

DOCTORAL HANDBOOK

321 Education, 1000 Bascom Mall

University of Wisconsin-Madison

Madison, WI 53706

Tel.:(608) 262-0461

Fax: (608) 265-3347

http: www.education.wisc.edu/cp

Email: counpsych@education.wisc.edu

TABLE OF CONTENTS

Preface	5	On Becoming a Counseling Psychologist
Part I	7	The Doctoral Program in Counseling Psychology
	7	Brief History of the Department
	7	Description of Departmental Programs
	8	Departmental Mission and Multicultural/Diversity Statement
	11	Goals and Objectives of the Program
Part II	13	Faculty and Staff
	13	Role of Faculty
	13	Student Advising
	13	Changing Advisors
	14	Training Director
	14	Doctoral Practicum Coordinator
	14	Human Subjects Protocols
	14	Grievance and Sexual Harassment Advisor
	15	Current Department Faculty
	15	Academic Faculty
	24	Emeritus Faculty
	24	Support Staff
	24	Adjunct Clinical Faculty
Part III	26	The Curriculum Requirements
	26	Psychology Foundations
	29	Major Core Classes
	30	Possible Sequence of Coursework
	31	Minor Sequence

31	Option A
31	Option B
32	Research Methods and Statistics
33	Electives
33	Clinical Training
35	Attendance of Oral Examinations
36	Predocutorial Internship: Summary of Procedures
36	Department Requirements for Internships
37	Applying for Pre-doctoral Internships
39	Internship Selection Process
39	Internship Evaluation Process
39	Internship and the Dissertation

Part IV

40	Evaluation Milestones
40	Satisfying Requirements of the Graduate School
40	Faculty Review of Student Progress
41	Academic Proficiency
42	Writing Competence
43	Clinical Competence
44	Professional Functioning
45	Annual Comprehensive Review of Student Performance
48	Non-Routine Reviews of Students
48	Criteria for Successful Progress
49	Doctoral Preliminary Examination
49	Clinical Case Study
51	Supervision Case Study
52	Evaluation Procedures
53	Dissertation Proposal
53	Successful Completion of Preliminary Examinations
54	Dissertation
54	Choosing a Dissertation Committee
54	Role of Major Professor
54	Choosing Committee Members
55	Preparing the Dissertation Proposal
56	Scheduling the Proposal Defense Meeting
58	Dissertation Oral Defense

Part V

60	General Graduate School Policies and Procedures
60	Student Classification Status
61	Graduate School Minimum Credit Requirement
61	Continuous Enrollment

	62	Re-Entry
	63	Transfer of Credits
Part VI	64	General Departmental Policies and Reviews
	64	Student Records
	64	Religious Observances
	65	Criminal Background Check
	65	Financial Support
	65	Multicultural Conference Travel Award
	66	University Fellowship
	66	Graduate Opportunity Fellowship
	66	Research Training Program Fellowship
	66	Other Funding Possibilities
	67	TA/PA Orientation
	67	Petition Procedures
	68	Grievance Procedures
	69	Non-Major Doctoral Study
	69	Plan A Doctoral Minor
	70	Professional Practice Concentration
Part VII	72	Departmental Structures
	72	Departmental Committee Organization (2008-2009)
	72	Faculty Meetings
	73	Student Cohort Representatives
	73	Department Facilities
	73	Educational and Psychological Training Center
	74	Facilities for Student Use
Part VIII	75	Post-Graduate Milestones
	75	Post-Graduate Residency
	75	Licensure
	76	Diplomate Status
Appendices	77	Appendix A: Coursework
	79	Student Program Worksheet
	81	Counseling Psychology Major Core Sequence
	83	Possible Sequence of Coursework
	85	Monthly Summary of Clinical and Supervision Hours
	89	Appendix B: Preliminary Exams
	91	Ph.D. Minor Agreement Form

91	Department Application for Doctoral Prelims
93	Appendix C: Internship
95	Procedure Form for APPIC
99	Appendix D: Forms for Waivers and Credits
101	Advisor Approved Actions
103	Faculty Approved Actions
105	Director of Training Approved Actions
107	Appendix E: List of Competencies
109	Personal and Interpersonal Competencies
111	Knowledge and Implementation Competencies
115	Appendix F: Evaluation Forms
117	Readiness for Practicum
121	Readiness for Internship
125	Appendix G: Doctoral Student Report on Progress Form

Preface

This *Handbook* has been prepared for doctoral students in the Department of Counseling Psychology. Its purpose is to provide a general overview of the policies and procedures governing the doctoral program in counseling psychology.

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

Information regarding Graduate School and School of Education regulations and policies may be obtained from the Graduate School Bulletin and School of Education Bulletin (copies available in the department office). Information in this *Handbook* is not intended to modify or supersede these policies.

On Becoming a Counseling Psychologist

Developing personal and professional abilities

Throughout the program, students are regularly evaluated and given feedback regarding academic and clinical competence, ethical practice, interpersonal relationships and intrapersonal functioning. The faculty has identified the following personal qualities as being important in a counseling psychologist's development:

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

Identity as a counseling psychologist

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

- ◆ Who am I? What is my cultural self? What is my personal self?
- ◆ How do I relate to others? What are my attitudes toward others and myself?
- ◆ How does each of the above affect my relationships with others, especially with clients, individually and in groups?
- ◆ What are my personal strengths and weaknesses and how am I acting on this information about myself?

It is critical to one's professional development as a psychologist to adhere to professional standards. Students admitted to the Department are expected to conform their behavior to the ethical codes of the American Psychological Association <http://www.apa.org> and the American Counseling Association <http://www.counseling.org>. Failure to conform to these standards may result in remedial or disciplinary action.

For further information, contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First St., NE
Washington, D.C. 20002-4242
Tel: (202) 336-5500
Fax: (202) 336-6123

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304
Tel: (703) 823-9800
Fax: (703) 823-0252

Notes

Part I

The Doctoral Program in Counseling Psychology

Brief History of the Department

History

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 practicum and internship 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 doctoral degree (Ph.D.) in counseling psychology offered by the Department of Counseling Psychology is an APA-accredited program in counseling psychology. 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 Doctoral Committee, which is composed of the Director of Training (who chairs the committee), the Ph.D. Admissions Coordinator (see Departmental Committee Structure), and one other faculty member. The entire departmental faculty makes significant policy and admissions decisions.

Departmental Mission and Multicultural/Diversity Statement

The Doctoral degree in Counseling Psychology adheres to a scientist-practitioner model of training and is fully approved as such by the American Psychological Association. The program is designed to fully integrate traditional counseling and psychological theory with practice and substantive development of research skills in the specialty of counseling psychology.

**Scientist –
practitioner
model of
training**

The program aspires to create a program of learning 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

**Program
endorses
APA
Multicultural
Competence
Guidelines**

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 ethnically and racially different from themselves
- ♦ recognize the importance of multicultural sensitivity, responsiveness, knowledge, and understanding about ethnically and racially 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 ethnic, linguistic and racial minority 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.

A full description of the guidelines can be found at: <http://www.apa.org/pi/>. These guidelines, along with the 2002 Ethical Principles of Psychologists from the American Psychological Association, are available in the student lounge and the front office.

Committed to multiculturalism broadly-defined in teaching, research, practice, and service, we have worked toward a dialogue of diversity as an integral part of our community of learning. To realize this goal we have designed a program that integrates a pluralistic education in all aspects of the curriculum and

professional experience of our students and faculty. Our “infused” curriculum operationalizes multicultural competencies through awareness, knowledge, and skills, as a part of our curriculum, training, recruitment, retreats, special programming, research, and faculty-student dialogue. This means that all faculty explore on an on-going basis their own attitudes, understanding, and behaviors as they relate to cultural interactions and issues of sexism, racism, ageism, and discrimination. We address these issues through teaching about them as professional issues in classes, research teams, departmental programming, community activities, as well as modeling within our professional roles.

It is expected that students will engage in this self-exploration process as a critical aspect of their own professional development as multiculturally competent counseling psychologists, in accordance with the *Guidelines on Multicultural Education and Training, Research, Organizational Change, and Practice for Psychologists*. Engaging in competent, respectful, culturally relevant and meaningful dialogues on issues of multiculturalism, diversity, and social justice as they relate to the theory, research, and practice of counseling psychology is an important emphasis of our learning community.

Demonstrating excellence in recruitment, retention, and graduation of racial and ethnic minority students, the Department was awarded a 2005 SUINN Award at the American Psychological Association Annual Conference.

Students’ specific emphasis of study and practice should be consistent with the mission and goals of the program.

Goals and Objectives of the Program

Structure of Training

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 three domains critical to performance as a professional psychologist:

- ◆ Academic and scientific proficiency:
 - Research methodology and critical thinking;
 - Coherent written expression;
 - Knowledge of psychological science (history of psychology, biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior);
 - Knowledge of science relevant to individual and cultural differences (individual differences in behavior, human development, dysfunctional behavior and psychopathology);
 - Understanding of principles of psychological assessment;
 - Understanding of principles of psychological intervention;
 - Understanding of ethical standards relevant to scholarship and dissemination of scientific findings;

- ◆ Clinical competence:
 - Personal and interpersonal skills for effective clinical practice;
 - Application of scientific findings and critical thinking to clinical practice;
 - Assessment, diagnosis, and case conceptualization;
 - Intervention planning and evaluation; application of research relevant to outcomes of psychological interventions;
 - Clinical supervision;
 - Understanding of ethical standards relevant to clinical practice; aware of ethical dimensions of own clinical work;

- ◆ Professional functioning:
 - Demonstrate professionalism in relationships with clients, colleagues, and supervisors;
 - Competent in the use of technical language relevant to a variety of professional contexts (e.g., academic or clinical settings);
 - Habitually view professional interactions through an ethical lens (show skill at recognizing and reasoning about ethical conflicts; attend to welfare of others, and especially avoidance of harm to others, in professional roles).

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 her/his program planning. Students are assigned an advisor upon admission to the doctoral program. It is not assumed that the assigned faculty member will inevitably become the student’s major professor (or dissertation committee chair).

The major professor is responsible for:

- ◆ guiding the student in the preparation and writing of the dissertation proposal
- ◆ chairing the proposal defense meeting and approving the proposed study, in conjunction with other committee members
- ◆ 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 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 done 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). Change of Advisor Forms are available electronically on the department’s webpage (see Forms and Resources) or from the Department Coordinator in Room 321.

**Advisor
change
must be in
writing**

Training Director

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

- ♦ maintain contact with APA regarding programmatic changes that bear on APA requirements for training and accreditation
- ♦ maintain appropriate documentation of student records and practicum activities, consistent with APA guidelines
- ♦ serve as representative to APA accreditation site review teams when necessary
- ♦ coordinate training policies and procedures and provide information to students and faculty regarding changes in licensure and accreditation regulations as these occur.

The Director of Training arranges an informational meetings for doctoral students regarding various APA-related policies pertaining to curriculum, evaluation (e.g., preliminary examinations), and internship application procedures. Students wishing to review their files should contact the Director of Training.

Doctoral Practicum Coordinator

The Doctoral Practicum Coordinator (DPC) oversees all aspects of arranging foundational and advanced practica for students. All site placements are secured through the Doctoral Practicum Coordinator. The Coordinator serves as the liaison between the department and the different practicum agency sites and also coordinates appropriate student practicum forms. It is responsibility of each student to return all completed practicum forms, at both mid and end of the semester, to the Doctoral Practicum Coordinator. In November, the Doctoral Practicum Coordinator holds an informational meeting for students who are eligible to secure a foundational or advanced practicum.

All practica are coordinated by DPC

Research Involving Human Subjects

All students must apply for Institutional Review Board (IRB) approval through the School of Education for any research (e.g., thesis, dissertation) that will involve data from human research participants. Students are required to complete online training and to have gained protocol approval prior to beginning the study. Appropriate forms and access to the online training and online protocol submission can be found on the School of Education IRB website:

Online training required prior to protocol submission

<http://www.grad.wisc.edu/research/hrpp/edirb/index.html>

For an IRB protocol to remain active it must be renewed annually.

Grievance and Sexual Harassment Advisor

The Grievance and Sexual Harassment Advisor is responsible for facilitating any complaints or issues of students. The Advisor first attempts to help students

informally address the grievance prior to any formal complaint. Specific procedures are outlined on pages 68-69. Students are also encouraged to talk with their faculty advisors or Director of Training regarding concerns or difficulties if necessary. Information is online at: <http://www.wisc.edu/edrc/sexualharassment>.

Current Department Faculty

The faculty currently consists of six Full Professors, three Assistant Professors, two Associate Faculty Associates, and one Assistant Faculty Associate. In addition, several psychologists on the staff of the University Counseling and Consultation Center serve as adjunct clinical faculty members. The research interests of the faculty cover widely divergent areas. See pages 14-24 for summaries of each faculty member's background and research interests.

Historically, CP faculty have served as state and national officers and representatives to a wide range of professional organizations associated with counseling psychology, guidance, 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*.

Current Faculty

TERESA M. BEAR, Ph.D., Associate Faculty Associate

Dr. Teresa M. Bear received her undergraduate degree in Psychology (1980) and her Masters (1986) in Community Counseling from Oklahoma State University. She received her Ph.D. in Counseling Psychology from University of Missouri-Columbia in 1990. From 1990-1993, Dr. Bear worked as a Staff Psychologist and Clinical Services Coordinator at Purdue University Counseling Center. In 1993, she returned to her home state of Oklahoma and opened an independent private practice. In addition to private practice, Dr. Bear began teaching at Oklahoma State University as an adjunct professor. In 1998 she took a position as Assistant Professor on the Tulsa campus of OSU. While at OSU, Dr. Bear focused most of her energies on teaching counseling and counseling psychology

to masters and doctoral students and on developing and opening a Counseling Training Clinic on the OSU-Tulsa campus.

Dr. Bear's teaching experience is extensive including courses in Multicultural Counseling, Principles of Counseling and Group Process. However, her main area of interest is practicum and the training of counselors and psychologists for therapeutic work. While her professional focus is teaching and practice, she has published several articles and presented papers at various professional conferences.

Dr. Bear describes her orientation as humanistic/existential with a therapeutic focus on interpersonal process. She has an eclectic style, drawing upon various techniques for work with individuals, couples and groups.

Dr. Bear's responsibilities include teaching doctoral and master's level courses (Fall 08 Multicultural Counseling and Advanced Doctoral Practicum; Spring 09 Doctoral Supervision Practicum and Advanced Doctoral Practicum), developing and directing the Counseling Psychology Training Clinic, and serving on various department and school committees.

HARDIN L. K. COLEMAN, Ph.D., Professor

Dr. Hardin Coleman, a graduate of Williams College, received his Masters in Counseling from the University of Vermont in 1980 and his doctorate in Counseling Psychology from Stanford University in 1992. He joined the Department of Counseling Psychology at UW-Madison as an Assistant Professor in 1991. Throughout his career, Dr. Coleman has been interested in the mental health needs of adolescents and their families and has focused on meeting these needs within educational settings and community mental health agencies.

Before beginning his Ph.D., Dr. Coleman spent 10 years as a high school religion teacher and school counselor in Quaker Schools. During that time he started several religious education programs and developed a counseling program for the Westtown School in Pennsylvania. He also was a presenter of workshops at secondary school conferences on religious education, peer counseling and adolescent counseling. From the time that Dr. Coleman began his Ph.D., he has been involved in multicultural counselor training and the training of other educational personnel with a focus on at-risk children and adolescents.

Dr. Coleman's primary area of research focuses on understanding the relationship between conditions of risk and positive adaptation to that condition with particular attention paid to role of cultural identity in that adaptation process. He develops and evaluates programs designed to assist youth in this process. As a clinician, Dr. Coleman works with adolescents and their families.

In addition, he acts as a consultant with community agencies and schools on issues related to ethnic diversity and counseling. His primary teaching responsibilities involve classes on family therapy, consultation, spirituality and counseling, and the supervision of school counselors. He also oversees several programs in advanced studies that serve the needs of in-service professionals. He has published articles appearing in the *Journal of Counseling Psychology*, *The School Counselor*, *The Psychological Bulletin*, and *Professional Psychology: Research and Practice*.

Dr. Coleman will be on leave during the 2008-2009 school year.

ALBERTA M. GLORIA, Ph.D., Professor

Dr. Alberta M. Gloria received her doctorate in Counseling Psychology from Arizona State University. She interned at the University of California-Irvine and began her academic career at the University of Utah. Dr. Gloria joined the Department of Counseling Psychology at UW-Madison in 1996. She received tenure in 2000 and was promoted to full professor in 2004. From 2006 to 2008 she was half-time in the department and half-time in the Chicana Latina Studies Program, for which she was the Program Director. For the 2008-2009 academic year, she is on a research fellowship at Marquette University, serving as the AAMU Chair of Women's Studies.

Her primary research interests include psychosociocultural factors for Chicano/Latino and other racial/ethnic students in higher education and issues of cultural congruency for these students within the academic and cultural environment. Other areas of research interest include academic support, mentoring, and modes of coping for students to navigate their educational contexts. Her work has appeared in journals such as *Cultural Diversity and Ethnic Minority Psychology*, *Hispanic Journal of Behavioral Sciences*, *Journal of College Student Development*, *Journal of Multicultural Counseling*, and *The Counseling Psychologist*.

Dr. Gloria is an active member of APA, holding membership and having served held executive boards positions in Divisions 17 (Society for Counseling Psychology), 35 (Psychology of Women), and 45 (Society for the Psychological Study of Racial and Ethnic Issues) of the American Psychological Association. She is a Fellow of Divisions 17 and 45. She was awarded the Women of Color Psychologies Award from Division 35 in 1999 for her work entitled "The cultural construction of Latinas: Practice implications of multiple realities and identities" and the Emerging Professional Award in 2003 from Division 45. She was also awarded the 2003 Kenneth and Mamie Clark Award by the American Psychological Association of Graduate Students for her contributions to the professional development of ethnic minority graduate students. Dr. Gloria co-edited a book entitled, *Pathway to the Latina/o Ph.D.: Abriendo Caminos*, which was featured at the first Annual Conference of the American Association

of Hispanic Higher Education. In 2007 she was named the 2007 Women of Color of the Year in Education from the University of Wisconsin-Madison. Most recently she was awarded the 2008 Outstanding Latina/o Faculty Member (Research Institutions) by the American Association of Hispanics in Higher Education.

KIMBERLY A.S. HOWARD, Ph.D., Assistant Professor

Dr. Kimberly A.S. Howard, a graduate of the Johns Hopkins University, received her M.A. in Counseling in 1996 and her Ph.D. in Counseling Psychology in 2001, both from Boston College. She completed a predoctoral clinical internship at the Outpatient Behavioral Health Center at Sinai Samaritan Medical Center in Milwaukee, Wisconsin. Prior to joining the faculty in the Department of Counseling Psychology at UW-Madison in Fall 2003, she held a visiting assistant professor position in the department, ran a prevention program in a Milwaukee public high school, and was a lecturer in the Department of Counseling and Educational Psychology at Marquette University.

Dr. Howard's research interests include the examination of the career development process of diverse, low-income youth. She is interested in factors that promote vocational development and resilience, including the use of goal setting and pursuit strategies. Her early research explored the reasoning processes used by children and youth to understand career choice and career attainment. At present she is engaged in an international study of the supportive conditions under which the use of personal agency strategies are related to positive academic, career, and life outcomes. Dr. Howard also has a professional interest in the roles that counseling psychologists can play in supporting and improving public education.

Dr. Howard's work has appeared in journals such as *The Counseling Psychologist*, *Journal of Applied Developmental Psychology*, *Career Development Quarterly*, *Professional School Counseling*, *Peabody Journal of Education*, and *Children's Services: Social Policy, Research, and Practice*. She has written chapters in books such as *Handbook of Psychotherapies with Children and Families*; *Transforming Social Inquiry, Transforming Social Action: New Paradigms for Crossing the Theory/Practice Divide in Universities and Communities*; and *Conversations in Excellence: Providing for the Diverse Needs of Youth and Their Families*.

WILLIAM T. HOYT, Ph.D., Professor

Dr. William Hoyt joined our faculty in the fall of 1999. He received his Ph.D. in Psychology from Virginia Commonwealth University in 1995, and was Assistant Professor of Psychology at Iowa State University from 1995-1999.

Dr. Hoyt's research and teaching interests include a focus on improving research

methodology in counseling psychology and beyond. He is enthusiastic about alternatives to self-report measures and has helped to develop methods to make these approaches (e.g., observer ratings) more user-friendly. He has written extensively about measurement and about issues of data analysis and interpretation. Other scholarly interests include a substantive focus on interpersonal perceptions and social interactions, and on social relationships as markers of psychological well-being. He is interested in applications of social psychological theories to understanding both counseling process and mental health, and also in the utility of newer research methodologies, including generalizability theory and meta-analysis, for addressing problems of interest to counseling psychologists. His publications on these topics have appeared in *Journal of Counseling Psychology*, *Psychological Methods*, *Journal of Personality and Social Psychology*, and *Professional Psychology: Research and Practice*, among others.

Dr. Hoyt teaches courses on research methods, ethics, and group counseling. He is an enthusiastic proponent of work in groups to facilitate interpersonal awareness and understanding of relational dynamics, and supervises basic and advanced group practica at the doctoral level. Beginning in Fall 2006, he has served as Training Director for the PhD Program, and taught the first semester doctoral seminar (CP 925).

Dr. Hoyt has served as an ad hoc reviewer for many journals in various areas of psychology. He has served on the editorial boards of *Journal of Counseling Psychology*, *Psychological Methods*, and *Journal of Personality and Social Psychology*. He is currently serving as Associate Editor for *Journal of Counseling Psychology*.

CORISSA C. LOTTA, Ph.D., Associate Faculty Associate

Dr. Corissa C. Lotta received her undergraduate degree (1990) and Masters in Counseling (1994) from the University of Wisconsin-Madison, and received her Ph.D. in Counseling Psychology from Arizona State University (2001). She completed her APA predoctoral internship at Iowa State University. Clinically, she has worked in a variety of settings, including psychiatric hospitals, community mental health agencies, private practices, and university counseling centers. Currently, she is working with students and hospital clients in the School of Veterinary Medicine.

Areas of primary interest include gifted and talented/creativity, clinical/communications training, at-risk youth, and diversity/women's issues. Dr. Lotta has co-authored chapters and articles in the *Encyclopedia of Creativity*, *Journal of Creativity*, the *Handbook of Counseling Talented*, *At-Risk Girls*, and the *Handbook of School Counseling* (in press). She is a member of the American Psychological Association and the National Association of Gifted Children.

Within the Counseling Psychology department at UW-Madison, Dr. Lotta is the Masters and Doctoral Practicum Coordinator, supervises students, and teaches classes. In addition, she teaches a communications classes in the School of Veterinary Medicine.

MARY LEE NELSON, Ph.D., Professor

Mary Lee (Lee) Nelson earned her Ph.D. in Counseling Psychology at the University of Oregon in 1989. Prior to pursuing the doctorate, she worked as a high school English teacher and a community college counselor. Upon receiving her Ph.D., Lee worked at counseling centers at both University of Oregon and University of Washington. In 1994 she assumed a full time academic position in the counseling program in Educational Psychology at the University of Washington. In that role, she trained school counselors, doctoral level counselor educators, and doctoral level psychologists, serving as program director from 2001-2002. She joined the Counseling Psychology faculty at the University of Wisconsin, Madison in 2002.

In addition to her history of counseling center work, Lee maintained a private psychology practice in Seattle for 11 years, working with individuals, couples, and families. Though she would describe her general orientation as eclectic, she has had extensive training in psychodynamic psychotherapy.

Lee's primary research interests include supervision and psychotherapy process, gender issues, social class issues, and adolescent body image issues. She has published in numerous journals, including *Journal of Counseling Psychology*, *Journal of Counseling and Development*, *Counselor Education and Supervision*, *Journal of Clinical Child and Adolescent Psychology*, *Journal of Multicultural Counseling and Development*, *Journal of Clinical Psychology*, and *The Clinical Supervisor*. In 2006 she, Nicholas Ladany and Myrna Friedlander published a book titled *Critical Events in Psychotherapy Supervision: An Interpersonal Approach*. Lee has served as a reviewer for the *Journal of Counseling Psychology*, *Sex Roles*, and other publications. She has served on the editorial boards of *Journal of Counseling and Development*, *Clinical Supervisor*, *The Counseling Psychologist*, and *Training and Education in Professional Psychology*.

Lee's current projects include the development of scales to measure the experience of social class dissonance, supervision conflict management style, and subjective sex role orientation.

Lee is currently Chair of the Section on Supervision of Division 17 of the American Psychological Association. She has also held numerous roles and offices in the Association for Counselor Education and Supervision (ACES), the Washington Counseling Association (WCA), Western Association for

Counseling and Supervision (WACES), and the Washington State Association or Counselor Education and Supervision (WSACES). She has served as president of both WSACES and WACES.

STEPHEN M. QUINTANA, Ph.D., Professor

Dr. Quintana received his Ph.D. degree in Counseling Psychology in 1989 from the University Of Notre Dame. He taught at the University of Texas-Austin for seven years before joining the faculty at UW-Madison in January, 1996. He received a Ford Foundation Postdoctoral Fellowship in 1992-93 for research investigating Mexican-American children's understanding of ethnicity. He received a Gimbel Child and Family Scholar Award for promoting Racial, Ethnic, and Religious Understanding in America. He is a Fellow for the Society of Counseling Psychology of APA. He was chair of the Department of Counseling Psychology from 2000-2003. He holds an appointment with the Department of Educational Psychology for his work with the School Psychology Program. He received a Distinguished Faculty Achievement Award from the School of Education.

Dr. Quintana's current research is in developing and evaluating a model of children's understanding of social status, which includes ethnicity, race, gender, religion, and social class. His other multicultural research has focused on racial and ethnic identity, students' adjustment to higher education, children's understanding of ethnic prejudice, and multicultural training in professional organizations. In addition, he has published research on termination and internalization of therapeutic relationships, time-limited psychotherapy, and late adolescent development. His publications have appeared in the *Journal of Counseling Psychology*, *Hispanic Journal of Behavioral Sciences*, *Child Development*, *The Counseling Psychologist*, *International Journal of Intercultural Relations*, *Developmental Psychology*, and *Journal of Education Statistics*. He has served on the editorial boards of *Journal of Counseling Psychology* and *Journal of Counseling and Development*. He was Associate Editor of *Child Development* (2001 – 2006) and Lead Editor for a special issue of *Child Development* on *Race, Ethnicity, and Culture in Child Development* (September/October issue 2006). Currently, he is Associate Editor of *Journal of Counseling Psychology* and lead editor for the book, *Race, Racism and the Developing Child*.

CARMEN R. VALDEZ, Ph.D., Assistant Professor

Dr. Carmen R. Valdez received her masters' degree in Clinical Psychology at Loyola College in Maryland and her doctorate in School Psychology from the University of Texas at Austin. She completed a predoctoral internship at the Children's Hospital Boston/Harvard Medical Center, where she received training and supervision with a variety of ethnic/racial populations and with children, adults, and families. She was also involved in the Latino development

and adaptation of a well-established prevention program for families facing depression. Her clinical and research training in the area of depression and underserved families has been further strengthened through the completion of a postdoctoral fellowship in prevention and intervention research at the Johns Hopkins Bloomberg School of Public Health. She joins the Department of Counseling Psychology at UW-Madison in 2006.

Dr. Valdez's primary area of interest is in community-based interventions with underserved families. She has been actively involved in Keeping Families Strong (KFS), a NIMH-funded prevention program designed to reduce the impact of parental depression on children and build family resilience and strength. Prior to her appointment at the UW-Madison, Dr. Valdez was the clinical director of KFS and the lead developer of the parent protocol of the intervention. She has also evaluated the feasibility and acceptability of KFS as a sustainable adjunct service to individual counseling in mental health clinics. Her present goals are to refine and adapt KFS to Latino families and to evaluate the adoption of KFS in other types of community settings. In addition to working with families, Dr. Valdez is interested in assessing mental health and health providers' level of understanding and multicultural competence with their Latino clients/patients with depression. Other projects include family stress and depression among college students, and the evaluation of a school-based depression prevention program. Her work has appeared in journals such as *School Psychology Quarterly*, *Clinical Child and Family Psychology Review*, *Cognitive Therapy and Research*, *Journal of Education for Students Placed at Risk*, and *The Family Psychologist*. She has co-authored chapters on childhood depression and intervention. Dr. Valdez is an active member of the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Society for Research in Child Development (SRCD), and the Society for Prevention Research (SPR). She has presented her work at APA, SPR, SRCD, and the International Counseling Psychology Conference

BRUCE E. WAMPOLD, Ph.D., Professor & Chair

Dr. Bruce Wampold received his Ph.D. degree from the Counseling Psychology Program at the University of California, Santa Barbara in 1981 and joined the University of Wisconsin Madison faculty in 1991. He has been a faculty member in the counseling psychology programs at the University of California, Santa Barbara, University of Utah, and the University of Oregon. Prior to his doctoral studies, he was a junior and senior high school mathematics teacher, counselor, and coach.

Currently, Dr. Wampold's area of interest is in the efficacy of counseling and psychotherapy. He has published various meta-analyses and analyses of data from naturalistic settings that demonstrate that the efficacy of psychotherapy emanates from the contextual features and not the specific ingredients. This

work has culminated in the book entitled *The Great Psychotherapy Debate: Models, Methods, and Findings*. Recently, he has conceptualized psychotherapy as a healing practice imbedded in historical and cultural contexts. His work has influenced the practice of psychotherapy through consultations with managed care companies and health care accrediting organizations as well as presentations to scientists and practitioners around the world. He served on the APA Presidential Task Force on Evidence-Based Practice in Psychology and the Performance Improvement Advisory Group. His research on these topics is published in *Psychological Bulletin*, *Journal of Consulting and Clinical Psychology*, *Journal of Counseling Psychology*, *Journal of Clinical Psychology*, and *Journal of Affective Disorders*, among others.

Another area of interest centers on social interactions. Dr. Wampold has developed methods to analyze discourse and has applied these methods to understand marital, counseling, supervision, family, work, classroom interactions, and scientific laboratories. Dr. Wampold has developed research and statistical methods that have applications in many areas of psychology and education. As well, he has published several articles, book chapters, and books describing research methods for educators, counselors, and applied psychologists, including *Theory and Application of Statistics* (with C.J. Drew), *Research Design in Counseling* (with P.P. Heppner)

Dr. Wampold is a licensed Psychologist and a Diplomate in Counseling Psychology of the American Board of Professional Psychology. He is the 2007 recipient of the American Psychological Association's Award for Distinguished Professional Contributions to Applied Research and the 2008 Lifetime Achievement Award, Section on the Promotion of Psychotherapy Science, Society of Counseling Psychology. He is a Fellow of the American Psychological Association (Divisions 12, 17, 29, & 45), was Vice-President of the Society of Counseling Psychology for Scientific Affairs and is past Associate Editor of the *Journal of Counseling Psychology* and of *Behavioral Assessment*.

MINDI N. THOMPSON, Ph.D., Assistant Professor

Mindi Thompson completed her BA in psychology from Kalamazoo College and her MA and PhD from The University of Akron in 2008 after completing her predoctoral internship at The University of California, San Diego's Counseling and Psychological Services. She joins the Department of Counseling Psychology at UW in 2008.

Dr. Thompson's research interests include: the intersection of experiences with cultural isms as related to identity development, the vocational development process for individuals from diverse backgrounds, ethical and legal issues, feminist and multicultural therapy, experiences with classism within educational institutions, and social justice. Her work has appeared in *Journal of Vocational*

Behavior and Journal of Career Assessment and she coauthored a chapter in the *Handbook of Counseling Psychology*. Mindi received the National Career Development Association's (NCDA) Graduate Student Research Award in 2005 and the Society for Vocational Psychology's (SVP) Outstanding Graduate Student Research Award in 2006. She has also coauthored a series of grants, and served as a consultant to, the Ohio Department of Health for projects focused on the needs of persons living with HIV/AIDS in Ohio. She has presented her work at the American Psychological Association (APA), SVP, and Great Lakes and is a member of APA, SVP, NCDA, and the Association for Women in Psychology.

Emeritus Faculty

The Department of Counseling Psychology recognizes Dr. Josiah Dilley, Dr. Gail Farwell, Dr. Jim Lee, Dr. Phil Perrone, Dr. Chuck Pulvino and Dr Patricia Wolleat as Emeritus faculty.

Support Staff

Maureen Garity, Admissions and Academic Services Coordinator
 Responsibilities include admissions, graduation, fellowship nominations, preliminary examination administration, maintenance of student files/records (forms), and other student-related matters including registration assistance. She also assists students during the Ph.D. internship application process.

**262-4807
 Joined
 department
 in 2001**

Position Vacant, Department and Financial Coordinator
 Duties include departmental coordinator, accounting, financial administrator, faculty/staff records and appointments, other personnel appointments (TA, PA, Work-Study), budget administration, insurance, timetable, space, registration, fellowship and assistantship monies, and department computer liaison.

263-9503

Adjunct Faculty and UW Counseling & Consultation Services

CLINICAL APPOINTMENTS

<u>Name</u>	<u>Title</u>
CHRISTOFFERSEN, DENNIS	Senior Psychologist, Clinical Associate Professor
FENTON, SCOTT	Psychologist
HEIKKINEN, CHARLES	Psychologist
HIRD, JEFFREY	Senior Psychologist
HOESE, JO ANN	Senior Psychologist

KELSON, TAMAR	Senior Psychologist
McGRATH, ROBERT	Director, Counseling & Consultation
SAVINO, FELIX	Training Director, Staff Psychologist
TATAR, JULIE	Psychologist
YOUNG, JENNIFER	Psychologist

LECTURERS/ASSOCIATE LECTURERS

Name:	Title:	Course (270-XXX)
Bakken, Lori	Adjunct Assistant Professor	
Ettinger, Judith M Dev I & II	Lecturer	620: Facilitating Career
Hillman, Paula	Lecturer	110: Career Strategies
Hoese, Jo	Clinical Assistant Professor	110: Career Strategies
Kruse, Kathleen Experience	Associate Lecturer	115: First year
Martin, Carren Experience	Associate Lecturer	115: First Year
McGrath, Robert Success	Clinical Professor	115: Health & Academic
Nellis, Margaret & Action	Lecturer	105: Health, Community,
Oehler, Dave Experience	Associate Lecturer	115: First Year
Pastor, Susan Popular Culture	Lecturer	105: Emphasis on Health and
Richards, Kelli Jo Experience	Associate Lecturer	115: First Year
Schaefer, Jan Awareness;	Associate Lecturer	105: Emphasis on Gender
Success		115: Health & Academic
Solberg, Scott	Adjunct Associate Professor	
Sepich, Robert Reduction/Relaxation	Associate Lecturer	105: Stress
Singer, Wren Experience	Lecturer	115: First Year
Wells Sarah	Associate Lecturer	115: First Year Exper.

Part III

The Curriculum Requirements

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

- ◆ foundational knowledge in basic psychology
- ◆ empirical methods
- ◆ core knowledge in the specialty of counseling psychology
- ◆ substantive area of knowledge outside of the specialty (called minor area)
- ◆ the application of counseling psychology in practice

**Core
curriculum
areas**

Required coursework (i.e., major core coursework) includes basic psychology; research design, methodology, and statistics; research seminars in various substantive areas; professional development and issues; ethics and law; and psychological assessment. The counseling psychology program also includes a "minor" sequence of courses tailored to the individual interests and career goals of the student. The minor sequence can be incorporated within the foundational psychology areas or acquired through other UW-Madison departments.

Some courses (e.g. 890, 900, 901, 902) require additional time commitments beyond what is stated in the Timetable.

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, (2,000 hour) full-time clinical internship in counseling psychology, consistent with APA training guidelines. This training is to be completed in no less than 12 months and no more than 24 months (half-time internship across two years). The internship is coordinated through the Director of Training. Documentation related to the internship is filed with the Director of Training.

Psychology Foundations

The doctoral program has been designed in accordance with accreditation guidelines established by the American Psychological Association. Under Section III C., Training Models and Curricula of the Criteria for Accreditation of Doctoral Training Programs and Internships in Professional Psychology, we require graduate coursework (700-level courses or higher) in each of the four psychological science areas (biological, cognitive/affective, social, and individual). Students are required to take 12 credits of coursework in

**Areas of
Psychological
Science**

psychological foundations, at least 2 credits of which are drawn from each of these areas.

Psychological foundations courses are generally taken in the departments of Psychology or Educational Psychology, although occasionally a special offering in Counseling Psychology may meet this requirement (prior approval from the Training Director is needed for this substitution).

To assist students with meeting this requirement, we offer the following list of courses that meet criteria for these requirements. Naturally, no single course can provide broad and general coverage of a large area (e.g., biological aspects of behavior). However, the courses in the following list provide an intensive introduction to the designated research area at the graduate level, and supplement coverage in each of these areas in required courses within the department, with the result that all students receive broad and general training, at the graduate level, in each of these subject areas.

- ◆ Biological aspects of behavior:
 - Ed Psych 845 Psychopharmacological Treatments for Children and Adolescents
 - or comparable course (approved by Training Director)
- ◆ Cognitive/affective aspects of behavior (at least one of the following):
 - Psych 715 Language and Cognitive Development
 - Psych 719 Human Information Processing
 - Psych 721 Psycholinguistics
 - Psych 714 Problem Solving, Thinking and Creativity
 - Ed Psych 795 Introduction to Learning Sciences I
 - Ed Psych 796 Introduction to the Learning Sciences II
 - Or comparable (approved by Training Director)
- ◆ Social aspects of behavior:
 - Ed Psych 726 Social Development of Ethnic/Racial Minority Children
 - or comparable course (approved by Training Director)
- ◆ Individual differences in behavior (at least one of the following):
 - Psych 507 Psychology of Personality
 - Psych 732 Psychology of Women
 - Psych 907 Seminar-Personality
 - Or comparable (approved by Training Director)

The departments of Psychology and Educational Psychology may from time to time offer topical seminars at the graduate level that focus on one of these foundational areas, but that are not on the list above. Students wishing to substitute a class not on this list in fulfillment of the psychological foundations requirement must seek prior approval of this substitution from the Training

Director. This approval represents a “Director of Training Approved Action” (see form in Appendix D; electronic copy available on website). Students should provide a copy of the current (or recent) course syllabus and a copy of the form requesting this substitution. The Training Director will evaluate whether this course represents a graduate-level seminar (700-level and above) that is focused on familiarizing students with research in the area (rather than applications of this research). If these requirements are met, the Training Director will sign off on the substitution, and place a signed copy of the approval form, along with the course syllabus, in your student file.

Similarly, if a student has taken a graduate-level psychology course, as an enrolled graduate student, at another institution that may satisfy the psychological foundations requirement in one of these areas, he or she may use the same procedure (providing a copy of the syllabus and of the “Director of Training Approved Actions” form) to propose this substitution. Bear in mind that a maximum of 9 credits of coursework from other institutions may be counted toward degree requirements, as specified by the Graduate School.

In summary, the psychology foundations requirement is 12 graduate (700-level and above) credit-hours with at least 1 course (2 credits) in each of the four foundational areas (biological aspects of behavior, cognitive/affective aspects of behavior, social aspects of behavior, and individual differences in behavior). Students admitted without a strong psychology background are required to take 18 credits of graduate psychological science foundational coursework, with at least 12 of the 18 credits at the 700 level or higher and the remaining 6 credits in courses 300 level or higher.

Doctoral students are strongly advised to save 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. Saving such information becomes especially important when taking special seminars and “topics” courses, whose titles on a transcript may not be specific enough to provide the information desired.

**Save all
course
materials**

ALL students should check their files to see that the required documentation is present. Students are strongly encouraged to keep copies of all records. Records will be kept on file in the department for 5 year post-graduations. After 5 years only transcript records will be available.

**Counseling
Psychology
Department
Courses**

Major Core Classes

- 270-890 Advanced Assessment Techniques in Counseling Psychology
- 270-900 Counseling Psychology Foundational Practicum (2 semesters completed at approved site)
- 270-902 Counseling Psychology Practicum in Supervision
- 270-903 Counseling Psychology Advanced Practicum (2 semesters completed at approved site)
- 270-905 Research Practicum in Counseling Psychology (2 semesters)
- 270-925 Seminar in Counseling Psychology
- 270-926 Legal and Ethical Bases of Counseling Psychology
- 270-950 Research Methods in Counseling Psychology
- 270-951 Seminar: Counseling Psychology Research in Individual Intervention
- 270-957 Seminar: Developmental Foundations of Counseling Psychology
- 270-958 Seminar: Research on Psychopathology: Diagnosis and Intervention
- 270-960 Research Methods in Counseling Psychology, II: Multiple Regression and Correlation Methods
- 270-990 Dissertation

With the exception of 925 (which should be taken in the first semester of the program), there is some flexibility in the scheduling of departmental core courses, depending on student academic background and training needs. Faculty advisors help determine the sequence of coursework after admission to the Ph.D. program. A suggested typical sequence of coursework that will be appropriate for many students appears on the next page.

All Counseling Psychology Major courses are required. Deletions or substitutions require a majority vote by the faculty and cannot be approved by any the advisor alone. Written approval for these substitutions must be made on the Program Variance Form (see Appendix D), which can be obtained from the departmental webpage (see Forms and Resources) or the Program's Secretary and submitted to your faculty advisor who will take it to the subsequent faculty meeting (usually second Friday of every month). A minimum of four semesters of counseling practicum and one semester of a supervision practicum are included in the Counseling Psychology major courses.

Possible Sequence of Coursework

Year 1	Fall semester	Year 1	Spring semester
270-925	Doctoral Seminar	270-890	Assessment
270-950	Research Methods in CP	270-926	Law/Ethics
(other)	(Minor or P.F.)	270-951	Research on Indiv Interv
(other)	(Minor or P.F.)	315-761	Stat Methods II (as needed)

Year 1	Summer
270-957	Developmental Found.
270-958	Psychopathology

Year 2	Fall semester	Year 2	Spring semester
270-900	Foundational Prac	270-900	Foundational Prac
270-905	Research Prac	270-905	Research Prac
270-960	Research Methods, II	(other)	(Qualitative methods)

Year 2	Summer
(other)	(Minor or P.F.)

Year 3	Fall semester	Year 3	Spring semester
270-903	Advanced Prac	270-903	Advanced Prac
(other)	(Minor or P.F.)	270-902	Supervision Prac
(other)	(Advanced stats)	(other)	(Minor or P.F.)
(other)	(Elective)	(other)	(Elective)

Year 3	Summer
270-990	Dissertation

Year 4	Fall semester	Year 4	Spring semester
270-990	Dissertation	270-990	Dissertation

Year 5	Fall semester	Year 5	Spring semester
	Internship		Internship

Note. “P.F.” = Psychology Foundations. Except for CP 925 (Doctoral Seminar), which should be taken during the fall of the first year, timing of courses is flexible depending on the academic background and training needs of the student. However, it is a good idea to complete CP 890 and 926 during 1st year spring, in preparation for the foundational practicum during Year 2.

Students who complete the preliminary examination by early fall of Year 4 may be approved to apply for internship even if coursework is not yet completed. Thus, students may continue to finish up course requirements during Year 4 (in which case they do not attain “dissertator status” until Year 5.

Minor Sequence

The Graduate School and the CP Department require all doctoral students to develop a minor area of concentration. Students should refer to the Graduate School Catalog and Graduate School Handbook for complete information and policies regarding minor requirements.

The doctoral minor is an individualized course of study that varies as a function of the student's background and previous work experience, anticipated practice setting, career goals, and individual needs and interests. The minor is intended to supplement, not substitute for, major core coursework.

Minor Agreement Forms (see Appendix A) are available from the Graduate Secretary in Room 321 and must be completed and submitted to the Graduate Secretary at least three weeks prior to Preliminary Exam time.

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 and 990 (Dissertation) credits may not be counted toward the minor. Also, both minor options require that all courses are 300 level or above. If the minor courses and psychological science foundation courses are used conjointly, the courses must be 700 level and above.

Departments govern (in adherence to Graduate School policy) the amount of credits required to make up the minor. The CP Department requires 12 credits of coursework for either option A or B.

Option A

Option A is a minor concentration in one academic department outside a student's primary department (e.g., Counseling Psychology). Students taking all of their psychological foundations courses in the same department (e.g., Educational Psychology) can use these 12 credits of coursework to constitute and Option A minor. Students may also choose another departmental minor based on their training needs, with approval of their advisor. Option A minors must be approved by the minor department (i.e., minor advisor) and the major professor.

Option B

Option B is a distributed (negotiated) minor encompassing coursework across two or more departments (outside 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.

Research Methods and Statistics

In the first semester, students typically take CP 950 (Research Design in Counseling). This course 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, identifying research hypotheses and designing studies to test them, quantitative and qualitative research methods, ethical issues, and writing research reports.

Students are required to take nine (9) credits covering major data analytic approaches. All students should complete

- ◆
- ◆ CP 960, which covers multiple regression and correlation) techniques, as well as EITHER
- ◆ One course in ANOVA techniques (e.g. EP 761, Psych 610), OR
- ◆ One course in advanced statistical methods, such as Ed Psych 711 offerings on structural equations modeling or hierarchical linear modeling.

The choice among the latter two alternatives will depend on the students background in statistics and comfort with quantitative methods. If the student and advisor feel that a course in ANOVA is indicated, it is best that this be taken in the first year, to prepare for CP 960 in the second year fall.

In addition, students should complete

- ◆ One course in qualitative methodology (e.g. C&I 725, Nursing 701, Soc 755).

Equivalent courses may be substituted, with prior approval from the Training Director (“Director of Training Approved Action”). Students who have had the equivalent of one or more of these classes prior to entering the program should consult with their advisors about substituting more advanced coursework for the courses recommended above. Courses in more advanced quantitative methods, such as structural equation modeling (SEM) or hierarchical linear modeling (HLM) are becoming increasingly valuable for assimilating current research findings in counseling psychology, and students may also wish to consider additional coursework in qualitative methods, to familiarize themselves with these increasingly popular approaches.

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

**9 credits of
data analysis
required**

psychologists, including individual and group interventions, multicultural contexts in counseling, and supervision and training.

Electives

6 credits of electives

Six (6) credits of electives are required. These may be from the Department of Counseling Psychology or taken elsewhere on campus.

Electives may not

- ♦ include courses used to satisfy the minimum (9 credits) data analysis requirement
- ♦ be part of the minimum 12 credit psychology foundations requirement

Electives may

- ♦ include courses counted toward the minor, or
- ♦ be part of additional coursework in data analysis (beyond the required 9 credits) or psychology foundations (beyond the required 12 credits).

Electives taken outside of the CP Department may be counted toward the minor course sequence.

Arranged courses such as 270-990 Independent Research or Thesis and 270-999 Independent Readings may be taken when the student and her/his advisor deem it appropriate (see section on the Doctoral Dissertation for details).

Clinical Training

Minimum of 5 semesters of practica

During the first semester, students enroll in CP 925 (Seminar in Counseling Psychology). As one requirement of this course, students complete a first-semester clinical experience, intended as a demonstration and evaluation of readiness for foundational practicum. This first-semester clinical consists of seeing one client at the department clinic, with supervision from the clinic director. Completion of this requirement is a prerequisite for application for foundational practicum in Year 2. More information on procedures for this evaluation may be found in Part IV.

Counseling Psychology doctoral students are required to take a minimum of five semesters (3 credits each semester) of practicum at the doctoral level: two semesters of foundational practicum, two semesters of advanced practicum, and one semester of supervision practicum. For students who have not completed appropriate practica in their Masters program, or who are judged as not ready for practicum based on first-semester clinicals, Masters-level counseling courses and practicum are generally required prior to the doctoral-level sequence. Students from non-counseling (or equivalent) Masters programs will be notified in their letters of acceptance if additional courses are required.

The department has approved sites at which to conduct required practica. For the two-semester Foundational counseling practicum, there are a variety of pre-approved sites that include the department clinic at the Educational and Psychological Training Center (EPTC), the university Counseling & Consultation Services (C&CS), WisPIC in the Department of Psychiatry, Family Therapy Inc., the VA Hospital, and the University of Wisconsin Hospitals. EPTC is the pre-approved site for the supervision practicum in which students supervise trainees enrolled in the Department's Masters-level practicum courses. Students will work directly with the Doctoral Practicum Coordinator in securing practicum placements.

The advanced counseling practicum (variable 2-6 credits) is typically conducted in specialized areas of practice (e.g., assessment, family therapy, consultation, and in-patient settings). The CP Doctoral Practicum Coordinator also arranges advanced practicum placements. Previous advanced practicum sites include the department clinic at EPTC, the Department of Psychology Clinic, Mendota Mental Health Institute, Family Therapy Inc., the Mental Health Center of Dane County, and the VA Hospital.

If a student wishes to conduct a practicum at a site that has not been pre-approved, two avenues of permission must be pursued. First, the student must receive Counseling Psychology faculty approval for a variance in practicum. (This variance may be initiated on the Program Approval Form as seen in Appendix D and brought to the faculty by the student's advisor). Second, the CP Doctoral Practicum Coordinator must coordinate and approve the alternative site.

On-site supervision by a licensed psychologist for 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 from a licensed staff psychologist.

**Supervision
requirements**

Students who are receiving satisfactory evaluations in an advanced practicum, who are making satisfactory academic progress (i.e., no incompletes, good progress on dissertation), and who have completed the initial phase of the doctoral preliminary examination (clinical case study), may apply for further clinical training in the form of an externship (CP 910), to begin in Year 4 or later. Students interested in an externship placement should consult with their advisors and with the Training Director at the end of the fall semester prior to the intended placement. Externship placements are coordinated by the Doctoral Practicum Coordinator.

Students who are enrolled in practica or externships and seeing clients are required to provide their own tapes, video or audio, for the recording of sessions.

It is the responsibility of each practicum student to submit practicum evaluation forms for each semester and/or end of practicum to the CP Doctoral Practicum Coordinator.

- ♦ supervisor's evaluation of practicum student due at mid and end of semester
- ♦ student's evaluation of supervisor due at mid and end of semester
- ♦ site accountability of hours due
at end of semester
- ♦ evaluation of practicum site due
at end of semester

**Keep copies
of completed
practicum
forms**

If forms are not submitted at the end of the semester, students will receive a grade of "I" (Incomplete). Students should make copies of these forms, in particular the site accountability of hours form, as these data will be needed to complete the predoctoral internship application. These forms are consistent with Association of Psychology Postdoctoral and Internship Centers (APPIC) requirements. Forms are available on the department website or from www.appic.org.

Students wishing to secure a summer practicum need prior faculty approval in order to determine if faculty will be available to provide supervision.

Student evaluations and accountability of hours are reviewed by both the CP Doctoral Practicum Coordinator and Director of Training and are then filed in each student's academic file.

Attendance of Oral Examinations

**Attend 3
proposal /defense
meetings in
CP Department**

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 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 faculty Examinations Chair. These proposal meetings are held in the department conference room and normally last two hours.

Predoctoral Internship: Summary of Procedures

All doctoral students are required to complete a predoctoral internship before receiving the doctorate. To be certified as ready for internship by the Training Director, students should have successfully completed the doctoral preliminary examination, and either have completed their coursework or be in the process of completing their last courses during the semester of application for internship.

Internship application is a complex process, with involvement from the department as well as the student. The department must verify the student's practicum hours and provide a letter certifying readiness for internship. For this process to run smoothly, it is crucial that the applicant get an early start and coordinate closely with his or her advisor, the Training Director, and the Graduate Coordinator. To allow sufficient time for all student applications to be processed, the following procedures have been developed.

- ◆ Attend late Spring meeting for prospective intern applicants for next year.
- ◆ Purchase Match ID # immediately through the following website: <http://www.natmatch.com/psychint/>
- ◆ Students assemble (a) practicum accountability forms, (b) internal readiness form, (c) APPIC application forms, (d) curriculum vita, and (e) cover letters
- ◆ Schedule meeting with Graduate coordinator to get copies of your practicum accountability forms
- ◆ Meet with advisor to discuss practicum hours and APPIC Part one, two, and complete internal verification form
- ◆ Submit to front office an electronic copy of complete site lists and APPIC part two—at least three weeks prior to first application deadline
- ◆ Pick up all materials from front office.
- ◆ Collect all letters of reference, applications materials and send to site.

Internship sites are not obligated to review applications received after the application deadline. Be sure to allow at least one week for delivery via US mail, or send via overnight delivery.

Departmental Requirements for Internships

We strongly suggest that students complete their predoctoral internships at APA-accredited internship sites. Only in this way can the student be certain that she/he is receiving the appropriate number of hours of training and supervision,

**Non-APA
placements
must be
approved**

being exposed to representative counseling psychologists as role models, and participating in a full range of professional training activities.

Non-APA approved internship sites may be considered by students; however, the Director of Training in conjunction with the full faculty must approve these sites. It is expected that such a site, if approved, would conform to APA guidelines for internships 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.

The Department assists students with the internship selection process by providing internship information meetings (late in the spring semester and early in Fall semester), conducted by the Director of Training. We recommend that students enroll in the Internship Preparation Seminar (Ed Psych 711) offered by the School Psychology program, which is offered in the fall semester, and is useful for all students applying for predoctoral internship.

Applying for Pre-Doctoral Internships

In conjunction with the Director of Training, an informational meeting addressing internship issues will be planned for a late date in the Spring semester. At this meeting, students will be given an internship application packet that includes policies of APPIC, departmental procedures, and the necessary forms for making applications. Any interested students, whether or not they are currently involved in the internship application process, should strongly consider attending this meeting. General guidelines are provided only at this meeting.

Students are encouraged to give careful thought to their selection of an internship site as it represents the culmination of their graduate training. Experiences during the internship can play a vital role in enhancing one's curriculum vitae and subsequent employability in desired areas. Each December issue of the *American Psychologist* provides a listing of APA accredited predoctoral internship sites.

Students are encouraged to gather all of the information that they can regarding internship options. The best source for rules and regulations governing the process is the APPIC catalogue, available online at <http://www.appic.org>. This website also contains information about APPIC member internship sites, application procedures, and links to facilitate registration for the internship match.

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

Although internship sites may request additional information at their discretion, all APPIC-accredited internships now make use of a common application form, called the

APPIC Application for Psychology Internship (AAPI), which may be downloaded from the APPIC web site at <http://www.appic.org> . This form requests information such as:

- ♦ academic history and status of doctoral dissertation (i.e., date proposed, data collected, date defended, or expected dates for these milestones);
- ♦ 3-4 letters of recommendation from persons knowledgeable about your clinical and professional qualifications;
- ♦ five essays (autobiographical statement, theoretical orientation, incorporation of multicultural issues in clinical work, research interests, and site-specific statement), each of 500 words or less;
- ♦ detailed documentation of practicum hours, supervision hours, assessments administered, and other relevant clinical experience.

**Information
needed for
internship
applications**

You should also prepare an up-to-date curriculum vitae (CV), to include with your applications materials.

Students should keep detailed records of their client-contact hours. A weekly/monthly accountability form (See Appendix A) and semester accountability form should be used to document hours. This form is modeled after the APPIC internship application form.

Some sites, depending on their specific training emphases, request copies of psychological testing reports, video or audio recording of a client session, and other documentation of skills. Students must have a release of information from clients if such information is provided. Application fees are occasionally requested.

Each semester all doctoral students should update the instructional record forms that are held in their personnel file. Careful recording of didactic and experiential activities (including documentation of practicum hours on practicum accountability forms) starting with the first semester on campus, will greatly ease assembling of records when internship time nears. Further questions about this record-keeping process should be directed to the Director of Training.

Internship sites vary widely in their requirements for phone or personal interviews, as they attempt to select their top choices from the applicant pool. Although it is expensive, time-consuming, and often stressful, students are well advised to be as flexible as possible in their availability for interviews. A personal visit to a site can be an invaluable aid in the decision-making process, for both the applicant and the site staff. However, some sites explicitly discourage such visits. If application materials are not clear regarding their interview policies, the best course of action is to call and ask before planning a visit, especially an uninvited one.

**Know the
guidelines for
APPIC
selection
process**

Internship Selection Process

Determining one's primary choice(s) for internship is often an anxiety-provoking situation for doctoral students. In part, this is because of the nature of the selection process itself. Whether one receives an invitation from a site is dependent on several factors, including the number of slots versus number of applicants. The entire selection process is computerized. The specific regulations for making and accepting offers of internship placement are in the front of the APPIC Directory (<http://www.appic.org>), and must be conscientiously followed by both applicants and internship sites.

Internship Evaluation Process

In accordance with APA policy, 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.

Internship and the Dissertation

While students are on internship, they must be registered as a dissertator. Also, if a student defends his/her dissertation while on internship, the final paperwork is held with the Admissions and Academic Services Administrator for final deposit until after completion of the internship. Doing so will ensure the proper submission of paperwork with the Graduate School.

Part IV

Evaluation Milestones

Throughout the program, students are regularly evaluated and given feedback regarding academic proficiency, clinical competence, professional functioning. We recognize that ongoing evaluations of professional competence, although a necessary component of doctoral training in professional psychology, have the potential to create guarded relationships between faculty and students. At the same time, we believe that successful clinical training, like any other endeavor designed to enhance personal capacities, requires a willingness to take risks and to undertake challenges that push the learner beyond his or her present capacities. Faculty aspire to conduct formal and informal evaluations in a spirit of collaboration with the student, with a focus on skill development and preparation for a variety of possible professional roles.

Expectations for professional functioning include professional conduct in accordance with the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association. 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 online at www.wisc.edu/students/acad_misconduct_guide.htm.

Satisfying Requirements of the Graduate School

Graduate students often feel overwhelmed when trying to fulfill Graduate School, CP, APA, and/or licensure requirements. As a generalization, it is fair to say that the Graduate School's interest is primarily in "credit counting" and not with the precise content of students' courses. It is the province of the Department to be concerned about the content of a student's program of study, particularly for transferred credits, because these must accord with current APA requirements for doctoral programs. Therefore, students need to realize that although Departmental course requirements generally exceed Graduate School (credit) requirements, a separate determination regarding the adequacy of a student's planned program is made by the Department.

Faculty Review of Student Progress

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.

Students in the program are monitored and evaluated in the major domains of academic proficiency, clinical competence, and professional functioning. In the following sections, we link objectives in each of these three domains to the personal/interpersonal competencies and knowledge/implementation competencies defined in Appendix E.

Academic Proficiency

Academic proficiency includes the scholarly, critical thinking, and expressive skills necessary for success in required and elective coursework, as well as the inquiry skills necessary for success in scientific and scholarly endeavors. Objectives evaluated in the domain of academic proficiency include:

- Expressive skills (1.6)
- Scientific mindedness (2.1)
- Knowledge of psychological science (2.2)
- Knowledge of science relevant to ICD (2.4)
- Understanding of principles of psychological assessment (2.6)
- Understanding of principles of psychological intervention (2.7)

The numbers in parentheses following each objective refer to the list of competencies in Appendix E. This Appendix includes specific, developmentally-linked competencies associated with each of these objectives.

Academic proficiency is evaluated primarily in academic courses, in formal research experiences (research practicum, dissertation proposal and defense),

and optional additional research experiences. The persons responsible for evaluating the various activities in the academic domain are as follows:

- | | | |
|------------------------------|---|----------------------------------|
| ♦ Coursework | Course instructor of record | Domains of
evaluation |
| ♦ Research practicum | Faculty supervisor | |
| ♦ Dissertation proposal | Departmentally constituted faculty committee (usually three members) | |
| ♦ Doctoral dissertation | Faculty Committee constituted according to the rules of the Graduate School | |
| ♦ Other scholarly activities | Faculty supervisor | |

Writing Competence

Among the most important elements of academic proficiency is skill in written expression of ideas. Students have the opportunity to develop competence in written expression in academic coursework and in research. In addition, all students are required to participate in several activities during the first year of doctoral study that provide an assessment of basic writing skills and offer support for further development of writing competence, including specific skills associated with scientific and scholarly writing. Thus, all doctoral students are required to:

- ♦ Complete *at least one* individual instruction session at the Writing Center to evaluate strengths and targeted areas for improvement in writing proficiency. Students are expected to have an individual session in which a personal writing sample is evaluated *by end of the first semester of first year*.
- ♦ Read the Writer’s Handbook, available at www.wisc.edu/writing, *by the annual review of doctoral students in the spring semester*.
- ♦ Complete *at least two* of the following Writing Center classes:
 - The Basics of APA Documentation (REQUIRED OF ALL) *by end of first year*

AND one of the following before preparing the dissertation proposal:

- A Dissertator’s Primer
- Writing Graduate Research Proposals
- Writing Literature Reviews of Published Research—For Graduate Students

The completion of these writing activities is coordinated with academic courses (i.e., 950 and 925).

Clinical Competence

Clinical competence includes personal and interpersonal skills necessary for effective counseling relationships and implementation of scientific and critical thinking skills to clinical practice. Objectives evaluated in the domain of clinical competence include:

- Self care (1.2)
- Interpersonal relationships (1.3)
- Cultural self-awareness (1.4)
- Affective skills (1.5)
- Expressive skills (1.6)
- Ethical conduct (1.8)
- Application of scientific foundations (2.3)
- Assessment and diagnosis (2.6)
- Intervention (2.7)
- Supervision (2.8)

The numbers in parentheses following each objective refer to the list of competencies in Appendix E. This Appendix includes specific, developmentally-linked competencies associated with each of these objectives.

Clinical competence is assessed through the first-semester clinical experience, graded foundational practicum courses, graded advanced practicum courses, pre-internship externships, the required predoctoral internship, and elective, program-sanctioned employment or volunteer experiences that are related to intervention with University constituencies, e.g. teaching or project assistantships. Two components of the preliminary examination (clinical case study; supervision case study) provide additional data on clinical competence and integration of science and critical thinking skills in the practice domain. During the initial semester, readiness for foundational practicum is assessed based on participation in first year seminar courses, interactions with advisor, and the first-semester clinical experience at the departmental clinic during the first semester (based on observation by the clinic director, the 925 course instructor, and the student's advisor). The persons responsible for evaluating the various activities in the academic domain are as follows:

- | | |
|-------------------------------------|---|
| ♦ First year courses | Faculty instructor of record |
| ♦ 1 st semester clinical | Clinic supervisor, CP 925 instructor, advisor |
| ♦ Foundational practicum | Faculty instructor with site supervisor |

- | | |
|---------------------------|---|
| ◆ Advanced practicum | Faculty instructor with site supervisor |
| ◆ Clinical case study | Faculty examining committee |
| ◆ Supervision case study | Faculty examining committee |
| ◆ Externship | Site supervisor, with coordination by
Doctoral Practicum Coordinator |
| ◆ Pre-doctoral internship | Internship site supervisor with
coordination by Director of Training |
| ◆ Graduate assistantship | Contractual faculty supervisor |

Professional Functioning

Effective professional functioning involves knowledge and skills relevant to professional relationships with clients, supervisors, and practitioners from fields other than psychology, as well as with colleagues, professors, students, and the general public. Students are evaluated on their ability to comport themselves effectively in the role of a professional psychologist, in accordance with APA's *Ethical Principles for Psychologists and Code of Conduct* and Chapter 5 of the administrative rules of the Wisconsin Psychology Examining Board relating to professional conduct. Objectives evaluated in the domain of professional functioning include:

- Psychological mindedness (1.1)
- Self care (1.2)
- Personal relationships (1.3)
- Cultural self-awareness (1.4)
- Affective skills (1.5)
- Professionalism (1.7)
- Ethical conduct (1.8)
- Law and ethics (2.5)

The numbers in parentheses following each objective refer to the list of competencies in Appendix E. This Appendix includes specific, developmentally-linked competencies associated with each of these objectives.

Professional functioning is evaluated in academic and clinical contexts, including coursework, research, practicum, externship, internship, and other roles (e.g., teaching assistant, project assistant) within the department. The persons responsible for evaluating the various activities in the academic domain are as follows:

Domains of evaluation

- ◆ Required courses Faculty instructor of record
- ◆ 1st semester clinical Clinic supervisor, CP 925 instructor, advisor
- ◆ Foundational practicum Faculty instructor with site supervisor
- ◆ Advanced practicum Faculty instructor with site supervisor
- ◆ Externship Site supervisor, with coordination by Doctoral Practicum Coordinator
- ◆ Pre-doctoral internship Internship site supervisor with coordination by Director of Training
- ◆ Research practicum Faculty supervisor
- ◆ Clinical case study Faculty examining committee
- ◆ Supervision case study Faculty examining committee
- ◆ Dissertation proposal Departmentally constituted faculty committee (usually three members)
- ◆ Doctoral dissertation Faculty Committee constituted according to the rules of the Graduate School
- ◆ Other scholarly activities Faculty supervisor
- ◆ Graduate assistantship Contractual faculty supervisor

Annual Comprehensive Review of Student Performance

Yearly review of students

In addition to the summative evaluations of specific activities and performances noted above, a comprehensive formative review of student performance is conducted annually. The Doctoral 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 at the end of the fall semester (1st-year students only) and in the middle of the spring semester (all active Ph.D. students). Procedures for collecting and integrating relevant data, and for involving students in evaluation of progress and ongoing identification of training needs, are as follows.

- ♦ First year, fall semester: Evaluation of practicum readiness. The evaluation of practicum readiness is conducted in late November, as students prepare to apply for the 2nd year foundational practicum. Students are assessed relative to the “readiness for practicum” competencies, including personal/interpersonal competencies and knowledge/implementation competencies (Appendix E). Sources of data for this evaluation include the supervisor for the first-semester clinical experience (part of CP 925), first semester departmental course instructors (usually CP 925 and CP 950), and the student’s advisor. Forms used to evaluate readiness for practicum are available electronically on the department website, or in Appendix F. Students will be evaluated as
 - *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.
 - *Approved with plan for specific skill enhancement.* Student demonstrates competence in most 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 for enhancement of skills in these specific areas, to be implemented during spring semester of the first year. This plan may involve enrollment in CP 810 for spring semester to obtain supervised client hours in the department clinic and/or other activities such as reading and written reflection (to increase awareness of personal or cultural dynamics). It is expected that students in this category will successfully complete the supplemental training activities (i.e., evaluations of “4” and above during the spring semester for all competencies) and be approved for foundational practicum in the fall. However, if participation in the specified plan for skill enhancement indicates the desirability of additional clinical training prior to the foundational practicum, the Doctoral Training Committee may defer the foundational practicum placement until this training (e.g., master’s level pre-practicum and/or practicum placement) has been completed.
 - *Not ready.* Students judged as not ready for doctoral practicum will be required to complete supplementary coursework (e.g., master’s pre-practicum during spring of first year; master’s practicum during 2nd year) prior to applying for foundational practicum placement at the doctoral level. This designation usually applies to students who enter the program without a master’s degree in counseling or clinical psychology, and sometimes to students who have master’s degrees in related fields (e.g., student personnel), when the practicum experience at the master’s level has not focused on counseling for personal issues (e.g., student advising, rather than counseling). Normally students in this category will complete the doctoral

foundational practicum during the 3rd year of study, and the doctoral advanced practicum during the 4th year of study.

- ◆ First year, spring semester: 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 (if any). Student and advisor complete the Doctoral Student Report on Progress form (Appendix G, also available in electronic form on the department website), and meet to discuss this form. Then they meet together with one member of the Doctoral Training Committee, 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 his or her learning objectives and career goals. Following the face-to-face meeting, a written evaluation summarizing the review meeting and recommendations, or requirements for corrective action will be provided to the student, the advisor, and the student's file.
- ◆ Second year, spring semester: Annual review of progress. During the second year, the student is enrolled in both the foundational counseling practicum and the full-year research practicum, providing additional information on progress toward readiness for internship (clinical competence), strengths and growth areas relevant to dissertation (academic/scientific proficiency), and professional functioning. Early in the spring semester, evaluations of clinical work are collected by the CP 900 instructor from foundational practicum site supervisors, and evaluations of research are collected by the CP 905 instructor from the faculty research supervisors. These course instructors will meet with the Doctoral Training Committee to discuss any areas of concern for particular students. For students making satisfactory progress (i.e., ratings of "4" and above for all competencies), the 2nd year review meeting is conducted between student and advisor, focusing on areas of identified strengths as well as growth areas in preparation for internship and dissertation. For students with areas of significant concern based on the competency evaluations, or as requested by student or advisor, a member of the Doctoral Training Committee will participate in the 2nd year review meeting, to assist with identification of educational objectives and planning of supplemental training experiences as needed to assure continued progress toward readiness for internship and dissertation. All students receive a formal letter summarizing their continued progress within the program, as well as recommendations or requirements for addressing identified training needs.
- ◆ Third year and beyond: Annual review of progress. Progress reviews for advanced students (beyond the 2nd year) are conducted by the Doctoral Training Committee with input from the advisor and other faculty working actively with the student. For students making normal progress (i.e., ratings of "4" and above on competency evaluations), no formal progress meeting is

mandated. If areas of concern are identified based on the full faculty review, the faculty may recommend a formal meeting with the student, advisor, and possibly a member of the Doctoral Training Committee to discuss these areas, identify additional training needs, and make a plan for meeting these needs. All students receive a formal letter 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 be in any of the three domains described above: academic, clinical, or professional. It is the Director of Training'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 the training director (or another member of the doctoral committee), the student's advisor, and one additional faculty member will be appointed to investigate the circumstances which led to the concern or complaint. The student will have an opportunity to meet with this committee.

The ad hoc committee makes recommendations to the doctoral committee regarding the disposition of the concern or complaint. The goal of the ad hoc committee will be to find a resolution to the issue that is satisfactory to all parties. However, in the event that the student does not agree with the resolution or corrective actions imposed by the doctoral committee, the student will be encouraged to use the grievance procedures established by the School of Education to appeal the disposition (See outline of grievance procedures on pages 68-69).

Criteria for Successful Progress

Before dissertator status has been achieved, satisfactory progress is demonstrated by maintaining a minimum B average (3.0 GPA) in all courses and demonstration of competency (ratings of "4" or higher on competency evaluations) in research and counseling practica.

**Successful
progress at
"B" or better**

Once dissertator status has been achieved, satisfactory progress is demonstrated through:

- ◆ being continuously registered
- ◆ maintaining contact with the discipline while completing the dissertation. The dissertation advisor will make this determination
- ◆ maintaining contact with the dissertation advisor

- ♦ providing dissertation updates to the Training Director about dissertation progress
- ♦ participating in seminars, workshops, collegial exchanges that foster professional development
- ♦ timely submission of dissertation work to the dissertation advisor, in accordance with a timeline negotiated between student and advisor.

As stated earlier, all students admitted to the Department are expected to adhere to the ethical codes of the American Psychological Association and the American Association of Counseling and Development. Failure to conform to these standards may result in remedial or disciplinary action.

Doctoral Preliminary Examination

Before a student can be admitted to dissertator status by the Graduate School, he or she must successfully complete the doctoral preliminary examination. Until this milestone is completed, the student cannot be certified as ready for internship by the Director of Training, and therefore cannot apply for predoctoral internships.

The doctoral preliminary examination includes three components, all of which include both written and oral presentations. The *clinical case study* is an in-depth reflection on a single counseling case, and serves as an exemplar of clinical competencies in the role of counselor. The *supervision case study* 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* includes a literature review and method section for a proposed dissertation project, and serves as an exemplar of academic and scientific proficiency.

Clinical Case Study

The clinical case study may be completed during the spring semester of the 2nd year or the fall semester of the 3rd year of doctoral study. Students should consult with 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. Some students may prefer to wait until the first semester of advanced practicum (3rd year fall). For example, 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 the clinical case study is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training,

with an emphasis on the competency areas (see Appendix E) relevant to clinical competence and professional functioning.

The faculty examining committee for the clinical case study consists of three faculty members from the department. One of these is the student's advisor, and at least one must be a member of the Doctoral Training Committee. (If the advisor is a member of the Doctoral Training Committee, it is not necessary to include a second DTC member on the committee.) In consultation with the advisor, the student should approach additional committee members several months in advance of the intended presentation date, to invite them to serve.

Resources for the case study include standardized client assessments, interview data, outcome measures, and other case material. It is required that audiotape or (preferably) videotape of at least one counseling session be included as part of the oral presentation. It is, of course, necessary to secure the client's permission to make use of these case materials, on the understanding that his or her identity will remain confidential and that the case study (which will use a pseudonym and change such details as you consider essential to maintaining 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 therefore not be suitable subjects for the clinical case study.

Session recordings required for case study

The written portion of the clinical case study may be prepared as a paper document, or as an on-line portfolio that is password protected (and may incorporate audio, video, or hyperlinks if desired). It 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 available to committee members at least two weeks prior to the scheduled meeting for the oral portion.

The oral portion of the clinical case study consists of a 90-minute presentation and discussion with the examining committee. 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 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 will be presented during the foundational practicum course (CP 900).

Supervision Case Study

The supervision case study is normally completed during the spring semester of the 3rd year at the time of the supervision practicum (CP 902). The purpose of the supervision case study is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas (see Appendix E) relevant to supervision competence and professional functioning.

The faculty examining committee for the supervision case study consists of three faculty members from the department. One of these is the student's advisor, and at least one must be a member of the Doctoral Training Committee. (If the advisor is a member of the Doctoral Training Committee, it is not necessary to include a second DTC member on the committee.) In consultation with the advisor, the student should approach additional committee members at least one month in advance of the intended presentation date, to invite them to serve.

Resources for the case study include audiotapes or (preferably) videotapes of supervisory meetings, and supporting materials (e.g., written reflections on supervisory relationship). It is, of course, necessary to secure the supervisee's permission to make use of these materials, on the understanding that the case study will be read only by you and 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, 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 audio or video of supervisee work with clients should be included in the supervision case study.) Students should consult with the chair of the examining committee if in doubt about client confidentiality issues for this component.

The written portion of the supervision case study may be prepared as a paper document, or as an on-line portfolio that is password protected (and may incorporate audio, video, or hyperlinks if desired). It 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 available to committee members at least two weeks prior to the scheduled meeting for the oral portion.

The oral portion of the supervision case study consists of a 90-minute presentation and discussion with the examining committee. 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 will be presented during the supervision practicum course (CP 902).

Evaluation Procedures for Clinical and Supervision Components

Following the meeting, all committee members present a written assessment of both the written and oral portions of the case study to the examining committee chair (usually the student's advisor), which includes a recommendation for (a) pass, (b) contingent pass, or (c) insufficient evidence provided. These recommendations are integrated by the examining committee chair and presented to the full faculty, which ratifies the result for the case study. "Contingent pass" indicates that additional documentation or revision to the existing written presentation are needed, but can be approved by the committee chair on completion without the need for an additional committee meeting. "Insufficient evidence provided" indicates that certification of clinical competence was not possible on the evidence of the written and oral presentations. A decision of "insufficient evidence provided" normally requires preparation of additional case materials addressing specific areas of competence, and requires a second convening of the faculty examining committee to present these new materials.

Written notification of the decision is provided to the student (usually via email) following ratification of the results by the full faculty at the next scheduled faculty meeting. Students receiving a decision of "insufficient evidence provided" following the first committee meeting for a given component (clinical or supervision) will meet with the examining committee chair to formulate a

plan for strengthening skills (or presentation of evidence for skills) and a timeline for scheduling a second committee meeting. A student who receives a decision of “insufficient evidence provided” following a second committee meeting for a given component will meet with the examining committee chair and one other member of the Doctoral Training Committee to formulate a more extensive remediation plan, usually involving additional coursework and supervised practice to address areas in which competence has not been clearly demonstrated, prior to convening the faculty examining committee for a third time. A student who fails to pass the case study on this third try will be judged to have failed this component of the preliminary examination, and cannot be admitted to doctoral candidacy.

Dissertation Proposal

The final component of the doctoral preliminary examination is the dissertation proposal. This component is described in detail in the next section.

Procedures for Preliminary Examination

Students should consult with their advisor about the appropriate timing of each of the three sections of the preliminary examination. The student (in consultation with his or her advisor) selects an examination committee and obtains consent from all committee members. When the advisor finds that there is sufficient progress on the written portion of the exam to schedule an examination date, the student emails all committee members with a range of proposed dates (usually a range of 1-2 weeks is best) to request available times. When a meeting time has been found, and all committee members have confirmed availability, the student completes the Application for Doctoral Preliminary Examination (for the appropriate part—see Appendix B). This form should be completed at least four weeks prior to the meeting date.

Written materials for each part should be provided to committee members at least two weeks prior to the examination date.

Successful Completion of Preliminary Examination

Students who have completed all three components of the doctoral preliminary examination and all course requirements will be officially admitted to doctoral candidacy (a.k.a. “dissertator status”). This designation is conferred by the Graduate School following receipt of a warrant signed by the Examinations Chairperson, Major and Minor Advisors, Department Chairperson, and certifying successful completion of the preliminary examination. Students request advancement to dissertator status using the application form in Appendix B.

Students will not be certified as internship ready, and therefore cannot apply for pre-doctoral internships, until they have completed the preliminary examination.

Successful completion required before application for internship

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 complete the defense within the five years results in loss of graduate credit, requiring the student to re-take coursework and retake the doctoral preliminary examination. Registration must be maintained during the dissertation stage or a fee 12 times the rate for one credit will be assessed by the Graduate School. Summer enrollment may not be necessary. See Graduate School Handbook for details.

Dissertation

Choosing a Dissertation Committee

Few decisions in the course of a doctoral student's graduate career are more important than the selection of the major professor and dissertation committee members. Choosing a committee of 5 (or more) members who can work well together and who are genuinely interested in a student's proposed area of research can greatly enhance the student's progress through the dissertation process. Be assured that faculty are used to having interviews with students searching for committee members, so to arrange such a meeting need not obligate a student to choose that person.

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. One should anticipate a 2- or 3-year commitment in this relationship. Students whose research overlaps with that of their major professor should negotiate at the outset the nature of authorship on any publications that may result from the collaboration. Students should keep in contact with their advisor about their progress. They also are encouraged to submit an action plan for the dissertation.

Choosing Committee Members

As students prepare their dissertation proposals in collaboration with their major professor, they should also give thought to selecting a "reading committee" composed of at least two other members in addition to the major professor. At least one of these members must be a member of the department faculty who is also a member of the Graduate faculty. The third reading committee member may be from within the department or outside it, and need not be a member of the Graduate Faculty (see other possible categories below), provided that the major professor approves. The reading committee will be responsible for approving the proposed study, approving the completed dissertation, and for signing the final oral examination warrant. The expertise of reading committee members is also a valuable resource during the implementation of the dissertation research.

Sometimes students choose additional committee members whose strengths complement each other well. For example, one committee member may share the student's research interests, while another may possess expertise in statistical matters. Students are also advised to consult with their major professors for guidance and suggestions in this area.

5 person Dissertation Committee

When the student has completed the dissertation and is ready to schedule the final oral defense, she or he needs to select additional members for the final doctoral 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.

Sample of previous proposals available

Preparing the Dissertation Proposal

One of the most difficult aspects of the dissertation process is deciding on a research topic. There are no hard and fast rules for the selection of dissertation topics. Some students enter the program already having a topic in mind, whereas

others struggle for a few years to find a suitable area for research. All students are advised to talk with other students and faculty regarding research ideas.

After choosing a dissertation topic, the student begins the literature review and writing the proposal. The exact structure of the proposal may vary, but generally it consists of the first three (3) chapters of the dissertation that include:

- ♦ Introduction or Problem in Perspective (overview of problem area and brief description of proposed study)
- ♦ Review of Literature
- ♦ Method (including proposed statistical analyses)

Students should discuss the exact format for the proposal with their major professor. Faculty can also make available samples of previous proposals and dissertations to use as models.

Students are advised to be as thorough as possible in preparing their proposals, as these three chapters are essentially a “blueprint” for future reference during the implementation of the study. The Method section is critical in this regard. The proposal should be regarded as a contract the student makes with the reading committee and thus deviations from the proposal must be approved.

Students who are conducting research using human subjects should consider preparing the Institutional Review Board protocol for their studies at this time.

Scheduling the Proposal Defense Meeting

When the major professor feels that the proposal is ready a proposal readiness form is completed and a proposal defense meeting is scheduled among the major professor, the student, and the two additional members of the “reading committee.” Proposal defense meetings may be scheduled during any instructional term that the student has prepared the materials. The meeting may be scheduled at any time prior to the completion of coursework and of the preliminary comprehensive examinations. Scheduling such meetings is difficult during the summer session, due to faculty availability and students should plan accordingly. Faculty are not required to be involved in thesis consultation or oral examinations if they are not under contract during summer sessions. The student should notify the Department Graduate Secretary at least two (preferably three) weeks prior to the desired proposal date and complete the necessary form.

**4 week notice
prior to defense**

Note that the dissertation proposal also serves as the written portion of the third component of the doctoral preliminary examination, as discussed above. The proposal defense meeting serves as the oral portion of this examination. The dissertation reading committee also serves as the jury for this portion of the preliminary examination.

The proposal defense 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.

**Schedule 2
hours for
proposal**

To demonstrate proficiency, it is not necessary that the proposal document be “perfect.” Another 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, and sometimes approval of the proposal is contingent on revisions to implement such changes. Thus, proficiency is demonstrated not by creating a perfect or problem-free research design, but by the capacity to respond knowledgeably to questions and suggestions, and to think creatively and scientifically about how to balance competing demands (e.g., internal validity, external validity, practicality) and fine-tune the research plan to strengthen the hoped-for scientific contribution of the study.

Normally, the committee can make a decision about approval of the research proposal by the end of the proposal meeting. 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 academic proficiency on this component of the preliminary examination. These ratings are conveyed to the full faculty at the next faculty meeting, for ratification of the exam results and formative feedback to the student (usually presented in an individual meeting between student and advisor).

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. A form signifying acceptance of the student’s proposal is placed in the student’s departmental folder by her/his faculty advisor. Should the student’s proposal be disapproved by the committee, the student, in

collaboration with her/his major professor, will make the necessary revisions and re-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 Department Graduate Secretary. 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 Graduate Secretary along with the warrant request. Before the oral, the Graduate School sends to the department a final examination packet containing the examination warrant, degree completion forms, and a dissertation checklist. To coordinate the process it is helpful to keep the Department Graduate Secretary informed of your progress throughout your progression toward a degree.

**Submit form
at least 4
weeks before
the deadline**

The purposes of the dissertation defense are 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, committee members are permitted to ask questions relating methods and findings to research in counseling psychology and in other relevant areas of psychology. It is expected that the dissertation defense meeting be conducted in person 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 the major professor by the Graduate Secretary. The four (or more) additional members of the doctoral committee also sign this warrant. If the committee feels that additional work on the dissertation is needed, the major professor, in consultation with the reading members, may tentatively approve the student's passing of the defense, pending completion and review of requested changes in the dissertation. If the student fails to pass the final defense, she or he is required to correct specified deficiencies and re-schedule the final oral. 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 the predoctoral internship

**Remain
registered**

requirement has been met. Students must be in the final semester of the Predoctoral Internship before the department can forward the final examination warrant to the Graduate School. If the internship continues into the summer, students must continue to register as a dissertator in the summer.

Students must be registered whenever they are using UW-Madison resources, and also during the maximum 5-year ABD (all-but-dissertation) time period.

To coordinate final deposit of Dissertation, please see the Graduate Degree coordinator at the Graduate School. Also, please see the Graduate School website:

<http://info.gradsch.wisc.edu/education/completedegree/ddd.html> for more information.

Part V

General Graduate School Policies and Procedures

Student Classification Status

It is assumed that students entering the doctoral program have the basic knowledge and skill competencies equivalent to a master's degree in counseling. Occasionally, a doctoral applicant possessing a master's degree in a non-counseling field, and/or despite possessing an outstanding academic record, will be admitted to the program with deficiencies in specified required core areas. (See description of the master's degree program for details on the nature of coursework required for entrance to the doctoral program.) In these cases, students must complete required sections of the master's program before being permitted entrance to advanced doctoral courses and seminars. These deficiencies will be noted in the letter offering admission. Waiver of deficiencies is done only by petition to the entire faculty.

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.

Student status based on completion of requirements

Generally, "doctoral student" status is maintained until one has successfully completed required coursework, passed written 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
- ♦ completed the minor
- ♦ presented the title of the proposed dissertation, (approved by the major professor)

Once a student has completed all major and minor area coursework with no "Incomplete" grades, passed preliminary exams, and satisfied Graduate School residency requirements, she or he can be classified as a Dissertator. This classification confers full student status by enrollment in any 3-credit graduate level course related to their area of research that is not being used to meet another degree requirement. (This provision excludes required counseling psychology coursework, psychological foundations in the four domains required by APA, courses for the minor sequence, and internship, because these are degree requirements). Any time a student uses university resources for her/his

research, including faculty time, library resources, space and/or equipment, she or he must be enrolled. However, summer enrollment is not necessary unless the student plans to graduate that semester or make use of university facilities or resources. Please check the Graduate School Bulletin or the Graduate School Student Handbook for additional details on the policies regarding candidacy and dissertator status and enrollment.

Time limits for completing coursework and admission to candidacy were established in 1991. Students have eight years from the date of admission to complete all of the necessary courses. 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 courses in which students receive either an incomplete (I) or a progress (P) grade. Students must be admitted to candidacy within ten years of admission to the Department. Once admitted to candidacy the student has five years to complete the dissertation and pass the final oral examination. The five-year limit is a Graduate School requirement and if this deadline is not met the student may be required to re-take the Preliminary Exam and be readmitted to candidacy.

Graduate School Minimum Credit Requirement

Effective September 1, 1997, the UW Graduate School requires a minimum of 32 graduate level (courses 300 and above) semester credits earned at UW-Madison to earn a UW-Madison Ph.D. degree. The departments are free to institute their own requirements in addition to this minimum Graduate School requirement. Currently, the CP Department allows up to nine (9) transfer credits toward the doctoral program. Due to the professional nature of the counseling psychology program, the department requires UW graduate credits far beyond the Graduate School minimum for a doctoral degree.

Continuous Enrollment

Graduate students 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). Those students with program or teaching assistantships can register for a maximum of 12 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. Failure to maintain continuous enrollment may result in lengthy re-entry process or

possible termination from the program. (See Re-entry procedures and the Graduate School Handbook for more information about the minimum credit requirement, dissertator status, and registration).

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 final 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, she or he must go through a re-entry process.

**Contact
Graduate
School for
Re-Entry**

Prior to the leave of absence or noncontiguous enrollment, students are strongly encouraged to complete the following tasks to facilitate 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.

Prior to re-entry into the program, the student should contact the Department and the Graduate School, with sufficient time to address at least ten weeks prior to the semester in which she or he wishes to re-enter. The Graduate School Admissions Office forwards the re-entry form to the Department for approval which must be received at least 1 week prior to the semester in which the students intends to enroll. At 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 will generally 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.

Transfer of Credits

Departments institute their own policies regarding the acceptance of transfer credits from previous graduate study. The Department of Counseling Psychology may transfer credits that are deemed applicable to the degree program and when the student has:

- ♦ completed one semester (or summer session) of “satisfactory” work at UW
- ♦ obtained approval from the Training Director (based on a copy of the course syllabus and a completed “Director of Training Approved Actions” form—see Appendix D) if the course is in the counseling psychology core.
- ♦ had an official copy of her/his transcript of previous work evaluated
- ♦ requested work with only grades of B or better to be transferred

9 graduate credits can be transferred

When requesting a transfer of coursework from another institution(s), the student should present the faculty with convincing evidence that the previous coursework was equivalent in quality and content to the graduate training at UW-Madison. Currently, a maximum of nine (9) credits can be transferred toward the doctoral program. It is also possible to request that coursework earned at another institution be counted towards the Minor requirement. The student submits this request on the Minor Form available from the department Graduate Secretary.

Courses taken to meet the basic psychology requirements must be taken as a graduate or post-bachelor student. These graduate requirements are related to licensing requirements that call for a certain number of basic psychology courses to be taken within the graduate program.

Part VI

General Departmental Policies and Procedures

Student Records

A student's file begins with her/his 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 Practicum Accountability Form each semester that they are enrolled in a practicum, as a log of experiential hours and activities. Doctoral students must complete a similar form during each semester of their predoctoral internship, called an Internship Accountability Form (see room 321 or the Forms and Resources page of the department homepage). Also, those doctoral students who are completing their internships in non-APA approved settings must complete a form detailing those aspects of their experience meeting the APA-approved format.

**Forms available
in department
and online**

Standard Program Approval Forms (see Appendices D1-D3) are used for several actions about a student's program made by the Counseling Psychology faculty, the major professor, or the training director. Students may also request these form from the CP Admissions and Academic Services Secretary when requesting course waivers, variances, and transfer of credits.

All students should check their files to see that the required documentation is present. For doctoral students applying for internships or licensure such documentation is a critical part of the application process. It is difficult to reconstruct or substantiate a student's training without these records.

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:
<http://wiscinfo.doit.wisc.edu/secfac/governance/religiousObservancesMemo.htm>

**Background
check completed
at beginning of
program**

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. All required forms can be found online at:

<http://www.dhfs.state.wi.us/caregiver/bkgdformsindex.HTM>

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 remission of the out-of-state and in-state tuition. Students are still expected to pay university student fees each semester.

A limited number of project assistantships may be available. These positions are funded through CP faculty research grants and involve helping faculty with various aspects of their research projects. The hiring of teaching and project assistants is done in accord with policies negotiated by the Teaching Assistants Association. All open positions are posted on the TA Bulletin Board.

Students must apply to request their nomination for various fellowship competitions. Notices of fellowships and deadlines are posted on the Fellowship Bulletin Board in the hall outside of Room 321. Consult the Graduate Coordinator, Room 321B, for further information. Nominees are decided by majority faculty vote. Major fellowships include:

Multicultural Conference Travel Award

One thousand dollars of the Departmental Teaching Award funds will be set aside each academic year to support Department of Counseling Psychology graduate students' participation in multiculturally-relevant conferences with the

goal of facilitating students' personal and professional development as competent multicultural scientist-practitioner. For application information, see the Department website or Department Coordinator in room 321 B.

University Fellowship

This is an academic year award for doctoral students who are either entering the doctoral program for the first time or at or very near dissertation stage of their Ph.D. program. It is very competitive and those who are nominated by the department usually have a substantial amount of research with a high potential of becoming a leader in a particular area of research or field.

Graduate Opportunity Fellowship (GOF)

The GOF is a need-based fellowship designed for individuals or from the following racial and ethnic minority groups: African-American; American Indian; Aleut or Eskimo; Asian American or Pacific Islander; Chicano; Puerto Rican or others of Hispanic origin; or non-minority individuals from economically disadvantaged backgrounds. The GOF provides a stipend with remission of out-of-state tuition for nonresidents. Health insurance benefits are also provided.

Students awarded a second year of GOF funding (for a dissertator year) need to complete prelims prior to requesting this second year of support (usually by spring of the preceding academic year). Consult with your advisor and/or the training director to be sure this requirement will be met.

Research Training Program Fellowship – School of Education

This fellowship is a research in education multi-year award for students conducting research in education oriented to theory. Students can find out more information about this program at <http://www.soemadison.wisc.edu/rtp/>.

Other Graduate School fellowships are available and may provide full tuition remission. Information about Graduate School awards is available from the Graduate School Fellowship Office. Many graduate students receive Guaranteed Student Loans (GSL) that are available from banks, credit unions and savings and loans and are based on financial need, as determined by the Office of Student Financial Services. Further details on financial aid available within the Department may be obtained from the Department office and the fellowship bulletin board outside Room 321.

Other Funding Possibilities

Other funding opportunities are available for students at a national level. Students are encouraged to talk with their advisors regarding applications for funding.

- ♦ APA Minority Fellowship Program
<http://www.apa.org/mfp/homepage.html>

- ♦ APA Funding Sources for Women and Minorities
<http://www.apa.org/pi/wpo/financialaiddirectory.pdf>
- ♦ Jacob K. Javits Fellowship Program
<http://www.ed.gov/programs/iegpsjavits/index.html>

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

- ♦ Knapp House – UW-Madison (for dissertators only)
http://www.sit.wisc.edu/~knapphouse/fellowship_info.html
- ♦ American Association of University Women (AAUW)
<http://www.aauw.org/>

**Talk with
faculty advisor
about different
funding
opportunities**

APA also provides stipends or travel reimbursement for student presentations of dissertation research and offers a yearly dissertation competition. These opportunities are often advertised in the APA Newsletter (i.e., Monitor) as well as available online at <http://www.apa.org/science/travinfo.html>. Applications for the program become available online in January for the APA Student Travel Award. Department students have been successful in securing APA Travel Award funds. In that the department can only recommend only three students per year, please talk with your advisor about this opportunity.

Each year the Department receives funds from the Graduate School for dissertation computing and/or dissertator travel to professional meetings to present research. Applications for support from these funds are accepted twice a year by the chair of the department. The entire faculty is involved in making these awards.

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 321C

Petition Procedures

Students who wish to petition for a program variance, initiate the petition with their advisors on the program approval form. Students are also encouraged to consult with the Training Director. A written petition secures a place on the

closed portion of the next faculty meeting. 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 included in the School of Education Bulletin. Minor procedural changes are made yearly, so students should check the grievance procedures that are posted on the Department bulletin board outside Room 321. They are also online at:

<http://www.education.wisc.edu/cp/CurrentStudents/resources/forms.asp#Grievance>

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:

Step by step grievance procedures

- ◆ The student should speak first with the person at whom the grievance is directed. In most cases, grievances can be resolved at this level.
- ◆ Should a satisfactory resolution not be achieved, the student should contact the department's grievance advisor. The graduate coordinator should have the name of this faculty member who will attempt to resolve the problem through informal channels. Each department has a specific contact person for matters of sexual or racial harassment.
- ◆ If the issue is not resolved to the student's satisfaction the student can submit the grievance to the grievance advisor in writing, within 60 calendar days of the alleged unfair treatment. On receipt of a written complaint, the grievance advisor will refer the matter to a departmental committee(s) that will obtain a written response from the person at whom the complaint is directed. This response will be shared with the person filing the grievance. The grievance advisor will provide a written decision to the student on the action taken by the committee within 15 working days from the date the complaint was received. Either party has 10 working days to file a written appeal of this decision to the dean's level.

- ♦ If either party is unsatisfied with the decision of the department, she/he can contact Associate Dean Mariamne Whatley, The School of Education's grievance advisor. Dean Whatley will attempt to resolve the issue informally. Failing this resolution, Dean Whatley will, on a receipt of a written complaint, convene a subcommittee of the School's Equity Action Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing. (The Equity Action 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 and must be made within 20 working days from the date when the written complaint was filed with Associate Dean Whatley. Additional questions about these procedures can be directed to Associate Dean Mariamne Whatley, Room 163 Education Building, 263-4644.

The University has also established separate policies governing student conduct, academic dishonesty, and sexual and racial harassment. The Graduate School Bulletin should be consulted for these.

Non-Major Doctoral Study

Two major types of non-major doctoral study are available in the Department of Counseling Psychology. These types are the Plan A Minor and a Professional Practice Concentration. Substantively, the difference between the two tracks is the relative emphasis on research versus practice. Procedurally, the tracks differ in how a student is admitted.

Practicum and Internship courses (806, 807, 808, 810, 900, 901, 902, and 910) in the Department of Counseling Psychology are open only to majors unless a student has been officially admitted into the professional practice concentration. Admissions into the professional practice concentration will be limited to one or two students per year.

Plan A Doctoral Minor

For the Plan A Minor, the nonCounseling Psychology student follows Graduate School procedures and identifies a faculty member who will serve as the minor professor. A Plan A minor in the Department of Counseling Psychology will consist of a minimum of 12 credits. The Plan A minor is approved by the minor professor within the following parameters:

- ♦ At least half of the credits must be earned in courses in the UW Madison CP department. Courses from other institutions that are to be substituted must be substantially equivalent to those offered in CP and must have been taken within the past five years.

- ♦ At least half of the credits must be earned in 900 level courses.
- ♦ Unless a student has been accepted into the “professional practice core” (see below), practicum (270-900, 901, 902, 807, 808) may not be included in the minor.
- ♦ Students pursuing a Plan A minor will be given preference over other non-majors in limited enrollment courses that appear on the minor agreement.

Professional Practice Concentration

For the Professional Practice Concentration the student must be “admitted” by the Admissions Committee of the Counseling Psychology program. Once admitted into the concentration, the student may identify a minor professor and use the concentration to simultaneously meet the Plan A minor requirements.

- ♦ To be eligible for admission into the professional practice concentration a student must be currently admitted to and in good standing in a professional psychology doctoral program (the program must be a designated doctoral program in psychology and listed in the most current edition of Doctoral Programs Meeting Designation Criteria published by the Association of State and Provincial Psychology Boards and the National Register of Health Service Providers in Psychology). In addition, the applicant must also have a Master’s degree or equivalent in a mental health field.
- ♦ The professional practice concentration is not intended to replace the clinical training required of students in other types of professional psychology training programs; it is intended to supplement that training and emphasize the unique aspects of the professional practice of counseling psychology.
- ♦ Prior to enrolling in a practicum experience the student will have completed the following courses in the CP Department (or their substantial equivalents): 860, 890, 926, 951 and 956. It is assumed that courses in microskills, etc. would have been incorporated into the Master’s level training.
- ♦ When all prerequisites have been met the student will be permitted to enroll in the 900 practicum. The Doctoral Practicum Coordinator must approve the practicum site and supervisory arrangements.
- ♦ The Department makes no representation that the practice concentration will be applicable to any licensing or credentialing requirements.

Part VII

Departmental Structures

Departmental Committee Organization (2008-2009)

Department Chairperson	Wampold
Master's Committee:	
M.S. Chair & Comprehensive Evaluation Coordinator	Nelson
M.S. Admissions	Howard/Valdez
School Counseling Coordinator	Howard
Community/College Student Development	Valdez
Ph.D. Committee:	Bear
Ph.D. Training Director & Exam Coordinator	Hoyt
Doctoral Admissions	Quintana
Fellowships & Awards	Quintana
M.S. and Ph.D. Practicum Coordinator	Lotta
Salary and Promotions (S&P) Committee	Quintana (Chair), Valdez, Hoyt
Diversity Committee	Hird
Social Justice Committee	Hird
EPTC Committee	Bear
Cohort Faculty Liaison	Wampold
Grievance & Sexual Harassment Advisor	Nelson
Faculty Senate	Howard
Alumni Relations	Wampold

Faculty Meetings

Wisconsin law requires notification of scheduled faculty meetings. These notices are displayed on the departmental bulletin board outside Room 321. Faculty meetings are generally scheduled once a month on second Fridays during the academic year and the fourth Friday of the eight-week summer session.

Students can attend open portion of faculty meeting

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 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.

Student Cohort Representatives

Student involvement in the department is facilitated by the Cohort Representatives structure. Cohort representatives are selected by the following cohorts: 1st year doctoral, 2nd year doctoral, continuing doctoral (beyond 2nd year), 1st year master's, and 2nd year masters (including continuing and parttime 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 are located on the 3rd floor of the Education Building, and faculty offices are on the 3rd and 4th floors of the Education Building, 1000 Bascom Mall. There is a seminar room (Room 342) where most faculty meetings and oral exams are held. The Department has multi-media computer technology for both PC and Mac computers with the capacity to digitize film, as well as the technology for scanning and color printing.

The assessment and computer laboratory is located on the third floor of the Teacher Education Building in the Center for Instructional Materials and Computing Center (CIMC) and offers such technological resources as statistics packages and qualitative analysis packages.

Educational and Psychological Training Center

The Educational and Psychological Training Center (EPTC) is located in the Educational Sciences Building in Room 316. It is primarily a student training facility for the Counseling Psychology, Rehabilitation Psychology, Special Education, and School Psychology programs. The EPTC provides space for activities in clinical training, research, and teaching. Technological resources include an array of audio-visual equipment, computer projection, and computer assessment software.

A manual is available which describes the center and its activities. Please contact Mary Stanosz at the Center at 265-6120 for more information.

Facilities for Student Use

A portion of Room 301 is available for use as a lounge and gathering place for all graduate students. This area provides a quiet study space, computer terminals (PCs). Information on internships and a variety of other resources are also available. Students may also use the refrigerator and tables. Occasionally, however, this room must be used for departmental functions including guest speakers and presentations. A campus phone has been placed in Room 301 for student use. Program and teaching assistants are provided student offices and may use department phones for business calls.

Available student resources

Computers are also available in the Department lounge (Room 301) to complete research assistantship or project assistantship work. Word processing and data programs (i.e., SPSS and Excel) are available. The computers are available on a first-come first-served basis.

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. A copier/printer that uses a standard copy card is available for student use in the Department lounge (Room 301). Copy machines are also available at nearby locations in Memorial Library, the Law School Library, and Helen C. White Library.

Part VIII

Post-Graduate Milestones

Post-Graduate Residency

A post-doctoral residency is generally required for licensure in most states. Criteria for Accreditation of post-doctoral residencies are under the auspices of the Committee of Accreditation, APA. The majority of post-doctoral residencies are in hospital and community mental health settings, however there is a growing but small number in university counseling centers. Students should consult the APPIC Handbook (copy available in Room 321B) for a listing of formal post-doctoral residencies.

Licensure

Contact State Licensing Board for specific state requirements

Students who wish to be licensed as a psychologists need to contact the Psychology Examining Board in the states of their interest. Licensure is not the province of the Department, but a copy of the Wisconsin Licensure law is available from the Department. Students should familiarize themselves with some of 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. Licensure boards are concerned about course content in order to determine that the applicant's course of study was primarily "psychological" in nature.

Students should also know that, as a rule, there is limited reciprocity between states regarding licensure. That is, holding a license in one state does not automatically guarantee licensure in another state. Psychology Examining Boards in most states, and the statutes to which they adhere, have definitive and specific requirements regarding foundational psychology. Just because an individual holds a doctorate is not a guarantee that licensure will be granted.

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 as well as other areas of specialized practice in professional psychology (e.g. clinical, school, neuropsychology, family, and child). The Diplomate status is the highest award for the practitioner and distinguishes that individual as holding “mastery” skills in their designated specialty. The applicant must be a minimum of five years post doctorate degree and have a Psychologist license in the state in which they reside to be eligible for the examination. The 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. The examiners are Diplomates in the specialty of the applicant or in a closely related specialization. The Diplomate status is recognized as a statement of competency in the practice of psychology by many insurance organizations

