad context, and draw parallels to relevant domains of psychological research.

Students should understand that during the oral defense, committee members are permitted to ask questions relating methods and findings to research in counseling psychology and in other relevant areas of psychology. Students must attend the dissertation defense meeting in person and the meeting must be conducted in the department.

Several outcomes of the final oral defense are possible. When a student passes the examination, this fact is recorded on the warrant provided to the major professor by the Academic Services Coordinator. The four (or more) additional members of the dissertation committee also sign the warrant.

If the committee feels that additional work on the dissertation is needed, the major professor, in consultation with the committee members, may tentatively approve the student's passing of the defense pending completion and review of requested changes in the dissertation document.

If the student fails to pass the final defense, they are required to correct specified deficiencies and re-schedule the final oral defense. Thus, approval of the oral defense and the dissertation document are separate procedures.

Even though students may successfully defend their dissertations, they have not completed the doctoral program in its entirety until all other degree requirements

(including the predoctoral internship) have been completed. If the internship continues into the summer, students must continue to register as a dissertator in the summer to graduate with an August degree.

Students who complete the internship before defending the dissertation must be continuously registered during the 5-year time period allowed by the Graduate School from the time of attaining “dissertator” status (usually upon completion of the preliminary examination) until the completion of the dissertation.

Students who complete the dissertation before internship are eligible for a waiver of tuition during the internship year, as described at the end of Part III of this *Handbook*.

To coordinate final deposit of Dissertation, students should consult the department Academic Services Coordinator. Students are encouraged to take advantage of the “electronic deposit” option. For more information about the submission process, see the Graduate School website:

<http://grad.wisc.edu/education/completedegree/etd.pdf>

PART V: GENERAL GRADUATE SCHOOL POLICIES AND PROCEDURES

Student Classification Status

Students admitted to the Ph.D. program are classified in several different ways as they proceed through the various steps toward conferral of the doctorate. Initially, one is classified simply as a matriculating Doctoral Student in Counseling Psychology.

Generally, “doctoral student” status is maintained until one has successfully completed required coursework, passed the preliminary examination, and had the preliminary “warrant” signed by the Department Chair, the Examinations Chair, and the minor advisor. According to Graduate School policy, a student is classified as a Candidate or “admitted to candidacy” for the Ph.D. degree when the student has:

- ◆ passed the comprehensive preliminary examination in the major field
- ◆ presented the title of the proposed dissertation, (approved by the major professor)

Once a student has completed all major and (optional) minor area coursework with no “Incomplete” grades, passed preliminary exams, and satisfied Graduate School residency requirements, they can be classified as a *dissertator*. This classification confers full student status by enrollment in any 3-credit graduate level course (normally 270-990) that is related to the student’s area of research and is not being used to meet another degree requirement. Please see the Dissertator FAQs on the Graduate School website at

<http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#56> for additional information.

Time limits for completing coursework and admission to candidacy (i.e., dissertator status) were established in 1991. Courses that are more than eight years old will not fulfill program completion requirements for admission to candidacy. Admission to candidacy occurs when students successfully complete all required coursework and pass their doctoral preliminary examinations. The eight-year period begins on the date of registration, not completion, for the class. Students must be admitted to candidacy within ten years of admission to the Department. Once admitted to candidacy (a.k.a. dissertator status) the student has five years to complete the dissertation and pass the final oral examination.

Continuous Enrollment

Graduate students who are non-dissertators should register for a minimum of two (2) graduate level credits each semester (except summers) in order to be continuously enrolled in their program and to maintain their university privileges (e.g., library access, email). Dissertators must enroll in exactly 3 credits directly related to their dissertation (generally research and thesis or required seminars) during fall and spring semesters in order to be continuously enrolled in their program. All students can register for a maximum of 15 credits per semester.

Once a student achieves dissertator status, continuous enrollment as a dissertator is mandatory and the amount of graduate credits that should be taken each Fall and Spring semester (usually for research, CP 990) is three (3) credits. (For students who complete and defend the dissertation prior to internship, enrollment in 270-995 constitutes continuous enrollment during the internship year.) Failure to maintain continuous enrollment may result in lengthy re-entry process or possible termination from the program.

It is important to note that summer registration is required for those who finish (and deposit dissertation) during the summer for an August degree. Students completing an internship during the spring semester must wait to deposit the dissertation during the semester (usually summer) in which the internship is completed. Students who defend prior to internship must be enrolled in the semester they defend their dissertation.

Re-Entry

Once students are admitted they are expected to maintain continuous enrollment and make satisfactory progress toward their degree. If for any reason a student has not maintained or is unable to maintain continuous enrollment, they must go through a re-entry process.

Prior to the leave of absence or noncontiguous enrollment, students are strongly encouraged to complete the following tasks to facilitate the prospect of subsequent re-entry.

- ◆ Meet with advisor to discuss reason(s) for leave/noncontiguous enrollment and anticipated timeframe and plans for re-entry.
- ◆ Provide in written form (letter or email) the reason(s) for leave/noncontiguous enrollment and anticipated timeframe and plans for re-entry. This document will be forwarded to the student's file and will facilitate the discussion when the student applies for re-entry into the program.

It is rare that the department grants a leave of absence longer than 1 year, because of the importance of continuity of training at the doctoral level.

Prior to re-entry into the program, the student should contact their advisor or the Department Chair with their written request. That will be brought to the next Faculty Meeting for discussion. At the faculty meeting, the full faculty determine whether the student is

- ◆ granted re-entry without conditions
- ◆ granted re-entry conditionally (e.g., require additional coursework or adherence to time lines for completion of degree requirements)
- ◆ denied re-entry

If the student is making satisfactory progress toward their degree, re-entry may be approved without conditions. If the student has one or more incompletes at the time of the leave of absence, the student can complete this work (turn in assignments and have

a change of grade submitted), which would facilitate the re-entry process. If there is evidence of delayed progress without reasonable grounds (e.g., multiple requests for re-entry, several semesters not registered), the student may be granted conditional re-entry or a recommendation to deny re-entry may be given.

If granted re-entry, the student must complete a Graduate School application for the next term.

PART VI: GENERAL DEPARTMENTAL POLICIES AND PROCEDURES

Student Records

A student's file begins with their application to the master's or doctoral program. Each semester, the Department receives grade reports that are added to the student's file. In addition, students must complete a Clinical Accountability Form each semester that they are enrolled in a practicum as a log of clinical hours and activities.

Student files also contain documentation of all program-approved variances, of completion of academic milestones (preliminary examinations, dissertation defense, supervisor evaluation of student) and of evaluations of internship training. In addition, student files contain documentation of annual reviews of progress, and of any remediation plans arising out of these reviews, or out of non-routine reviews in response to complaints about professional behavior in academic or clinical settings. A comprehensive listing of student file contents and organization may be found in the File Audit Form on the [Forms and Resources page](#).

Students may request to review their files to see that the required documentation is present. Materials, such as recommendation letters, that have been submitted under an agreement of confidentiality are not subject to review by the student. In addition, copies of the faculty meeting votes are not for student review.

Religious Observances

It is the University's policy that students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. In order to meet this policy, faculty have been encouraged not to schedule such events on commonly recognized religious holidays.

Students have the right to reasonable accommodation in the timing of examinations and other academic requirements imposed on them, provided that the student notify the instructor of such a conflict within the first two weeks of class. Instructors are not obliged to schedule make-ups before the regularly scheduled requirements. Instructors may set reasonable limits on the total number of days claimed by any one student. For more information on conflicts between academic requirements and religious observances see the website of the [Secretary of the Faculty](#).

Criminal Background Check

Criminal Background checks are mandated by Wisconsin state law to be conducted on all students prior to placement in a practicum or internship site. The School of Education monitors this process, which is done at time of admission to the program. All students must complete this background check at the beginning of their academic study.

The results of student disclosure and background check will be reviewed by the Director of Training, Practicum Coordinator, and student's advisor in the Department of Counseling Psychology in conjunction with the Dean's Office in the School of Education. The reviews of the background information will be used to determine eligibility to be placed in practicum and/or readiness for internship. Students are obligated to notify the Director of Training of any changes in the status of their criminal record (e.g. arrest, citation, or conviction of criminal offense) after completing the initial criminal background check and while they are in the doctoral program.

Financial Support

The Department of Counseling Psychology offers a limited number of teaching and project assistantships. Students who are employed at least one-third time as assistants will receive tuition remission. Students are still expected to pay university student fees each semester.

Please see the department Funding page for information about department and non-departmental funding opportunities:

(<http://counselingpsych.education.wisc.edu/cp/phd-program/funding>).

Additional sources of funds for specific projects include:

Multicultural and Social Justice Conference Travel Award

A portion of the Departmental Teaching Award funds will be set aside each academic year to support Department of Counseling Psychology graduate students' participation in multiculturally-emphasized and social justice-relevant conferences with the goal of facilitating students' personal and professional development as competent multicultural scientist-practitioner. The Department Administrator sends a Call for Applications for this award prior to the November and April faculty meetings.

Research and Dissertation Funds

The department offers support for students to conduct research and/or their dissertation project twice a year (Fall and Spring semesters). Funds can be used to cover research-related expenses; however, they cannot be used to purchase participant incentives. Students who have proposed their dissertation projects are given preference for fund allocation. The Department Administrator sends a Call for Applications for this award prior to the November and April faculty meetings.

Social Justice Project: Charlotte Clara Lehman Award

Due to a generous donation, the Department of Counseling Psychology has created a Charlotte Clara Lehman Award. Students are encouraged to propose a plan for using this fund to complete a Social Justice Project. This project should promote social justice activity for an underserved or underrepresented group. The proposal should identify (a) the intended group/audience, (b) goals/outcome for the social justice project, (c) clear plan for the social justice activities, (d) detailed budget for the funds, and (e) procedures for documenting the impact on the project. Proposals are

encouraged to propose efficient use of the fund by maximizing the impact of the project, to apply psychological theory and research, to focus on a population or group that has been underserved or underrepresented, and to be feasible in being completed within the 12 months of the award. The proposal should be no more than 4 pages, single-spaced including nature of the social justice project, design of the project, budget, and intended outcome of project.

Doctoral students should also investigate the possibility of obtaining funding for their dissertation research.

- ♦ [Knapp House](#) – UW-Madison (for dissertators only)
- ♦ American Association of University Women ([AAUW](#))

APA also provides competitive travel reimbursement for student presentations at APA ([here](#)) and competitive support for dissertation research ([here](#)). These competitions are generally limited in the number of nominees that can be put forward by a single department, so it is important to plan ahead and coordinate with your advisor about these opportunities.

A comprehensive listing of funding and award opportunities is posted on the department website on the Funds and Resources link.

Teaching Assistant/Project Assistant Orientation

Any student hired as a Teaching Assistant (TA) or Project Assistant (PA) must attend two orientation sessions

- ♦ School of Education training
- ♦ Equity and Diversity training

Students are responsible for providing proof of attendance of orientation sessions. This information is placed in the student's personnel file in 335C.

Students who are department-funded Teaching Assistants working under the supervision of faculty are expected to register for two credits (minimum) of CP 901 (teaching practicum) each semester for which they are teaching.

As part of the Teaching Assistant contract, students are required to participate in the doctoral student interview day, which is at the beginning of the Spring semester. The department's Student Services Coordinator provides information about the timing and duties involved with the doctoral interview day as the schedule is set. In that assistantship contracts are 9 or 12 months in duration, it is critical to consult assistantship supervisors, as well as clinical supervisor(s) and advisor, before making plans to be away from campus or otherwise unavailable. Teaching Assistants remain on contract during academic calendar breaks (e.g., spring recess, between Fall and Spring semesters), with continued work-related assignments and expectations for the assistantship.

Petition Procedures

Students who wish to petition for a program variance initiate the petition with their advisors. Students also are encouraged to consult with the Training Director. A written petition secures a place on the closed portion of the next faculty meeting agenda. The results of the faculty action are recorded and placed in the student's file. Students receive a copy of the faculty action for their information. The petition can be submitted to the faculty meeting by either the advisor or the Training Director.

Grievance Procedures

Information pertaining to policies within the School of Education grievance procedures is described on the School of Education website:

<http://www.education.wisc.edu/> (and search for "grievance")

and also on the Grievance Procedures page of the department website:

<http://counselingpsych.education.wisc.edu/cp/phd-program/resources-for-current-phd-students/grievance-procedures>

Students who feel that they have been treated unfairly have the right to a prompt hearing of their grievance. Such complaints may involve course grades, classroom treatment, various forms of harassment, or other issues. The following steps have been instituted within the School of Education. Any student or potential student may use these procedures except those graduate assistants whose complaint is covered by campus policies for teaching assistants. These procedures include:

- ◆ The student should speak first with the person toward whom the grievance is directed. In most cases, grievances can be resolved at this level. There may be occasions (e.g., situations involving violent or harassing behavior, or coercive use of institutional power) when initial attempts to resolve the issue with the person toward whom the grievance is directed would potentially put the complainant at risk. In such situations, it is appropriate to consult immediately with the GSH Advisor, with the advisor, with the Associate Dean who oversees the School of Education Equity and Diversity Committee, and/or with the Training Director or Department Chair about how best to address the grievance.
- ◆ Should a satisfactory resolution not be achieved, the student should contact the department's Grievance and Sexual Harassment Advisor (GSH Advisor; i.e., the School of Education Equity & Diversity Committee Member) to discuss the grievance. Students may consult the [department website](#) or the Academic Services Coordinator to find the name of this faculty member, who facilitates problem resolution through informal channels. The Grievance and Sexual Harassment Advisor is responsible for facilitating any complaints or issues of students. The GSH advisor first attempts to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors or Training Director regarding concerns or difficulties if necessary. Information on university resources for

sexual harassment concerns can be found at <http://www.oed.wisc.edu/sexualharassment/resource.html> .

- ◆ If the issue is not resolved to the student's satisfaction the student can submit the grievance to the GSH Advisor in writing, within 60 calendar days of the alleged unfair treatment. This letter should be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- ◆ On receipt of a written complaint, a faculty committee will be convened by the GSH Advisor to manage the grievance. The departmental faculty committee will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance. This written response will be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- ◆ The Faculty committee will determine a decision regarding the grievance. The GSH Advisor will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received. This letter should be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- ◆ At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the Associate Dean in charge of the School of Education's Equity & Diversity Committee. If either party exercises this option, the letter(s) should be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- ◆ If an appeal is filed, it will be directed to the Associate Dean in charge of the School of Education Equity & Diversity Committee and will follow Grievance Procedures as outlined in this Committee. The Associate Dean will attempt to resolve the issue informally. Failing this resolution, the Associate Dean will, on a receipt of a written complaint, convene a subcommittee of the School's Equity and Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing. (The Equity and Diversity Committee has established separate procedures for the resolution of sexual harassment issues from those concerning course grades.) The subcommittee will make a written recommendation to the Dean of the School of Education who will render a decision. The Dean's decision is binding at the college level and must be made within 20 working days from the date when the written complaint was filed with the Associate Dean. Documentation from these meetings and decisions must be placed in the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- ◆ Once the case is closed (either via a binding decision from the Dean or after 10 days have passed from the written decision from the Departmental Committee), the entire contents of the folder should be moved to the folder entitled "PhD program Grievances-Complete" in the filing cabinet in the Storage Room away from student files. Documentation of the Grievances will

be stored in this folder for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has established policies governing student conduct, academic dishonesty, and sexual and racial harassment. The Graduate School also has procedures for students wishing to appeal a grievance decision made at the college level. These policies are described in the Academic Guidelines, available at:

<http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#97>

Faculty Meetings

Wisconsin law requires notification of scheduled faculty meetings. These notices are emailed to the doctoral list serve. Faculty meetings are generally scheduled once a month on second Fridays during the academic year and mid-June.

Each faculty meeting consists of an “open” and a “closed” session. It is Departmental policy that all enrolled graduate students can sit in on the open session of any faculty meeting. If any student or group of students has an agenda item for the meeting and wish to speak, time will be allowed for this, provided that the Department Chair has been notified at least one week in advance of the meeting. Students are not permitted to attend the closed session of the faculty meeting except for matters that pertain to that specific individual following a written request submitted to the Department Chair at least one week in advance of the meeting.

Student Cohort Representatives

Student involvement in the department is facilitated by the Cohort Representatives structure. The following cohorts select cohort representatives: 1st year doctoral, 2nd year doctoral, continuing doctoral (beyond 2nd year), 1st year master's, and 2nd year master's (including continuing and part-time master's students). The cohort representatives meet with the chair monthly to discuss department business, student concerns, student suggestions, and any other business relevant to student education and training. The chair communicates with the faculty with regard to student input. Cohort reps are encouraged to attend the open portion of faculty meetings (which are also open to other interested students) and to meet with the chair as needed.

Department Facilities

Administrative and support offices, as well as faculty offices, are located on the 3rd floor of the Education Building, 1000 Bascom Mall. There is a conference room (Room 327) where most faculty meetings and oral exams are held. Students with graduate assistantships or fellowships through the department will be provided with office space, which may include a desktop computer. However, it is highly recommended that students purchase a laptop computer to complete course assignments and research. The Education Building is Wi-Fi equipped for connection to email, internet, and data analysis tools (via the WCER Application Service

Delivery). The student lounge (Room 357) is equipped with kitchen facilities, small lockers, electrical outlets, and Wi-Fi and is a comfortable work and social space.

Departmental policy prohibits students from using Department equipment for printing or copying their work or articles from journals, books, and other sources, including student papers, defenses, or dissertations. Although we currently have no copy machine available for student use, such machines are available at nearby locations in Memorial Library, the Law School Library and the Business School.

The assessment library and computer laboratory for the School of Education is located on the third floor of the Teacher Education Building in the Media, Education Resources, and Information Technology (MERIT, <http://merit.education.wisc.edu/>) library, and offers access to assessment instruments and manuals as well as technological resources such as statistical packages and qualitative analysis software.

Counseling Psychology Training Clinic

The Department of Counseling Psychology maintains the Counseling Psychology Training Clinic (CPTC). The Counseling Psychology Training Clinic is staffed and supervised by licensed Counseling Psychology faculty. The Clinic provides mental health services and assessments, at a reduced fee, to the Madison community. The CPTC is an approved practicum site for both the Master's and Ph.D. students. The mission statement of the CPTC is as follows:

The CPTC is a training facility for the Department of Counseling Psychology's graduate training programs (Ph.D. and M.S.). The fundamental mission of the clinic is two-fold: First, we aim to provide the highest quality training in Psychology. Second, we strive to offer affordable, quality mental health services for the larger Madison community. The clinic supports the research of department faculty and students and seeks to advance understanding of psychological health conditions and effective clinical services. The clinic is fully committed to the upholding ethical standards of the American Psychological Association (APA) and the American Counseling Association (ACA), and all applicable legal standards. The clinic is philosophically guided by a fundamental commitment to financially accessible psychological practice that is grounded in science, and is concerned with the cultural, dynamic, behavioral, and humanistic processes of counseling practice.

The CPTC training model involves live supervision and observation of client sessions and post-session staffing. All counseling rooms are equipped with two-way observation mirrors, cameras and microphones. All sessions are recorded for appropriate supervision. Doctoral practicum students receive individual supervision from licensed psychologists; master's practicum students and students who volunteer to gain additional clinical experience may receive supervision from advanced doctoral students, post-master's clinicians or licensed psychologists. Clients must agree to the

training model in order to receive services through the clinic and appropriate consent is obtained. Psychotherapy outcome data are collected as part of the clinical protocol and opportunities for outcome research are available. The clinic policies and procedures manual is available both online and in hard copy. All students participating in clinic activities including observation follow clinic policies and procedures and conduct themselves in an ethical and professional manner. Confidentiality of client files and video recordings of sessions is maintained as per Wisconsin statute and relevant APA ethical standards.

PART VII: POST-GRADUATE MILESTONES

Post-Graduate Residency

Supervised post-doctoral hours are required for licensure in most states. Accreditation of post-doctoral residencies is one function of the Commission on Accreditation of the American Psychological Association.

Licensure

Students who wish to be licensed as a psychologists need to contact the Psychology Examining Board in the states of their interest. Students should familiarize themselves with the requirements for licensure, as these may bear directly on their decisions regarding coursework or training experiences (i.e., predoctoral internship) taken while in graduate school. A good starting point for researching state licensure requirements is the website of the Association of State and Provincial Psychology Boards (ASPPB): <http://www.asppb.org/>

Students should also know that there is currently limited reciprocity between states regarding licensure. That is, holding a license in one state does not automatically guarantee licensure in another state. The National Register of Healthcare Providers in Psychology (<http://www.nationalregister.org/>) offers a credentialing process that holds some portability (see website for a more complete description).

Most licensure boards in the U.S. and Canada require that licensure applicants take and pass the Examination for Professional Practice in Psychology (EPPP) offered by state (Psychology) Examining Boards. Information about EPPP format and scheduling (including test preparation) is available on the website of the Association of State and Provincial Psychology Boards (ASPPB): <http://www.asppb.org/students/default.aspx>

Diplomate Status

The American Board of Professional Psychology awards Diplomate status in Counseling Psychology (i.e., ABPP) as well as other areas of specialized practice in professional psychology (e.g., group, family, or child psychology). The Diplomate status certifies that the psychologist has demonstrated competence in the designated specialty area.

Diplomate status is achieved through an extensive review of the educational record, a work sample in assessment and in an intervention modality, and a six-hour oral examination. Details of the application procedure (including the opportunity for pre-application during graduate study) are available on the ASPP website: <http://www.abpp.org> .

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PART VIII: APPENDICES

Appendix A
Competency Table

Competency Area	Description	Program Benchmarks	Post-Graduation Outcomes
DISCIPLINE SPECIFIC KNOWLEDGE			
Affective		B or Better: 795	(None)
Biological		B or Better: 542	(None)
Cognitive		B or Better: 795	(None)
Developmental		B or Better: 725	(None)
Social		B or Better: 729	(None)
Integration		B or Better: 925; 737; 736	(None)
PROFESSION WIDE COMPETENCIES			
Research	Scientific Knowledge and Methods		
	Scientific Foundations of Psychology and Counseling Psychology	PE3; Coursework (B or better: Research Training 950; 960; 951; 905; 956; 736 2 Data Analysis Electives)	SA, Satisfaction
	Scientific Foundations of Professional Practice and Application of Scientific Method to Practice	PE1; PE2; Coursework (B or better: Clinical Practice Sequence 810, 900, 902, 903, 890)	SA, Satisfaction
	Scientific Approach to Knowledge Generation	PE3; Dissertation Defense	SA, Satisfaction

			Performance-based indicators Peer-reviewed publications; Research presentations; Research relevant to practice; Evaluate client outcomes; Grant activity;
Ethical and Legal	Ethical and Legal Standards and Policy		
	Knowledge of Ethical, Legal, and Professional Standards and Guidelines	CP925 (B or Better)	SA, Satisfaction
	Awareness and Application of Ethical Decision Making	RFP; PE1; PE2; PE3; Annual Department Review; Coursework (B or better: Clinical Practice Sequence 810, 900, 902, 903, 890)	SA, Satisfaction
	Ethical Conduct	RFP; PE1; PE2; PE3; Annual Department Review; Coursework (B or better: Clinical Practice Sequence 810, 900, 902, 903, 890)	SA, Satisfaction
			Performance-based indicators Licensed to practice psychology; Consultation re ethical/professional issues
Individual and Cultural Differences	Individual and Cultural Diversity		
	Knowledge of Self as shaped by Individual and Cultural Diversity and Context	Coursework (B or Better: 736; 737; 956)	SA, Satisfaction
	Knowledge of Others as shaped by Individual and	Coursework (B or Better: 736; 737; 956)	SA, Satisfaction

	Cultural Diversity and Context		
	Knowledge of Interaction of self and others as shaped by Individual and Cultural Diversity and Context	Coursework (B or Better: 736; 737; 956)	SA, Satisfaction
	Applications based on Individual and Cultural Diversity and Context	RFP; PE1; PE2; Coursework (B or better: Clinical Practice Sequence 810, 900, 902, 903); Annual Department Review	SA, Satisfaction
			Performance-based indicators Education/training relevant to diverse groups; Research relevant to diverse groups; Consultation relevant to MC; Work with diverse clients
Professional Values, Attitudes, & Behaviors	Professional Values and Attitudes		
	Integrity, Deportment, and Accountability	RFP; PE1; PE2; PE3; Annual Department Review	SA, Satisfaction
	Concern for Welfare of Others	RFP; PE1; PE2; PE3; Annual Department Review	SA, Satisfaction
	Reflective Practice		
	Engagement in continual process of self-reflection, Self-Assessment, and self-Care	RFP; PE1; PE2; Coursework (B or better: Clinical Practice Sequence 810, 900, 902, 903); Annual	SA, Satisfaction

		Department Review	
			Performance-based indicators Provide clinical consultation/sup
Communication and Interpersonal Skills	Relationships		
	Interpersonal Relationships	RFP; PE1; PE2; PE3; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904); Annual Department Review	SA, Satisfaction
	Affective and Expressive Skills	RFP; PE1; PE2; PE3; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904); Annual Department Review	SA, Satisfaction
			Performance-based indicators (None)
Assessment	Assessment Knowledge & Application		
	Knowledge of Measurement and Psychometrics	Coursework (B or better: 950; 890)	SA, Satisfaction
	Knowledge of Assessment Methods	Coursework (B or better: 890; 951; 956)	SA, Satisfaction
	Application of Assessment Methods	PE1; PE2; Coursework (B or Better: 890; Clinical Practice Sequence 810,	SA, Satisfaction

		900, 850, 902, 903, 904)	
	Assessment/Diagnosis in Sociocultural Context	PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
			Performance-based indicators Psychological assessment; Report writing
Intervention	Intervention		
	Intervention Planning & Implementation	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Intervention Skills	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Case Conceptualization	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
			Performance-based indicators Intervention development/eval; Use of EPBs in clinical practice

Supervision	Role of Supervisee		
	Knowledge of Expectations and Roles within Supervisory Relationship	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Active and Appropriate Participation in Supervision	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Role of Supervisor		
	Knowledge of Supervision Theory and Research	PE2; Coursework (B or better 850, 902)	SA, Satisfaction
	Application of Supervision & Role of Evaluator	PE2; Coursework (B or better 850, 902)	SA, Satisfaction
			Performance-based indicators Provide clinical consultation/sup
Consultation and Interprofessional/Interdisciplinary Skills	Interdisciplinary Systems		
	Knowledge of Interdisciplinary Systems	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Ability to Function Effectively within Inter-professional and Multidisciplinary Contexts	RFP; PE1; PE2; Coursework (B or Better: Clinical	SA, Satisfaction

		Practice Sequence 810, 900, 850, 902, 903, 904)	
	Understands Benefits and Limitations of Inter-Professional Systems	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Consultation		
	Role of Consultant	B or Better: 850	SA, Satisfaction
	Addressing Referral Questions	RFP; PE1; PE2; Coursework (B or Better: Clinical Practice Sequence 810, 900, 850, 902, 903, 904)	SA, Satisfaction
	Communication of Consultation Findings	B or Better: 850	SA, Satisfaction
	Application of Consultation Methods	B or Better: 850	SA, Satisfaction
			Performance-based indicators Provide clinical consultation/sup; Work on multi-disciplinary teams; education/leadership roles within organizations; professional presentations; delivery of training
PROGRAM-SPECIFIC COMPETENCIES			
Professional Identity			
	Management	RFP; PE1; PE2; PE3; Annual Department Review; All Coursework (B or better)	SA, Satisfaction

	Core Professional Identity	RFP; PE1; PE2; PE3; Annual Department Review; B or Better: 925	SA, Satisfaction
	Holistic and Contextual Worldview	RFP; PE1; PE2; PE3; Annual Department Review; All Coursework (B or better)	SA, Satisfaction
	Developmental, Strengths-Based Focus	RFP; PE1; PE2; PE3; Annual Department Review; All Coursework (B or better)	SA, Satisfaction
	Integrates Vocational Approaches	PE1; PE2; Coursework (B or better: 956)	SA, Satisfaction
	Oriented Toward Social Justice	RFP; PE1; PE2; PE3; Annual Department Review; All Coursework (B or better)	SA, Satisfaction
			Performance-based indicators Provision of career counseling; career assessment; voluntary or professional work within communities; leadership roles in the community; writing or training that engages the public; advocacy work
Note. "SA" = Alumni self-assessment; "Satisfaction" = Alumni rating of satisfaction with training in this area.			

Appendix B

Counseling Psychology Training Values Addressing Diversity¹

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

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

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

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure

and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe that providing experiences that call for trainees to self-disclose and introspect about personal life experiences is an essential component of the training program. Specifically, while in the program, trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings, and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

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

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

References

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¹This statement is adapted with permission from the *Counseling Psychology Model Training Values Statement Addressing Diversity* jointly created and approved by

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