

## **DOCTORAL HANDBOOK**

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## 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**

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#### **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) 336-5979  
Fax: (202) 336-5978

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

## **Notes**

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## Part I

### The Doctoral Program in Counseling Psychology

#### **Brief History of the Department**

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##### **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**

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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**

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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.

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

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

Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. *The Counseling Psychologist, 21*, 257-277.

Byars Winston, A. M., & Fouad, N. A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriate career counseling model. *The Career Development Quarterly, 54*, 187 - 201.

Freire, P. (1990). *Pedagogy of the oppressed*. New York: Continuum.

Reynolds, A. L. & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling & Development, 70*, 174-180.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *Counseling Psychologist, 31*, 253-272.

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## Goals and Objectives of the Program

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### 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 we believe are critical to effective performance as a professional psychologist. The three domains are mutually reinforcing, in that skills in one domain enhance competence in the others. More detailed description of training objectives and evaluation procedures in each domain is found in Part IV of this *Handbook*.

- ◆ Multicultural competence and social justice orientation:
  - Multicultural self-awareness;
  - Motivation to gain knowledge and experience with diverse groups;
  - Application of knowledge of culture and context to clinical work;
  - Appropriate application of multicultural skills to clinical work and professional roles;
  
- ◆ Evidence-based practice:
  - Knowledge of various research methods;
  - Conceptualize research questions, develop methods to address them;
  - Able to evaluate acceptability, effectiveness of psychological services;
  - Able to summarize and communicate research findings;
  - Demonstrate knowledge and skills related to both specific interventions and common factors ;
  - Able to cogently discuss theoretical and empirical basis for one's practice;
  - Understanding of relevance of client characteristics, culture, and context to assessment validity and treatment effectiveness;
  
- ◆ Preparation for role as professional psychologist:
  - Ethical competence;
  - Professional demeanor;
  - Identification with counseling psychology and psychology as a discipline;
  - Readiness for internship and for independent practice.



## Part II

### Faculty and Staff

#### Role of Faculty

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##### **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**

**Advisor  
change  
must be in  
writing**

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.

### **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 on university resources for sexual harassment concerns is online at:

<http://www.wisc.edu/edrc/sexualharassment>.

### **Current Department Faculty**

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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**

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**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 theoretical orientation is 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 (CPTC), providing supervision, supervision of supervision, and serving on various department and school committees. In addition, Dr. Bear may serve as co-advisor for doctoral students and advisor for master's students.

Dr. Bear is currently involved in psychotherapy outcome research through the Counseling Psychology Training Clinic.

**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 Chican@ Latin@ Studies Program, for which she was the Program Director. For the 2008-2009 academic year, she was awarded a research fellowship at Marquette University, serving as the AMUW Women's Chair of Humanistic Studies.

Dr. Gloria has several research teams which explore the educational processes and coping strategies that facilitate academic adjustment and persistence for racial and ethnic minority students in higher education. Studies are conceptualized using the Psychosociocultural approach (Gloria & Rodriguez, 2000; Castellanos & Gloria, 2007) in which the "whole student" is considered within the context of the university environment. Central to her work is the concept of creation and maintenance of "academic families" and "educational compadrazgo" in which students find cultural congruity, personal and professional reflection and validation, and dimensionalized connections to

persist within their educational contexts (Castellanos & Gloria, 2007; Gloria, 1997; Gloria & Segura-Herrera, 2004). 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, Journal of Counseling and Development, NASPA Journal, 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. While on research fellowship at Marquette University, she was recognized for her support of and work with the Latin American Student Organization.

**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 working with a large, secondary data set to explore

the role of background and contextual factors in predicting STEM career interests, as well as the prestige and non-traditionality of youths' career aspirations. 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 School Counseling*, *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*.

**GEORGE “CHIP” HUNTER, Ph.D.,** Associate Faculty Associate

Dr. Chip Hunter received his doctorate in Counseling Psychology from the University of Wisconsin–Madison. He joined the Department of Counseling Psychology at UW-Madison in 2008. Within the department, Dr. Chip Hunter coordinates the Program for Advanced Studies in Professional Counseling. This program prepares post-graduate counselors for their licensure as Professional Counselors (LPC). Dr. Chip Hunter is teaching a continuous supervision course and provides weekly individual supervision for students working in various sites.

**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.

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 communications classes and also provides counseling to students in the School of Veterinary Medicine.

While not currently involved in research projects, 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 Handbook of School Counseling, the Encyclopedia of Creativity, Journal of Creativity, and the Handbook of Counseling Talented, At-Risk Girls. She is a member of the American Psychological Association and the National Association of Gifted Children.

**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 past 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 of 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*.

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

Mindi N. Thompson received her MA and PhD in Counseling Psychology from The University of Akron in 2008 and her BA from Kalamazoo College. She completed her predoctoral internship at The University of California, San Diego and joined the faculty at The University of Wisconsin in August, 2008. She was awarded the Anna Julia Cooper Postdoctoral Fellowship, a one-year research fellowship, during the 2008-2009 academic year at UW. Dr. Thompson is co-chair of the Department of Counseling Psychology's Diversity and Social Justice Committee and works with clients at UW's Counseling and Consultation Services two days per week.

Dr. Thompson's research interests include: examining the intersection of multiple identities, individuals' experiences with cultural "isms", multidimensional conceptualizations of internalized social status, social class, and vocational development and educational persistence for individuals from diverse groups. Her work has appeared in *Journal of Vocational Behavior*, *Career Development Quarterly*, *Journal of Diversity in Higher Education*, *Journal of Mental Health Counseling*, and *Journal of Career Assessment* and she coauthored a chapter in the *Handbook of Counseling Psychology*. 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, and the Association for Women in Psychology.

**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*.

## Emeritus Faculty

The Department of Counseling Psychology recognizes Dr. Hardin Coleman, 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**

**Jeannine M. Nicolai-Heckmann**, Department and Financial Administrator

Jeannine joined the department in 2008. Duties include department 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  
Joined  
department  
in 2008**

## Adjunct Faculty and UW Counseling & Consultation Services

### **CLINICAL APPOINTMENTS**

<u>Name</u>	<u>Title</u>
<b>CHRISTOFFERSEN, DENNIS</b>	Senior Psychologist, Clinical Associate Professor
<b>FAYNIK, CAROL</b>	Senior Preceptor
<b>FISH, VINCENT</b>	Psychologist
<b>HIRD, JEFFREY</b>	Senior Psychologist
<b>HOESE, JO ANN</b>	Senior Psychologist
<b>McGRATH, ROBERT</b>	Director, Counseling & Consultation
<b>SAVINO, FELIX</b>	Training Director, Staff Psychologist

## LECTURERS/ASSOCIATE LECTURERS

<b>Name:</b>	<b>Title:</b>	<b>Course (270-XXX)</b>
Arbisi-Kelm, Heidi	Associate Lecturer	125: A Wisconsin Experience Seminar
Benton, Ian	Associate Lecturer	125: A Wisconsin Experience Seminar
Bleier, Katie	Associate Lecturer	125: A Wisconsin Experience Seminar
Ettinger, Judith M	Lecturer	620: Facilitating Career Dev I & II
Guran, Andrianna	Associate Lecturer	125: A Wisconsin Experience Seminar
Gurstelle, Joanna	Associate Lecturer	125: A Wisconsin Experience Seminar
Hoese, Jo	Clinical Assistant Professor	110: Career Strategies
McDaniel, Annette	Associate Lecturer	125: A Wisconsin Experience Seminar
McGrath, Robert	Clinical Professor	115: Health & Academic Success
Nellis, Margaret	Lecturer	105: Health, Community, & Action
Pastor, Susan	Lecturer	105: Emphasis on Health and Popular Culture
Pope, Carol	Associate Lecturer	125: A Wisconsin Experience Seminar
Richards, Kelli Jo	Associate Lecturer	110: Career Strategies & Athletics
Schaefer, Jan	Associate Lecturer	115: UW Athletics Life Skills
		105: Emphasis on Gender Awareness;
		115: Health & Academic Success
Seltzer, Rob	Lecturer	125: A Wisconsin Experience Seminar
Sepich, Robert	Associate Lecturer	105: Stress Reduction/Relaxation
Solberg, Scott	Adjunct Associate Professor	
Stoeckel, Sheila	Associate Lecturer	125: A Wisconsin Experience Seminar
Trekell, Eric	Associate Lecturer	125: A Wisconsin Experience Seminar
Wade, "Argyle" J.	Lecturer	125: A Wisconsin Experience Seminar
Westphal-Johnson N.	Lecturer	125: A Wisconsin Experience Seminar
Wielgus, Wren S.	Lecture	125: A Wisconsin Experience Seminar
Zogg, Julie	Associate Lecturer	125: A Wisconsin Experience Seminar



## 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:

#### Core curriculum areas

- ◆ 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

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.

#### **Psychological Foundations:**

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In accordance with accreditation guidelines established by the American Psychological Association (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 in five psychological science areas (biological, cognitive/affective, developmental, social, and individual differences).

Psychological foundations courses are generally taken in the departments of Psychology, Educational Psychology, or Counseling Psychology.

To meet this requirement, students must successfully complete the designated courses in each area. Students who have taken an equivalent course in their graduate preparation may apply for a waiver (a Training Director Approved Action). Waiver will be considered by the Training Director upon receipt of the syllabus for the course taken and clear evidence that the course is equivalent. If the waiver is granted, student will be required to take an advanced seminar in the particular area in lieu of the required course.

- ◆ Biological aspects of behavior:
  - Psych 619     Biology of the Mind
  - AND
  - CP 958        Psychopathology: Diagnosis and Intervention in Counseling Psychology
  
- ◆ Cognitive/affective aspects of behavior
  - Ed Psy 795    Introduction to Learning Sciences I
  - AND
  - CP 958        Psychopathology: Diagnosis and Intervention in Counseling Psychology
  
- ◆ Developmental Psychology
  - Ed Psy 725    Theory and Issues in Human Development.
  
- ◆ Social aspects of behavior:
  - Psych 729     Advanced Social Psychology
  
- ◆ Individual Differences in Behavior
  - CP 958        Psychopathology: Diagnosis and Intervention in Counseling Psychology
  - AND
  - CP 890 Advanced Assessment Techniques in Counseling Psychology

Doctoral students are 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.

**Save all  
course  
materials**

*Students are strongly encouraged to keep copies of all records. Records will be kept on file in the department for 5 year post-graduation. After 5 years only transcript records will be available from the department.*

## Major Core Classes

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### Counseling Psychology Department Courses

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
270-958	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

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<b>Year 1</b>	<b>Fall semester</b>	<b>Year 1</b>	<b>Spring semester</b>
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)

<b>Year 1</b>	<b>Summer</b>
270-958	Psychopathology
(other)	(Minor or elective)

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

<b>Year 2</b>	<b>Summer</b>
(other)	(Minor or elective)

<b>Year 3</b>	<b>Fall semester</b>	<b>Year 3</b>	<b>Spring semester</b>
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)

<b>Year 3</b>	<b>Summer</b>
270-990	Dissertation

<b>Year 4</b>	<b>Fall semester</b>	<b>Year 4</b>	<b>Spring semester</b>
270-990	Dissertation	270-990	Dissertation

<b>Year 5</b>	<b>Fall semester</b>	<b>Year 5</b>	<b>Spring semester</b>
	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, students intending to begin the foundational practicum in Year 2 should complete CP 890 and 926 during 1<sup>st</sup> year spring, in preparation.

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**

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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 Academic Services Coordinator in the main office and must be completed and submitted to the Academic Services Coordinator upon application for advancement to dissertator status.

The Graduate School defines two types of minor options. For both minor options, only three (3) credits of 999 (Independent Reading) may be counted toward the minor 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

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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.

**9 credits of  
data analysis  
required**

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

## **Electives**

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### **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**

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### **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 supervisory 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 Counseling Psychology Training Clinic (CPTC),

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. The Educational and Psychological Training Center (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 3-6 credits) is typically conducted in specialized areas of practice (e.g., assessment, family therapy, consultation, or in-patient settings). The CP Doctoral Practicum Coordinator also arranges advanced practicum placements. Recommended advanced practicum sites include CPTC, 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, the student should first consult with his or her advisor about the potential fit of this site to the student's training needs. With the advisor's support, the student should communicate with Doctoral Practicum Coordinator, who can approach the site directly and determine whether it can be approved as a qualified practicum site.

On-site supervision by a licensed psychologist is required 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 of 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 instructor for the doctoral practicum seminar (CP 900, 903, 902) or externship seminar (CP 910).

- ◆ supervisor’s evaluation of practicum student      due at mid and end of fall semester, end of spring semester
- ◆ student’s evaluation of supervisor                      due at mid and end of fall semester, end of spring semester
- ◆ site accountability of hours                                  due at end of each semester
- ◆ evaluation of practicum site                                due at end of each 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.

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 practicum instructor and Training Director, and the signed original is placed in the student’s academic file.

Some non-practicum clinical training experiences may be counted as supervised hours on the internship application. The instructions for the AAPI documentation of hours state that “program-sanctioned” training or work experiences may count toward clinical hours provided that these experiences have been approved by the program and supervised by a licensed psychologist. Students who are considering beginning such experiences (which may include VA summer traineeships, clinical research positions, and time spent in the same practicum setting after the official practicum has ended) should contact the Training Director regarding program sanction at least one month prior to the planned start date.

## **Attendance of Oral Examinations**

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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.

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

## **Predoctoral Internship: Summary of Procedures**

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All doctoral students are required to complete a predoctoral internship before receiving the Ph.D. In the spring semester, students wishing to apply for internship in the fall (and planning to have completed the preliminary examination by that time) attend an organizational meeting describing departmental procedures and offering guidelines for choosing and applying to internships. At the September faculty meeting, the full faculty reviews readiness data and votes to certify applicants as “internship ready.” To be certified as ready for internship, students must have successfully completed the doctoral preliminary examination, have clinical evaluations (including evaluations of practicum performance and performance in parts one and two of the preliminary examination) indicating expected levels of competence (ratings of “4 and above”) in all areas, and either have completed their coursework or be in the process of completing their final course requirements 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;
- ◆ Meet with advisor to discuss practicum hours and AAPI Parts one and two; after verification of practicum hours, advisor completes internal verification form and gives this to the Training Director;
- ◆ 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, being exposed to representative counseling psychologists as role models, and participating in a full range of professional training activities.

#### **Non-APA placements must be approved**

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 placement, 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. Most years, an Internship Preparation Seminar (Ed Psych 711) is offered by the Wisconsin Internship Consortium in Professional Psychology either in the summer or fall. This seminar is highly recommended for all students applying for predoctoral internship.

### **Applying for Pre-Doctoral Internships**

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.

The best source for rules and regulations governing the process is the APPIC website, <http://www.appic.org>. This website also contains links to the on-line AAPI application form, information about APPIC member internship sites, description of 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 gather information and prepare application materials. 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). As of 2009-10, this application form is completely electronic, and may be accessed from the APPIC web site at <http://www.appic.org>. The AAPI 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.

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

**Information  
needed for  
internship  
applications**

**Documentation  
of clinical  
training**

other documentation of skills. Students must have a release of information from clients if such information is provided. Application fees are occasionally requested.

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.

### **Internship Selection Process**

Determining one's primary choice(s) for internship can be anxiety-provoking. 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**

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 (3 credits per semester, including summer if planning to graduate in summer). If a student defends his/her dissertation prior to or during internship, the final paperwork is held by the Academic Services Coordinator for final deposit until after completion of the internship. Doing so ensures that the final deposit of the dissertation follows the completion of all degree requirements, as required by the Graduate School.

Because most students have no tuition remission during the internship year, tuition can be a significant expense. However, this expense will be waived by the Graduate School for students who successfully defend the dissertation prior to internship. Students who defend the dissertation during internship will pay tuition through the semester in which they defend, but will have tuition waived for the remainder of the internship year once the advisor has signed off on the completed dissertation.



## Part IV

### Evaluation Milestones

Students in training as psychologists should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to effectively and appropriately manage future relationships, including those with clients, trainers, supervisors, colleagues, other professionals, and the public.

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

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

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

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

Expectations for professional functioning include professional conduct in accordance with the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association.

<http://www.apa.org/ethics/code2002.html>

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

<http://students.wisc.edu/saja/misconduct/UWS14.html>

### **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.

#### **Writing Competence**

Among the most important elements of successful psychological research and practice 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](http://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).

### **Faculty Review of Student Progress**

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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 (a) multicultural competence and social justice orientation, (b) evidence-based practice, and (c) preparation for role as a professional psychologist. In the following sections, we describe specific objectives and outcomes in each domain, and the types of evidence used to determine attainment of these outcomes. "Proximal" outcomes are outcomes evaluated while the student is enrolled in the Ph.D. program. "Distal" outcomes are outcomes attained subsequent to graduation from the program.

### **Multicultural Competence and Social Justice Orientation**

We endorse the principles of the APA guidelines on multicultural education, training, research, practice, and organizational change for psychologists (APA, 2003). We adopt a broad conception of multicultural competence, encompassing work with diverse groups defined by race or ethnicity, gender, sexuality, social class, ability, religion, and other dimensions of individual and cultural difference. We aim to train professionals who are intentionally reflective, integrative, and take a holistic approach to multicultural competence and social justice to work effectively with different individuals and communities. An emphasis on cultural and contextual factors is infused into all components of the doctoral training program.

#### **Objective 1.1: Multicultural self-awareness**

Students understand the relevance of self-awareness and intentional reflection on personal and cultural values to their development as competent psychologists. They are aware of the influence of their own attitudes and values on their behavior in professional settings and take responsibility for their own contributions to difficult interactions.

#### **Relevant proximal outcomes/evidence:**

Outcome	Evidence
Multicultural self-awareness outside clinical settings	Faculty assessment of multicultural self-awareness in relevant course assignments and class discussions
Multicultural self-awareness in the context of psychological practice	Faculty assessment of practicum readiness (1 <sup>st</sup> year clinical experience); Faculty and supervisor evaluations of multicultural self-awareness during practicum and internship training; Demonstration of multicultural self-awareness in clinical and supervision case studies (preliminary examination parts 1 and 2)

#### **Relevant distal outcomes/evidence:**

Outcome	Evidence
Appropriate application of cultural self-awareness to professional roles	Self-reported relevance of personal and cultural awareness to current professional setting; Self-reported satisfaction with facilitation of reflection and dialogue in Ph.D. program

**Objective 1.2: Multicultural knowledge**

Students demonstrate knowledge of multicultural theory and research in coursework, practice, research, and service activities.

**Relevant proximal outcomes/evidence:**

Outcome	Evidence
Motivation to gain knowledge and experience with diverse groups	Seeks opportunities in courses and practica to gain knowledge of diverse groups; Attendance at department colloquia and brown bags relevant to diverse populations and social justice issues; Faculty assessment of multicultural knowledge in coursework and class discussions
Application of knowledge relevant to culture and context in clinical settings	Faculty and supervisor evaluations of multicultural knowledge in practicum and internship training; Demonstration of multicultural knowledge in clinical and supervision case studies (preliminary examination parts 1 and 2); Demonstrates understanding of cultural and contextual issues for research conducted during PhD studies

**Relevant distal outcomes/evidence:**

Outcome	Evidence
Appropriate application of multicultural knowledge to professional roles	Application of multicultural knowledge to current professional setting; Satisfaction with opportunities to gain knowledge of individual and cultural differences during Ph.D. program; Contributions to multicultural knowledge through professional roles as educator and researcher

### Objective 1.3: Multicultural skills

Students demonstrate skills in producing, providing, and evaluating culturally relevant interventions.

#### Relevant proximal outcomes/evidence:

Outcome	Evidence
Skillful attention to culture and context in clinical settings	Faculty assessment of practicum readiness (1 <sup>st</sup> year clinical experience); Faculty and supervisor evaluations of cultural competence during practicum and internship training; Demonstration of cultural competence in clinical and supervision case studies (preliminary examination parts 1 and 2)

#### Relevant distal outcomes/evidence:

Outcome	Evidence
Appropriate application of multicultural skills to professional roles	Work with diverse groups; Continuing education, scholarship, and service relevant to multicultural skill development; Satisfaction with development of multicultural skills during Ph.D. program

#### Evidence-Based Practice

To be effective psychologists, regardless of their role, students must adhere to the principles of evidence-based practice. The American Psychological Association defined evidence-based practice as the “integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (APA Presidential Task Force on Evidence-Based Practice, 2006, p. 284). We expand this concept to include all roles in which psychologists function. Students are taught to search out and apply the best relevant research in their professional activities. Through their training, students acquire expertise, which involves reflectively examining their practices and collecting evidence of their personal effectiveness. As well, students are taught to consider the characteristics of those with whom they work, the cultural context (Program Goal 1), and the preferences of those involved.

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

**Objective 2.1: Best Research Evidence**

Demonstrate knowledge and skills pertaining to research design and methodological issues, the evaluation of treatment or program effects, the application of research results to specific practices, and the communication of research results.

**Relevant proximal outcomes/evidence:**

Outcome	Evidence
Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations	Performance in relevant departmental coursework (CP 950 Research Methods; CP 951 Interventions; CP 960 Research Methods II)
Conceptualize research questions or issues and develop methods to address them	Performance in relevant departmental coursework (CP 950 Research Methods; CP 951 Interventions; CP 960 Research Methods II; CP 905 Research Practicum); Dissertation proposal (preliminary examination, Part 3)
Design a plan for evaluating the acceptability and effectiveness of psychological services provided	Performance in relevant departmental coursework (CP 950 Research Methods; CP 951 Interventions; CP 960 Research Methods II); Clinical case study (preliminary examination, Part 1)
Summarize and communicate results of studies or reports of research in terms that are understandable to psychologists, consumers, and the public	Performance in relevant departmental coursework (CP 950 Research Methods; CP 951 Interventions; CP 960 Research Methods II; CP 905 Research Practicum); Dissertation defense; Presentations at regional and national conferences; Publications

**Relevant distal outcomes/evidence:**

Outcome	Evidence
Knowledgeable of research in one's area of professional practice	Keeps current with research literature relevant to areas of practice; Contributes to scholarship/training relevant to integration of science and practice
Use of best research evidence to increase the probability of delivering effective psychological and educational services	Adapts intervention methods based on research findings; Contributes to scholarship/training relevant to integration of science and practice

**Objective 2.2: Clinical and Practice Expertise**

Current students and program graduates demonstrate the knowledge and skills necessary to deliver effective services, to develop reflective practice, and to assess the effectiveness of services delivered

**Relevant proximal outcomes/evidence:**

Outcome	Evidence
Demonstrate knowledge and skills related to specific interventions (e.g., evidence-based practices in psychotherapy) and common factors	Performance in relevant departmental coursework (CP 890 Assessment; CP 951 Interventions; CP 900 and 903 Practica); Faculty and supervisor evaluations of practicum performance; Clinical case study (preliminary examination, Part 1)
Demonstrate the skills necessary to assess the effects of psychological practices in applied settings (i.e., the generation of practice-based evidence)	Performance in relevant departmental coursework (CP 890 Assessment; CP 951 Interventions; CP 900 and 903 Practica); Clinical case study (preliminary examination, Part 1)
Able to cogently discuss the theoretical and empirical bases of one’s psychological practice	Performance in relevant departmental coursework (CP 890 Assessment; CP 951 Interventions; CP 900 and 903 Practica); Faculty and supervisor evaluations of practicum performance; Clinical case study (preliminary examination, Part 1); Supervision case study (preliminary examination, Part 2)
Demonstrate the ability to reflectively examine one’s practice and one’s self in relation to that practice	Performance in relevant departmental coursework (CP 890 Assessment; CP 951 Interventions; CP 900 and 903 Practica); Faculty and supervisor evaluations of practicum performance; Clinical case study (preliminary examination, Part 1); Supervision case study (preliminary examination, Part 2)

**Relevant distal outcomes/evidence:**

Outcome	Evidence
Continue to acquire skills related to the one's area of professional practice	Continuing education; Growth in professional roles
Collect evidence of one's professional effectiveness and to adjust the services delivered based on that evidence	Collects data to document clinical effectiveness; Adapts intervention methods based on research findings
Ongoing reflection on one's practice and one's self in relation to that practice	Reflective orientation to professional roles and development

**Objective 2.3: Client Characteristics, Culture, and Preferences**

Demonstrate knowledge of the client's characteristics, culture, context, and preferences in order to deliver effective psychological services

**Relevant proximal outcomes/evidence:**

Outcome	Evidence
Knowledgeable of how the client's characteristics, culture, context, and preferences are related to valid assessment and treatment effectiveness	Performance in relevant departmental coursework (CP 890 Assessment; CP 951 Interventions; CP 900 and 903 Practica); Faculty and supervisor evaluations of practicum performance; Clinical case study (preliminary examination, Part 1); Supervision case study (preliminary examination, Part 2)
Takes into account clients' characteristics, culture, context, and preferences when designing and delivering psychological services	Performance in relevant departmental coursework (CP 890 Assessment; CP 951 Interventions; CP 900 and 903 Practica); Faculty and supervisor evaluations of practicum performance; Clinical case study (preliminary examination, Part 1); Supervision case study (preliminary examination, Part 2)

**Relevant distal outcomes/evidence:**

Outcome	Evidence
Integrates clients' characteristics, culture, context, and preferences with one's clinical expertise and the best available research to be in effective in one's professional role	Integrates theory and research to take individual and cultural differences into account in planning and delivering psychological interventions

**Preparation for Role as a Professional Psychologist**

Students are expected to demonstrate professional demeanor in their dealings with clients, peers, staff, faculty, students, and other professionals and to make sound ethical decisions in all arenas. To identify as counseling psychologists, they must be socialized into the community of science, practice, and education in counseling psychology and psychology in general. Finally, they must demonstrate skills and abilities necessary for independent practice as a psychologist.

**Objective 3.1: Professional demeanor and ethical behavior**

Students will display professionally and ethically appropriate behavior in their dealings with faculty, peers, staff, and other professionals. They demonstrate awareness of the impact of their behavior on others, and develop collaborative attitudes in working with colleagues, supervisors, and staff. They are sensitive to the ethical implications of professional decisions, and are able to recognize ethical dilemmas and resolve these through a reasoned analysis of ethical implications of possible responses.

**Relevant proximal outcomes/evidence:**

Outcome	Evidence
Ethical competence	Performance in relevant departmental coursework (CP 926 Ethical and Legal Issues; CP 900 and 903 Practica); Demonstration of ethical sensitivity in clinical and supervision case studies (preliminary examination parts 1 and 2); Professional and ethical behavior during practicum and internship placements
Professional demeanor	Responsible and professional relationships with fellow students, and with colleagues and supervisors during practicum and internship training; Openness and responsiveness to feedback in academic, practicum, and advising relationships

**Relevant distal outcomes/evidence:**

Outcome	Evidence
Professional and ethical competence	Consideration of legal and ethical issues arising in professional settings; Responsible professional relationships with colleagues, students, and others in the work setting; Satisfaction with Ph.D. program's consideration of legal and ethical issues during training

**Objective 3.2: Socialization as psychologist with a specialization in counseling psychology**

Students will identify with and contribute to the discipline of psychology and the specialization of counseling psychology.

**Proximal outcomes/evidence:**

Outcome	Evidence
Identification with counseling psychology and psychology as a discipline	Professional presentations at regional and national conferences; Engagement with professional organizations through membership and leadership; Professional role performance in practicum and internship settings

**Distal outcomes/evidence:**

Outcome	Evidence
Identification with counseling psychology and psychology as a discipline	Professional presentations at regional and national conferences; Engagement with professional organizations through membership and leadership; Publications in peer-reviewed journals in counseling psychology and psychology; Maintenance of psychology license if important for professional duties; Involvement with education and training of (counseling) psychologists

### Objective 3.3: Competence to Practice Independently as a Psychologist

Students will gain competence in assessment, case conceptualization, intervention techniques, supervision, consultation, and outcome evaluation relevant to practice as a professional psychologist.

#### Proximal outcomes/evidence:

Outcome	Evidence
Readiness for internship	Successful completion of required coursework; Performance in practica and externship meets or exceeds expectations; Clinical and supervision case studies (preliminary examination parts 1 and 2)
Readiness for independent practice	Satisfactory completion of predoctoral internship

#### Distal outcomes/evidence:

Outcome	Evidence
Competent to practice psychology	Employment as a professional psychologist; Obtains and maintains licensure (if relevant to professional role); Maintains clinical competence; Satisfaction with applied training in Ph.D. program

### Annual Comprehensive Review of Student Performance

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 Training Committee is responsible for conducting this review, in consultation with the full faculty. Reviews of student progress are an agenda item for departmental faculty meeting in November (1<sup>st</sup>-year students only) and in April or May (all active Ph.D. students). Student perspectives are taken into account in these reviews, and all students complete the Doctoral Student Report on Progress (Appendix G, or Forms and Resources page of department website), in conjunction with their advisors. Procedures for collecting and integrating other relevant data, and for involving students in evaluation of progress and ongoing identification of training needs, are as follows.

**Yearly review  
of students**

- ◆ 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 2<sup>nd</sup> year foundational practicum. Students are assessed relative to the “readiness for practicum” competencies, including personal/interpersonal competencies and knowledge/implementation competencies (Appendix E). Primary 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 2<sup>nd</sup> 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 3<sup>rd</sup> year of study, and the doctoral advanced practicum during the 4<sup>th</sup> 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 (if applicable) will be provided to the student, with copies to the advisor and the student’s file.
  
- ◆ Second year, spring semester: Annual review of progress. During the second year, most students are 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. Twice during the fall semester, evaluations of clinical work are collected by the CP 900 instructor from foundational practicum site supervisors. Evaluations of research proficiency are also collected by the CP 905 instructor from the faculty research supervisors at the end of the fall semester. 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> year) are coordinated by the Doctoral Training Committee. As in Year 2, the student and advisor complete the Doctoral Student Report on Progress form, and meet to assess progress and set goals for the coming year. Review of student progress will be an agenda item on the closed session of faculty meeting in April and often in May as

well, which is an opportunity for advisors to gather information from other faculty members who work with the student. For students making normal progress (i.e., ratings of “4” and above on competency evaluations), no further review 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. The student or advisor may also request such a meeting if desired.

- ◆ Post-internship students: Students who have completed internship but are still working on the dissertation will also complete the Doctoral Student Report on Progress, focusing on progress on the dissertation during the previous year. Face-to-face meetings with the advisor may not be possible for students no longer resident in Wisconsin, in which case a meeting by telephone may be scheduled instead. Although post-internship students are advised to keep in regular contact with their advisors throughout the year, the annual review process is an important opportunity to review progress and set goals to facilitate timely completion of the dissertation. It is important that students be aware of the Graduate School limit of 5 years to complete the dissertation, following the student’s promotion to dissertator status (normally following the successful completion of the preliminary examination; see Part V of this *Handbook*).
- ◆ All students receive a formal letter from the Training Director summarizing their continued progress within the program, as well as recommendations or requirements for addressing identified training needs.

### **Non-Routine Reviews of Students**

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Occasionally, a concern is raised about a student’s performance that warrants a timely review. These concerns may relate to the student’s academic proficiency, clinical competence, and/or professional functioning. It is the Training Director’s responsibility to ascertain whether a concern or complaint can be handled as part of the annual review or whether it requires more immediate attention. If it is a concern that requires immediate attention, an ad hoc faculty committee comprised of the Training Director (or other member of the Doctoral Training Committee), the student’s advisor, and one additional faculty member will be appointed to investigate the circumstances that led to the concern or complaint. The student will have the opportunity to meet with the ad hoc committee as part of the committee’s investigation.

The responsibility of the ad hoc committee is to make a recommendation to the Doctoral Training Committee regarding the disposition of the concern or complaint. This recommendation will be based on the faculty members’

assessments regarding (a) the seriousness of the issue and (b) the potential for remediation. In the case of serious or irreparable problems (especially when problems are raised repeatedly with little evidence of progress), the committee may recommend dismissal from the program. If the issue raised is serious but the student demonstrates an awareness of the problem and a potential for improvement, the recommendation may be for probation and remediation. If it finds that the issue is not serious, or that the student bears little or no responsibility in the matter, the committee may recommend no action, or possibly remediation without probation, with progress to be evaluated during the annual review process.

### **Probation and Remediation**

Placement on probation indicates a very serious faculty concern about a student's performance. Students are placed on probation (as opposed to being dismissed from the program) when the responsible faculty have determined that the student likely will be able to address the difficulty that led to the probation if appropriate remediation is provided. If a recommendation for probation and remediation is adopted by the Doctoral Training Committee (DTC), the following steps are generally followed:

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

7. Near the date for reevaluation, the student's progress will be reviewed by the DTC, at a meeting with the student's advisor in attendance. The DTC will decide among three possible outcomes:
  - a. Continuation in the program. The identified concern(s) no longer present a significant problem and the student is no longer on probation.
  - b. Continued probation and remediation: The student has made significant progress in addressing the identified concern(s), but has not yet attained the expected degree of competence in one or more problem areas. An updated remediation plan is prepared, with a date set for a continuing reevaluation.
  - c. Dismissal from the program: The student has failed to attain the identified goals and there is no expectation that he or she can reasonably attain them in the near future.
8. The Training Director will notify the student in writing of the reevaluation decision and will request that the student make an appointment with his or her advisor for feedback concerning the decision.
9. A copy of the reevaluation decision, signed and dated by the student, will be retained in the student's file.
10. If dismissal from the program is recommended, the student will be given 30 calendar days from the date of receiving this notification to
  - a. Prepare and present to the Training Director a written response to the notification; and
  - b. Request in writing, if the student so desires, a review of the termination recommendation by the full faculty.
11. If the student requests such a review, he or she will be invited to the next scheduled faculty meeting to present his or her case to the full faculty.
12. Following the student's presentation, the full faculty will meet to render a decision as to whether the dismissal recommendation is to be upheld. Written notification of this decision will be provided to the student by the Training Director.
13. If the decision to dismiss is upheld by the full faculty, the student has recourse to grievance procedures at the college and university levels, as described in Part VI of this *Handbook*.

### **Criteria for Successful Progress**

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

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.

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**

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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 2<sup>nd</sup> year or the fall semester of the 3<sup>rd</sup> year of doctoral study. Students should

consult with the foundational practicum instructor (2<sup>nd</sup> 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 (3<sup>rd</sup> 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.

**Session recordings required for case study**

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 materials submitted to the examining committee. It is, of course, necessary to secure the client's permission to make use of these case materials, on the understanding that 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.

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 oral examination must be scheduled on a designated day at the end of the spring (2<sup>nd</sup> year) or fall (3<sup>rd</sup> year) semester when faculty will be available for this purpose. The student prepares an oral presentation of approximately 30 minutes, including slides and/or handouts as visual aids. The remaining 60 minutes are reserved for questions and discussion addressing particulars of the case and also general understanding of clinical issues (e.g., integration of science and practice, ethical and cultural issues, assessment, intervention, and supervision).

More detailed recommendations for format and content of the clinical case study, as well as scheduling information for the oral examination, will be presented during the foundational practicum course (CP 900).

### **Supervision Case Study**

The supervision case study is normally completed during the spring semester of the 3<sup>rd</sup> 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 oral examination must be scheduled on a designated day at the end of the spring semester when faculty will be available for this purpose. The student prepares an oral presentation of approximately 30 minutes, including slides and/or handouts as visual aids. The remaining 60 minutes are reserved for questions and discussion addressing particulars of the case and also general understanding of supervision issues (e.g., integration of science and practice, ethical and cultural issues).

More detailed recommendations for format and content of the supervision case study, as well as scheduling information for the oral examination, will be presented during the supervision practicum course (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.

### **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.

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

**Successful completion required before application for internship**

retake the doctoral preliminary examination. Registration must be maintained during the dissertator 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**

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### **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, and forms the core of the 5-person committee for the final defense. 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 dissertation committee. According to Graduate School policy (approved May 16, 2008), the following rules apply to the composition of the doctoral committee:

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

**Preparing the Dissertation Proposal**

One of the most difficult aspects of the dissertation process is deciding on a research topic. 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.

#### **Scheduling the Proposal Defense Meeting**

When the major professor feels that the proposal is ready, the student contacts the Academic Services Coordinator for assistance with scheduling a proposal date. 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 Academic Services Coordinator at least one month prior to the desired proposal date to allow time for scheduling and completion of the necessary paperwork.

**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 examining committee 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.

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 scholarly 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).

**Evaluation of preliminary examination part 3**

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 signature sheet signifying acceptance of the student’s proposal is placed in the student’s departmental folder by her or his faculty advisor. Should the student’s proposal be disapproved by the committee, the student, in collaboration with her or his major professor, will make the necessary revisions and schedule another proposal defense meeting.

#### **Dissertation Oral Defense**

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

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

Coordinator 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 Academic Services Coordinator informed of your dissertation progress.

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

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

Students should understand that during the oral, 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 Academic Services Coordinator. 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 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.

**Remain  
registered**

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

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

To coordinate final deposit of Dissertation, students should consult the department Academic Services Coordinator. The Graduate School website

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

includes information about the final deposit.

## Part V

### General Graduate School Policies and Procedures

#### Student Classification Status

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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.

#### **Student status based on completion of requirements**

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

Generally, "doctoral student" status is maintained until one has successfully completed required coursework, passed 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**

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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**

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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**

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#### **Contact Graduate School for 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.

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 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 her or his 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**

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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

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 Academic Services Coordinator.

**9 graduate credits can be transferred**

Courses taken to meet the basic psychology requirements must be taken as a graduate or post-bachelor student.

## Part VI

### General Departmental Policies and Procedures

#### Student Records

---

**Forms available  
in department  
and online**

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

Student files also contain documentation of all program-approved variances, of completion of academic milestones (preliminary examinations, dissertation defense) and of evaluations of internship training. In addition, student files contain documentation of annual reviews of progress, and of any remediation plans arising out of these reviews, or out of non-routine reviews in response to complaints about professional behavior in academic or clinical settings.

Students may request to review their files to see that the required documentation is present. Only materials (such as recommendation letters) that have been submitted under an agreement of confidentiality are not subject to review by the student.

#### 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://www.secfac.wisc.edu/governance/ReligiousObservancesMemo.htm>

## **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.

**Background  
check completed  
at beginning of  
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.

### **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://knapphouse.rso.wisc.edu/fellowship\\_details.html](http://knapphouse.rso.wisc.edu/fellowship_details.html)
- ♦ American Association of University Women (AAUW)  
<http://www.aauw.org/>

APA also provides competitive travel reimbursement for student presentations at APA (<http://www.apa.org/science/travinfo.html>) and competitive support for dissertation research (<http://www.apa.org/science/dissinfo.html>). These competitions are generally limited in the number of nominees that can be put forward by a single department, so it is important to plan ahead and coordinate with your advisor about these opportunities.

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

Each year the Department makes available funds for student research (with priority given to dissertation research) and travel (with priority given to travel to present multicultural and social justice research). Information about these funding opportunities is circulated on the department listserv.

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 agenda. The results of the faculty action are recorded and placed in the student's file. Students receive a copy of the faculty action for their information. The petition can be submitted to the faculty meeting by either the advisor or the Training Director.

### **Grievance Procedures**

---

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

<http://www.education.wisc.edu/student/grievances.asp>

and also on the Forms and Resources page of the department website.

## **Step by step grievance procedures**

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

- ◆ The student should speak first with the person 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 Academic Services Coordinator can provide students with the name of this faculty member, who facilitate problem resolution 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 the Associate Dean in charge of, The School of Education's Equity and Diversity Committee. The Associate Dean will attempt to resolve the issue informally. Failing this resolution, the Associate Dean will, on a receipt of a written complaint, convene a subcommittee of the School's Equity and Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing. (The Equity and Diversity Committee has established separate procedures for the resolution of sexual harassment issues from those concerning course grades.) The subcommittee will make a written recommendation to the Dean of the School of Education who will render a decision. The Dean's decision is binding at the college level and must be made within 20 working days from the date when the written complaint was filed with the Associate Dean.

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

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

### **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 (2009-2010)

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Department Chairperson	Wampold
Master's Committee:	
M.S. Chair & Comprehensive Evaluation Coordinator	Nelson (Fall), Gloria (Spring)
M.S. Admissions	Howard & Hunter
M.S. Practicum Coordinator	Lotta
M.S. Field Placement Coordinator	Lotta
Coordinator – School Track	Howard
Coordinator – Community/Higher	Hunter
Ph.D. Committee:	Bear
Ph.D. Training Director	Hoyt
Doctoral Admissions	Gloria (Fall), Quintana (Spring)
Doctoral Field Placement	Lotta
Salaries and Promotions (S&P) Committee (Fall)	Hoyt (Chair), Howard, Valdez
Salaries and Promotions (S&P) Committee (Spring)	Quintana (Chair), Howard, Valdez
Fellowships & Awards	Gloria (Fall), Quintana (Spring)
Alumni Relations	Wampold
Diversity Committee	Hird, Thompson
EPTC Committee	Bear
Harassment/AARC	Nelson (Fall), Gloria (Spring)
Senator	Thompson
Cohort Faculty Liaison	Wampold
Graduate Certificate Programs	Hunter
Search Committee	Gloria, Hoyt

## **Faculty Meetings**

---

Wisconsin law requires notification of scheduled faculty meetings. These notices are displayed on the departmental bulletin board outside the main office. 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 part-time master's students). The cohort representatives meet with the chair monthly to discuss department business, student concerns, student suggestions, and any other business relevant to student education and training. The chair communicates with the faculty with regard to student input. Cohort reps are encouraged to attend the open portion of faculty meetings (which are also open to other interested students) and to meet with the chair as needed.

## **Department Facilities**

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Administrative and support offices, as well as faculty offices, are temporarily located on the 2nd floor of Schreiner Hall (115 North Orchard St.), while our permanent facilities in the Education Building (1000 Bascom Mall) are under construction (scheduled for completion in Summer or fall of 2010). There is a seminar room (Room 115) on the first floor of Schreiner Hall, where most faculty meetings and oral exams are held.

Departmental facilities (e.g., computer lab) are limited during this transition period, but computer and library resources are readily available in other buildings on campus. The assessment library and computer laboratory for the School of Education is located on the third floor of the Teacher Education Building in the Media, Education Resources, and Information Technology (MERIT, <http://merit.education.wisc.edu/> ) library, and offers access to assessment instruments and manuals as well as technological resources such as statistical packages and qualitative analysis software.

## **Educational and Psychological Training Center**

---

The Department of Counseling Psychology maintains the Counseling Psychology Training Clinic (CPTC) located in The Educational and Psychological Training Center (EPTC) Educational Sciences Building in Room 316. The EPTC 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. The Counseling Psychology Training Clinic is staffed and supervised by licensed Counseling Psychology faculty. The Clinic provides mental health services and assessments, at a reduced fee, to the Madison community. The CPTC is an approved practicum site for both the masters and doctoral programs within the Counseling Psychology program.

The Clinic training model involves live supervision and observation of client sessions and post-session staffing. All counseling rooms are equipped with two-way observation mirrors, cameras and microphones. All sessions are recorded on DVDs for appropriate supervision. Doctoral practicum students and pre-doctoral interns receive individual supervision from licensed psychologists; masters practicum students and students who volunteer to gain additional clinical experience may receive supervision from advanced doctoral students, post-masters clinicians or licensed psychologists. Clients must agree to the training model in order to receive services through the clinic and appropriate consent is obtained. Students are encouraged to observe sessions at the clinic before applying for a practicum position. Psychotherapy outcome data is collected as part of the clinical protocol and opportunities for outcome research are available. The clinic policies and procedures manual is available both online and in hard copy. All students participating in clinic activities including observation follow clinic policies and procedures and conduct themselves in an ethical and professional manner. Confidentiality of client files and DVDs is maintained as per Wisconsin statute and relevant APA ethical standards.

Students also have the opportunity to apply for a post-doctoral internship through the Wisconsin Internship Consortium in Professional Psychology (WICPP), housed at the EPTC. The Consortium is not yet accredited (it is in the process of applying for APA accreditation), so that students wishing to complete an internship through WICPP currently must have their training plan approved as a variance by department faculty.

### **Facilities for Student Use**

---

#### **Available student resources**

The department's physical space is in transition as we await the completion of construction on the Education Building. Our temporary facilities in Schreiner Hall include a lounge area in the lobby between Rust and Schreiner, but lack space for a computer lab or other amenities. Schreiner Hall is equipped with wireless access to the university network, which allows internet access as well

as access to electronic databases (e.g., PsycINFO) and statistical packages through the Social Sciences Computing Cooperative (SSCC).

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

## 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. A good starting point for researching state licensure requirements is the website of the Association of State and Provincial Psychology Boards (ASPPB):

<http://www.asppb.org/>

Students should also know that, 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. The National Register of Healthcare Providers in Psychology (<http://www.nationalregister.org/>) offers an alternative credentialing process that holds promise for greater portability (see website for a more complete description).

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

<http://www.asppb.org/students/default.aspx>

## **Diplomate Status**

---

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

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

## APPENDICES

## Appendix A

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- ◆ Student Program Worksheet



**University of Wisconsin-Madison  
Department of Counseling Psychology**

**Student Program Worksheet**

**Forms Required For Documentation:**

- \_\_\_ Minor Agreement Form (submit with Prelim Exam Application or before)
- \_\_\_ Program Approval Forms (Variances, Electives, Substitutions & Waivers etc.)
- \_\_\_ Request for Advancement to Dissertator Status Form
- \_\_\_ Complete Writing Competency Requirement
- \_\_\_ Practicum Accountability Forms (submit for academic file end each semester of Prac.)
- \_\_\_ Practicum Evaluation Forms (submit each semester of Practicum)
- \_\_\_ Request for Advancement to Dissertator Status Form
- \_\_\_ Proposal Request Form & Committee Signature Page
- \_\_\_ Final Oral Exam Form (contact academic services in the main office at least 4 weeks prior to exam date)
- \_\_\_ Internship Forms, Applications and Paperwork (obtain at Internship Workshops held in Spring and Fall. Due as soon as possible after Fall workshop. Attendance is required at workshops.)

**Course Requirement Checklist:**

**CP Core Courses:** \_\_\_ \*Psychology Foundations (12cr. min):

**Minor Plan (12cr.) A or B:** \_\_\_

**Didactic (27cr):**

**Minor Department(s):** \_\_\_\_\_

- |             |                               |
|-------------|-------------------------------|
| ___ 270-890 | _____ #cr ___ (Indiv.)        |
| ___ 270-905 | _____ #cr ___ (Social)        |
| ___ 270-925 | _____ #cr ___ (Cog/Affect)    |
| ___ 270-926 | _____ #cr ___ (Biological)    |
| ___ 270-950 | _____ #cr ___ (Developmental) |
| ___ 270-951 |                               |
| ___ 270-958 | <b>Electives (6cr. min.):</b> |
| ___ 270-960 | _____                         |
|             | _____                         |
|             | _____                         |

**Minor Courses:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Data Analysis:**

\_\_\_ Quantitative 1 (CP 960)

\_\_\_ Quantitative 2 (ANOVA or advanced)

\_\_\_ Qualitative Methods

**Practicum Courses (15 cr min):**

Required:

Optional:

- |                          |                        |   |
|--------------------------|------------------------|---|
| ___ 270-900(Found.)      | ___ 270-903 (Advanced) | ___ 270-901 (Group, Consultation, & Teaching) |
| ___ 270-900(Found.)      | ___ 270-903 (Advanced) |   |
| ___ 270-902(Supervision) |                        |   |

**Deficiencies:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*12 Credits of Basic Psychology (more if required to take beyond 12 upon entrance to program). Must have taken Psychopathology/Abnormal Psychology at some point prior to or during doctoral program. Must take minimum of one 2cr. course in each of the four areas: Individual, Social, Cognitive/Affective, and Biological.

**NOTE: (1) KEEP ACADEMIC SERVICES SEC. INFORMED OF GRADUATION, COMMENCEMENT PLANS, ADDRESS CHGS. ; (2) OBTAIN DISSERTATION PAMPHLET-3D=s & DISSERTATION GUIDELINES WHEN NEARING FINAL DEFENSE; AND (3) REMEMBER TO REGISTER PROMPTLY EACH SEMESTER UNTIL GRADUATION (Summer sem. if it is your final sem.)**



## Appendix B

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- ◆ Ph.D. Minor Agreement Form
- ◆ Request for Advancement to Dissertator Status



**University of Wisconsin-Madison  
Department of Counseling Psychology**

**Ph.D. Minor Agreement Form**

This "Minor Agreement Form" should be completed and submitted at least three weeks prior to the Prelim Exam administration. It is usually completed at the same time as the Prelim Application and both are submitted together to the Department Academic Services coordinator in the Main Office. Final certification of completion of Minor is verified on the Prelim warrant. Twelve credits are required for a minor.

**Option A** is a minor concentration in one academic department outside the Department of Counseling Psychology. Generally, students will construct their minor from courses making up the psychological foundations courses required by APA but students may choose another departmental minor with approval of their advisor and Director of Training. Option A minors must be approved by the minor department (i.e., minor advisor) and the major professor.

**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.

All courses must be 300 level or above, taken after the bachelor's degree. Independent Study (999) may be allowed up to 3 credits. You may not use 990 (research and thesis) credits for the minor. No more than 5 credits completed 5 or more years prior to admission to the PhD major may be used; courses taken 10 or more years ago may not be used. Courses cannot be taken for pass/fail/audit/cr/no credit. Courses with grades of "S" (satisfactory) are acceptable. A GPA of 3.0 must be maintained for the minor.

If using courses taken at another university, submit your proposal with this form and include the following: 1) an official, up-to-date transcript 2) a memo from the minor professor (option A) or major professor (option B) indicating the courses taken at the other institution AND its UW-Madison equivalent.

\_\_\_\_\_  
**Student Name (Last, First, Middle)**

\_\_\_\_\_  
**10 Digit ID Number**

\_\_\_\_\_  
**Minor: Option A or B-Distributed**

\_\_\_\_\_  
**List Minor Department(s)**

<b>Department</b>	<b>Number</b>	<b>Title</b>	<b>Credits</b>	<b>Grade</b>	<b>Sem./Year</b>

\_\_\_\_\_  
**Director of Training**

\_\_\_\_\_  
**Signature of Major Professor**

\_\_\_\_\_  
**Signature of Minor Professor  
OR Department Chair (Option B)**

It is the **RESPONSIBILITY OF STUDENTS** to have this form completed **EACH INSTRUCTIONAL TERM**. Return completed forms to the **Practicum Instructor**. Students should also *retain copies for their files*.



### Request for Advancement to Dissertator Status

Deadline: Submit to Dept. Academic Services semester before requesting dissertator status along with *Minor Agreement form* and *Program Approval forms* from your academic file.

Name \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone No (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Work Phone \_\_\_\_\_

Proposed Dissertation Title or Topic (Be as Specific as Possible):

\_\_\_\_\_

\_\_\_\_\_

Clinical Case Study \_\_\_\_\_ Date Completed

Supervision Case Study \_\_\_\_\_ Date Completed

Dissertation Proposal \_\_\_\_\_ Date Completed

Application Prerequisites:

- 1) All Program Courses Must Be Completed or Currently Enrolled in Last Semester of Coursework
- 2) No Incompletes or Progress Grades Appearing on Transcript Except 990

Course	Sem.	Year	Grade
270-890			
270-900			
270-902			
270-903			
270-905			
270-925			
270-926			
270-950			
270-951			
270-958			
270-960			

**Electives**

Department	Course	Title	Sem.	Year	Grade

**Basic Psychology (12-18 cr)**

	Department	Course	Title	Credits
Individual				
Social				
Cognitive				
Biological				
Developmental				
Abnormal				

**Attendance of Dissertation Proposals & Defenses**

\_\_\_\_\_

Data Analysis

Department	Course	Title	Credits
	Quantitative 1 (CP 960)		
	Quantitative 2 (ANOVA or advanced)		
	Qualitative Methods		

List All Faculty Meeting Approved Program Variances and Attach Program Approval Forms:

\_\_\_\_\_  
 \_\_\_\_\_

Practicum/Externship Sites	Year	Address	Supervisor

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Training Director Signature \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE RETURN FORM TO ACADEMIC COORDINATOR, IN THE MAIN OFFICE, FOUR WEEKS BEFORE THE EXAM DATE, ALONG WITH AN APPROVED MINOR AGREEMENT FORM & PROGRAM APPROVAL FORMS FROM YOUR ACADEMIC FILE (7/2007)**

\_\_\_\_\_

## Appendix C

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- ◆ Procedure Form for APPIC



The Department of Counseling Psychology  
231 Schreiner Hall, 115 N. Orchard Street

(608) 262-4807  
Fax (608) 265-3347

**INTERNAL VERIFICATION OF INTERNSHIP ELIGIBILITY AND READINESS**  
**Department procedure for APPIC academic programs**

**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Each internship applicant must complete the *APPIC Application for Psychology Internship* form (AAPI Application) including Part 1's doctoral practicum documentation in section 3, and the *APPIC Academic Programs Verification of Internship Eligibility and Readiness* form (Part 2). They are downloaded together from the APPIC Website: <http://www.appic.org>

Students should gather practicum accountability forms, etc. to document their hours to be indicated on the AAPI Application form (Part 1 & 2) and discuss hours with advisor. The advisor completes this Internal Verification form and sends it Betty. The student does NOT view this completed form. Department Program Assistant (Stephanie) coordinates the paperwork for the Director of Training - one AAPI Part 2 for each site and the accompanying Letter of Readiness to each site. Department retains all paperwork regarding the APPIC process.

**STUDENT:**

**On the APPIC Readiness Form - Part 2, please complete questions 1-7 and #14:**

- Name; Department; University; Director of Training's Name, Address, Phone and E-mail; and Accreditation
- Date Completed and Expected Completion Dates
- Total practicum hours completed and anticipated, Eligibility year

**Type in the following information to #14 on Part 2 of your application:**

14. **Once the student is on internship:** Who will serve as the contact person between your department and the internship program?

Name: William T. Hoyt, Ph.D., Training Director

Work Address: Department of Counseling Psychology  
University of Wisconsin-Madison  
240 Rush-Schreiner Hall, 115 N. Orchard St.  
Madison, WI 53706

Phone: (608) 262-0462

E-Mail: [wthoyt@education.wisc.edu](mailto:wthoyt@education.wisc.edu)

**GIVE THIS FORM TO YOUR ADVISOR WHEN YOU DISCUSS & RECEIVE APPROVAL FOR THE DOCUMENTATION OF YOUR HOURS.**

**THE REST OF THIS FORM IS CONFIDENTIALLY FILLED OUT BY ADVISOR & RETURNED TO DEPARTMENT**

**DEAR ADVISOR:**

Thank you for reviewing the hours listed by the applicant in APPIC's Part 1 Section 3 and in Part 2 #7.

Because you have the most knowledge of the applicant, your assistance questions 8-13 is requested.

Please return this form to DEPARTMENT - not the student! She will direct this confidential form & the paperwork (APPIC Part 2) to the Director of Training. Thank you!!

8. **Academic Standing:** Please answer the following questions regarding the above named student's academic standing.

- |  |     |    |
|--|-----|----|
| a. Is this student in good standing ?<br>If no, please explain:  | Yes | No |
| b. Is this student on probation?<br>If yes, please explain:  | Yes | No |
| c. Has this student ever been on probation?<br>If yes, please explain:   | Yes | No |
| d. Are any complaints currently pending<br>against this student or were any filed in<br>the past?<br>If yes, please explain: | Yes | No |

9. **Department's Training Model: (Please circle)**

- |  |                      |
|--|----------------------|
| Clinical Scientist   | Practitioner-Scholar |
| Scientist-Practitioner   | Practitioner         |
| Other - please specify:<br>(e.g., Developmental, Specialty,<br>Local Clinical Scientist) |                      |

10. **APA / CPA Accreditation: (Please circle)**

**Accredited**

- Accredited, on Probation
- Not Accredited

**(ADVISOR section Con't.)**

11. **Evaluation of Applicant:** Please answer the following statements. If you do not have sufficient information to rate the applicant, please check with other faculty, supervisors, etc. in order to complete this section.

- |   |     |    |
|---|-----|----|
| a) This applicant possesses the emotional stability and maturity to handle the challenges of the internship experience.                             | Yes | No |
| b) This applicant possesses the theoretical / academic foundation necessary for effective counseling / clinical work.                               | Yes | No |
| c) This applicant possesses the skills necessary for translating theory into integrated practice.   | Yes | No |
| d) This applicant demonstrates awareness of, and practices according to, the current ethical guidelines for psychologists.                          | Yes | No |
| e) This applicant demonstrates the capacity to participate in supervision constructively and can modify his / her behavior in response to feedback. | Yes | No |

12. **Additional comments:** Please identify areas of particular strength and areas in which the student needs further development. (Completed by Faculty Advisor)

13. **The faculty agrees that this student is ready to apply for internship. (Please circle)**

Yes      No

If no, please explain:

ADVISOR: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix D

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- ◆ Advisor Approved Actions
- ◆ Faculty Approved Actions
- ◆ Director of Training Approved Actions



**Program Approval Form – Advisor Approved Actions**

Student Name \_\_\_\_\_

Use this form to request approval for deficiencies as well as to document your CP electives, statistics requirement and computer competency. When the required authorizations have been obtained, return the form to the Admissions Coordinator, in the main office for entry into your Departmental record. This form is relevant only at the Departmental and program level.

Students should have completed at least one full-time semester before requesting approval for any of these actions. Attach transcripts, syllabus, and other appropriate information to aid in decision making process.

**Actions:**

**DEFICIENCIES (List Deficiencies when student entered program):**

**Counseling coursework:**

**Completed (Advisor signs):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVAL FOR 6 CREDIT DEPARTMENTAL ELECTIVE REQUIREMENT.\***

I wish to have the following courses count toward the 6-credit Departmental elective requirement:

# \_\_\_\_\_ - \_\_\_\_\_ title \_\_\_\_\_ cr.

# \_\_\_\_\_ - \_\_\_\_\_ title \_\_\_\_\_ cr.

\*May include up to 3 credits of 270-990 for working on faculty member's research.

Approval granted by

\_\_\_\_\_  
(Advisor) (Date)

**APPROVAL FOR 9 CREDIT STATISTICS REQUIREMENT:**

# \_\_\_\_\_ - \_\_\_\_\_ title \_\_\_\_\_ cr.

# \_\_\_\_\_ - \_\_\_\_\_ title \_\_\_\_\_ cr.

# \_\_\_\_\_ - \_\_\_\_\_ title \_\_\_\_\_ cr.

Approval granted by

\_\_\_\_\_  
(Advisor) (Date)



## Program Approval Form – Faculty Approved Actions

Student Name \_\_\_\_\_

Any variances from the prescribed Counseling Psychology program must be approved by an appropriate faculty representative. However, first consult with your advisor and/or the Director of Training prior to submitting your request. When the required authorizations have been obtained, return the form to the Admissions Coordinator, in the main office for entry into your Departmental record. This form is relevant only at the Departmental and program level. You may need to undertake additional steps to receive Graduate School approval for certain actions.

Students should have completed the equivalent of at least one full-time semester before any of these actions may be approved. Attach transcripts, syllabus, and any other appropriate information to aid in decision making process.

### Actions:

**WAIVE AN ADMISSION DEFICIENCY:** This action must be brought before the entire faculty at a regularly scheduled faculty meeting by student's advisor.

Course # \_\_\_\_\_ - \_\_\_\_\_ and title \_\_\_\_\_

taken at \_\_\_\_\_  
(Institution) (Year)

to be substituted for Course # 270- \_\_\_\_\_  
(Attach transcript and syllabus.)

Approved by: \_\_\_\_\_  
Faculty Meeting Motion (Date)

**SUBSTITUTE A COURSE TAKEN ELSEWHERE (other department at UW-Madison or other institution) FOR A REQUIRED COUNSELING PSYCHOLOGY COURSE:** This Action must be brought before the entire faculty at a regularly scheduled faculty meeting by student's advisor.

Course # \_\_\_\_\_ - \_\_\_\_\_ and title \_\_\_\_\_

Taken at \_\_\_\_\_  
(Institution) (Year)

To be substituted for Course #270- \_\_\_\_\_  
(Attach transcript and syllabus.)

Approved by: \_\_\_\_\_  
Faculty Meeting Motion (Date)

\_\_\_\_\_  
Department Chair (Date)



## Program Approval Form – Training Director Approved Actions

Student Name \_\_\_\_\_

Any variances from the prescribed Counseling Psychology program must be approved by an appropriate faculty representative. However, first consult with your advisor and/or the Director of Training prior to submitting your request. Use this form to request approval for the following actions by the Director of Training. When the required authorizations have been obtained, return the form to the Admissions Coordinator, in the main office for entry into your Departmental record. This form is relevant only at the Departmental and program level.

Students should have completed the equivalent of at least one full-time semester before any of these actions may be approved. Attach transcripts, syllabus, and any other appropriate information to aid in decision making process.

### Actions:

**SUBSTITUTE A GRADUATE COURSE TAKEN AT ANOTHER INSTITUTION FOR A BASIC PSYCHOLOGY COURSE.** (This Action is submitted to the Director of Training. Attach transcript)

Course # \_\_\_\_\_  
Title \_\_\_\_\_

Taken at: \_\_\_\_\_  
Date \_\_\_\_\_

for: (check one)

biological bases of behavior       individual differences  
 cognitive/affective bases of behavior       social bases of behavior  
 developmental

Comments:

Approval granted by Director of Training \_\_\_\_\_ Date \_\_\_\_\_

\*Students are also required to take 12 credits of Psychological Foundations coursework unless their undergraduate degree warrants additional credits in Psychology beyond the 12 (up to 18 credits) be taken.

Credits required for student's program \_\_\_\_\_ (for those beyond 12cr.)

Rev 8/04



## Appendix E

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- ◆ Evaluation of Practicum Readiness



**University of Wisconsin-Madison  
Department of Counseling Psychology**

**Evaluation of Ph.D. Student by Department Faculty  
Readiness for Practicum (1<sup>st</sup> year PhD students)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Faculty name:** \_\_\_\_\_

**Evaluation setting (e.g., advisor, 950 instructor):** \_\_\_\_\_

Please indicate your evaluation of the student on each of the items listed below. Circle the number to the right of each item that best describes your perceptions of the student's skills, based on your expectations of performance on each competency for students in their first year of doctoral study.

Note: A rating of 4 ("Meets expectations) or higher indicates that you consider the student to demonstrate sufficient mastery of the designated competency to perform competently in a foundational practicum next year.

A rating of "NR" indicates that you have insufficient information to rate this competency.

**Part I: Personal and Interpersonal Competencies**

	Needs attention	Emer- ging	Meets expec	Exceeds expectations	NR		
<b>Psychological mindedness</b>							
Basic mindfulness, self-awareness	1	2	3	4	5	6	7
Willing to consider own contribution to interpersonal dynamics	1	2	3	4	5	6	7
Open to feedback	1	2	3	4	5	6	7
Understands clinical competencies	1	2	3	4	5	6	7

**Comments:**

**Self-care**

Acceptance of own fallibility	1	2	3	4	5	6	7
Aware of factors that impair effective judgment, responsiveness	1	2	3	4	5	6	7
Understands importance of self-care to effective practice	1	2	3	4	5	6	7
Knowledge of self-care mechanisms	1	2	3	4	5	6	7
Attention to self-care	1	2	3	4	5	6	7

**Comments:**

**Interpersonal relationships**

Listens, is empathic with others	1	2	3	4	5	6	7
Respects and shows interest in others' experiences	1	2	3	4	5	6	7
Verbal and nonverbal communication skills	1	2	3	4	5	6	7
Responsive to interpersonal feedback	1	2	3	4	5	6	7

**Comments:**

**Part I: Personal and Interpersonal Competencies (continued)**

	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
<b>Cultural self-awareness</b>					
Understanding of own situation (including race/ethnicity, SES, gender, sexual orientation) relative to the dimensions of individual and cultural diversity	1	2	3	4	5 6 7
Awareness of attitudes toward other groups and their impact on behavior, relationships	1	2	3	4	5 6 7

**Comments:**

**Affective skills**

Possesses affective tolerance	1	2	3	4	5	6	7
Tolerates and understands interpersonal conflict	1	2	3	4	5	6	7
Tolerates ambiguity and uncertainty	1	2	3	4	5	6	7
Aware of own emotional experience	1	2	3	4	5	6	7
Emotional maturity	1	2	3	4	5	6	7

**Comments:**

**Expressive skills**

Able to communicate ideas, feelings, and information effectively	1	2	3	4	5	6	7
Congruence of verbal and nonverbal communication	1	2	3	4	5	6	7

**Comments:**

**Professionalism**

Articulates professional identity as psychologist	1	2	3	4	5	6	7
Professional comportment	1	2	3	4	5	6	7
Able to think like a psychologist	1	2	3	4	5	6	7

**Comments:**

**Ethical conduct**

Genuine desire to help others	1	2	3	4	5	6	7
Honesty and integrity—values ethical behavior	1	2	3	4	5	6	7
Committed to social justice and articulate about how this commitment informs contemplated professional roles	1	2	3	4	5	6	7

**Comments:**

<b>Overall evaluation, personal/interpersonal</b>	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---

**Comments:**

**Part II: Knowledge and Implementation Competencies**

	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
--	-----------------	----------	--------------------	----------------------	----

**Scientific mindedness, research and evaluation**

Able to evaluate research methods and critically examine study conclusions	1	2	3	4	5	6	7
Questions the basis for scientific theories and other generalizations about human behavior	1	2	3	4	5	6	7
Aware of the need to support assertions	1	2	3	4	5	6	7
Willing to present work for examination by others	1	2	3	4	5	6	7
Aware that psychologists evaluate the effectiveness of their professional activities	1	2	3	4	5	6	7

**Comments:****Knowledge of core psychological science**

Understands breadth of psychological science	1	2	3	4	5	6	7
Utilizes scientific literature as a starting point for addressing questions about human behavior	1	2	3	4	5	6	7

**Comments:****Applications of scientific foundations**

Understands core scientific conceptions of human behavior	1	2	3	4	5	6	7
Able to cite scientific literature to support an argument	1	2	3	4	5	6	7
Able to articulate scientific foundations of professional practice	1	2	3	4	5	6	7

**Comments:****Knowledge of science relevant to ICD**

Familiarity with and critical evaluation of literature on individual and cultural differences (ICD)	1	2	3	4	5	6	7
Understands need to consider ICD issues in all aspects of psychological practice	1	2	3	4	5	6	7

**Comments:****Law and ethics**

Knowledge of ethical standards (e.g., <i>APA Ethical Principles for Psychologists</i> )	1	2	3	4	5	6	7
Able to apply standards and ethical decision-making principles to analysis of ethical dilemmas	1	2	3	4	5	6	7
Able to identify psychological as well as philosophical underpinnings of ethical behavior	1	2	3	4	5	6	7

**Comments:**

**Part II: Knowledge and Implementation Competencies (continued)**

	Needs attention	2	Emer- ging	3	Meets expec	4	Exceeds expectations	5	6	7	NR
<b>Assessment and diagnosis</b>											
Familiar with theories of normal development, abnormal behavior	1	2	3	4	5	6	7				
In case formulations, links working model of client's psychological functioning to theoretical or conceptual framework	1	2	3	4	5	6	7				
Able to write basic reports integrating multiple sources of data	1	2	3	4	5	6	7				
Understands benefits of standardized assessment as a basis for case conceptualization	1	2	3	4	5	6	7				
Understands basic psychometric concepts (reliability, validity of measurement)	1	2	3	4	5	6	7				
Appreciates strengths and limitations of multiple methods of assessment (i.e., clinical interview, standardized assessments, integrative case conceptualization)	1	2	3	4	5	6	7				

**Comments:**

**Intervention**

Basic knowledge of scientific and theoretical foundations for psychological intervention	1	2	3	4	5	6	7				
Understands principles of program evaluation	1	2	3	4	5	6	7				
Able to articulate how intervention choices are informed by assessment, conceptualization	1	2	3	4	5	6	7				

**Comments:**

**Responsiveness to Supervision**

Aware of own clinical strengths and areas for growth	1	2	3	4	5	6	7				
Sets meaningful goals for foundational practicum training	1	2	3	4	5	6	7				
Willing to acknowledge errors	1	2	3	4	5	6	7				
Open to feedback	1	2	3	4	5	6	7				

**Comments:**

**Overall Strengths** (if needed, please add additional sheet for comments)

**Areas for Growth** (if needed, please add additional sheet for comments)

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Appendix F**

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- ◆ Advisor Approval of Practicum Sites Form (under development)
- ◆ Practicum Goals Form (under development)
- ◆ Supervisor Evaluation of Practicum Student
- ◆ Student Evaluation of Supervisor
- ◆ Clinical Accountability Form
- ◆ Monthly Summary Form



**University of Wisconsin-Madison Department of Counseling Psychology  
Evaluation of Ph.D. Student by Practicum Supervisor  
Readiness for Internship (Pre-internship PhD students)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Site supervisor: \_\_\_\_\_ Site: \_\_\_\_\_

Practicum level:     \_\_\_ Foundational     \_\_\_ Advanced     \_\_\_ Externship

Please indicate your evaluation of the student on each of the items listed below. Circle the number to the right of each item that best describes your perceptions of the student's skills, based on your expectations of performance on each competency for students in their first year of doctoral study.

Note: A rating of 4 ("Meets expectations) or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for post-doctoral internship.

A rating of "NR" indicates that you have not had the opportunity to observe this competency.

<b>Personal Competencies (e.g., psychological mindedness, emotional maturity)</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expec</b>	<b>Exceeds expectations</b>		<b>NR</b>
Accurate self-assessment, self-monitoring	1	2	3	4	5	6	7
Willingness to acknowledge and correct errors	1	2	3	4	5	6	7
Reflectivity regarding professional practice	1	2	3	4	5	6	7
Awareness of impact of own behavior on clients	1	2	3	4	5	6	7
Notes connection between self-care and effective practice	1	2	3	4	5	6	7
Monitors issues related to self-care with supervisor	1	2	3	4	5	6	7
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	1	2	3	4	5	6	7

**Comments:**

<b>Interpersonal Competencies (e.g., relational skills, ethical decision-making)</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expec</b>	<b>Exceeds expectations</b>		<b>NR</b>
Establishes constructive relationships with peers and staff, including professionals from other disciplines	1	2	3	4	5	6	7
Aware of own contribution to interpersonal dynamics	1	2	3	4	5	6	7
Able to provide effective feedback to clients, supervisors, peers	1	2	3	4	5	6	7
Able to react to others' feedback non-defensively	1	2	3	4	5	6	7
Able to negotiate differences and handle conflict	1	2	3	4	5	6	7
Acknowledges own role in difficult interactions	1	2	3	4	5	6	7
Appropriate boundary management	1	2	3	4	5	6	7
Identifies ethical dilemmas effectively	1	2	3	4	5	6	7
Aware of both personal and professional ethical values as these relate to professional roles	1	2	3	4	5	6	7
Actively consults with supervisors and peers regarding ethical issues in practice, academics, and research	1	2	3	4	5	6	7
Addresses ethical and legal aspects within case conceptualization	1	2	3	4	5	6	7

**Comments:**

<b>Clinical Skills (e.g., assessment, conceptualization, intervention)</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expect</b>	<b>Exceeds expectations</b>		<b>NR</b>
Forms and maintains productive and respectful therapeutic relationships with clients	1	2	3	4	5	6	7
Able to effectively use counseling skills with intentionality, and in a culturally appropriate manner	1	2	3	4	5	6	7
Broad familiarity with psychotherapy theory, research, and practice	1	2	3	4	5	6	7
Articulates developmental features and clinical symptoms relevant to client presenting problem	1	2	3	4	5	6	7
Demonstrates how diagnosis and case conceptualization are based on case material	1	2	3	4	5	6	7
Selects assessment tools with awareness of population served at the site	1	2	3	4	5	6	7
Regularly consults with supervisor on appropriate assessment techniques, interpretation	1	2	3	4	5	6	7
Reports and case conceptualizations reflect data collected from multiple sources	1	2	3	4	5	6	7
Formulates case conceptualizations and treatment plans, using at least one consistent theoretical orientation	1	2	3	4	5	6	7
Able to clearly articulate theoretical orientation (as required for AAPI internship application form)	1	2	3	4	5	6	7

**Comments:**

<b>Professionalism</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expect</b>	<b>Exceeds expectations</b>		<b>NR</b>
Punctual, appropriate attire, professional demeanor	1	2	3	4	5	6	7
Timely completion of required forms; compliance with agency policies	1	2	3	4	5	6	7
Verbal, nonverbal, and written communications are clear and articulate	1	2	3	4	5	6	7
Understands professional language; uses it effectively	1	2	3	4	5	6	7
Use of resources for professional development	1	2	3	4	5	6	7
Emerging professional identity as a psychologist	1	2	3	4	5	6	7

**Comments:**

<b>Use of Supervision</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expect</b>	<b>Exceeds expectations</b>		<b>NR</b>
Comes prepared for supervision and engages actively in supervision process	1	2	3	4	5	6	7
Sets meaningful and coherent goals for practicum training	1	2	3	4	5	6	7
Negotiates constructive relationships with supervisors and supervisees	1	2	3	4	5	6	7
Actively participates in group supervision	1	2	3	4	5	6	7
Able to use feedback effectively	1	2	3	4	5	6	7
Initiates supervision regularly about diversity issues	1	2	3	4	5	6	7

**Comments:**



<b>Scientific Mindedness (integration of science and practice)</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expect</b>	<b>Exceeds expectations</b>		<b>NR</b>
Applies scientific method to clinical practice	1	2	3	4	5	6	7
Able to articulate relevance of scientific findings in supervision and case conferences	1	2	3	4	5	6	7
Generates hypotheses about own role in therapeutic process, outcome	1	2	3	4	5	6	7
Understands and applies the concept of evidence-based practice (EBP) in case conceptualization, treatment planning, and intervention	1	2	3	4	5	6	7
Demonstrates knowledge of literature on ICDs (individual and cultural differences) and APA policies in practice	1	2	3	4	5	6	7

**Comments:**

<b>Multicultural Competence</b>	<b>Needs attention</b>		<b>Emerging</b>	<b>Meets expect</b>	<b>Exceeds expectations</b>		<b>NR</b>
Awareness of self as a cultural being and potential impact on work with clients.	1	2	3	4	5	6	7
Understands influence of own cultural values, attitudes, and assumptions related to intervention with clients.	1	2	3	4	5	6	7
Able to discuss cultural similarities and differences within counselor-client relationship.	1	2	3	4	5	6	7
Considers and integrates clients' cultural values and context as part of clinical conceptualizations.	1	2	3	4	5	6	7
Knowledgeable of the values and cultural influences inherent in different theories, interventions, and applications with clients.	1	2	3	4	5	6	7
Willing to openly and nondefensively examine and challenge own attitudes, assumptions, and stereotypes of different clients and client contexts.	1	2	3	4	5	6	7

**Comments:**

**Overall Strengths** (if needed, please add additional comments on back)

**Areas for Growth** (if needed, please add additional comments on back)

**Student signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Site supervisor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Licensed Psychologist?** \_\_\_ **Yes** \_\_\_ **No** [If not, supervising psychologist must also sign below.]

**Supervising psychologist name\*:** \_\_\_\_\_

**Signature\*:** \_\_\_\_\_ **Date** \_\_\_\_\_

\* [This signature is included for practica in which the direct site supervisor is a non-licensed psychologist, being supervised by a licensed psychologist. No separate signature is needed if site supervisor is licensed.]

**Note to student:** It is your responsibility to make a copy for your records before turning this evaluation form in to your practicum instructor.

## Ph.D. Student Evaluation of Supervision

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Foundational \_\_\_\_\_ Advanced \_\_\_\_\_ Semester/Year \_\_\_\_\_

**Site Supervisor (include title & licensure):** \_\_\_\_\_

**Practicum setting:** \_\_\_\_\_

This questionnaire assesses your perceptions of the supervision you received during this semester's practicum. The supervisor you are assessing will not see your assessment until after officially recording your grade unless you choose to discuss this form with your supervisor as part of your supervisory relationship.

Please indicate whether your Supervisor was never, sometimes, or always responsive in terms of the following if the item is applicable to you. If not, indicate it was not applicable.

<b>Environment / Climate</b>	Always	Sometimes	Never	N/A
Supervisor values supervisory hours, as demonstrated by promptness, uninterrupted supervisory time, and advanced notice when unable to meet for supervision.	3	2	1	0
Supervisor is available for crisis consultation.	3	2	1	0
Supervisor attends to supervisee concerns.	3	2	1	0
Supervisor serves as an advocate (when appropriate) in the department or agency.	3	2	1	0
Supervisor is appropriately self-disclosing.	3	2	1	0
Supervisor works to establish a climate of trust: to maximize an honest and candid exchange of feelings and ideas.	3	2	1	0
Supervisor is willing to examine Supervisor-Supervisee relationship.	3	2	1	0
Supervisor works toward conflict resolution between self and supervisee in constructive ways.	3	2	1	0

**Comments on Environment/Climate:**

<b>Multicultural Issues</b>	Always	Sometimes	Never
Supervisor addresses cultural differences in Supervisor-Supervisee relationship.	3	2	1
Supervisor demonstrates respect for individual differences between supervisor and supervisee.	3	2	1
Supervisor processes cultural differences (e.g., worldview) in Supervisor-Supervisee relationship that affect case conceptualization or approach with clients.	3	2	1
Supervisor discusses differences in conceptualization of clients relative to Supervisor-Supervisee cultural differences.	3	2	1
Supervisor integrates multicultural theory and practice in supervision of Supervisee's work with clients.	3	2	1
Supervisor offers conceptualizations of client that are culturally relevant.	3	2	1

**Comments on Multicultural Issues:**

**Information / Teaching**

	Always	Sometimes	Never	N/A
Supervisor uses appropriate references, handouts, and books.	3	2	1	0
Supervisor aids in fitting theory into practice.	3	2	1	0
Supervisor demonstrates or role plays techniques or response alternatives.	3	2	1	0
Supervisor discusses institution policies and practice.	3	2	1	0
Supervisor provides feedback on case notes or intake summaries.	3	2	1	0
Supervisor discusses ethical issues.	3	2	1	0
Supervisor discusses how to make referrals or terminate counseling with clients.	3	2	1	0
Supervisor discusses professional development issues.	3	2	1	0
Supervisor serves as a professional role model.	3	2	1	0

**Comments on information/teaching:**

**Communication**

	Always	Sometimes	Never	N/A
Supervisor provides needed and relevant feedback in a positive way.	3	2	1	0
Supervisor listens to and encourages my ideas and suggestions.	3	2	1	0
Supervisor provides ongoing and consistent feedback in order for supervisee to assess professional progress.	3	2	1	0
Supervisor enhances Supervisee's professional growth.	3	2	1	0
Supervisor attends to Supervisee's emotional, experiential, and professional needs.	3	2	1	0

**Comments on communication:**

**Other comments and recommendations (If needed, please attach additional sheet):**

**Identify the methods of supervision used by your Supervisor** (check all that apply).

Audio-tape		Live observation		Role-play		Reading	
Video-tape		Co-therapy		Discussion		Other	

**My overall rating of this supervisor is:**

Very poor	Poor	Average	Good	Very Good
1	2	3	4	5

It is the **RESPONSIBILITY OF STUDENTS** to have this form completed **EACH INSTRUCTIONAL TERM**. Return completed form to the **Practicum Instructor** (if at C&CS, return to Practicum Coordinator). Students should also **retain copies of all forms** for their files.

### Ph.D. Statement of Clinical Accountability

<b>Practicum Course Number</b>	270-900 Foundational	270-900 Advanced	270-901	270-902
<b>Semester</b>	Fall	Spring	Summer	<b>Year</b>

<b>Direct Service Hours</b>			
Individual		Families	
Group		Intake	
Couples		Provision of Supervision	
<b>Total Hours:</b>			

<b>Indirect Service Hours</b>	<b>Hours</b>
Writing case notes	
Reviewing charts	
Reading for cases	
Review of audio or video tape	
Assessment interpretation and report writing	
Attending in-service training seminars	
Consulting with other professionals about cases	
Attending case conferences	
Other (specify):	
<b>Total Hours:</b>	

<b>Supervision Hours</b>	<b>Live Hours</b>	<b>Case Hours</b>	<b>Audio Hours</b>
Individual (face to face)			
Group			
Supervision of Supervision			
<b>Total Hours:</b>			

Total Direct Service Hours	Total Indirect Service Hours	Total Supervision Hours	<b>Total</b>
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Practicum Student (print name) \_\_\_\_\_

Practicum Site \_\_\_\_\_ Inclusive dates of practicum \_\_\_\_\_

**Signatures:**

Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor (Individual Sup) \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor (Group Sup) \_\_\_\_\_ Date \_\_\_\_\_

Department Doctoral Practicum Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Department Director of Training \_\_\_\_\_ Date \_\_\_\_\_

**Professional In-Service** – Attach a list of your in-service training experiences. Include the title of the in-service presentation/workshop, date, and presenter.

**Diverse Clientele Served** (Provide a *number count* for each – i.e. number of persons, not number of hours. Number of clientele and number of hours from front page will generally not be the same.)

<b>Race/Ethnicity</b>	
Asian American / Asian Origin / Pacific Islander	African American / Black / African Origin
Caucasian / White / European Origin	International
Latino / Hispanic	Multiracial / Biracial
Native American / Alaskan Native / Aboriginal Canadian	Other (specify):

<b>Sexual Orientation</b>			
Heterosexual	Gay	Lesbian	Bisexual

<b>Disability</b>				
Physical	Visual	Auditory	Learning	Developmental

<b>Gender</b>		
Male	Female	Transgendered

<b>Test administration and scoring</b> (identify specific tests)	Administered	Scored	Interpreted	Wrote report
Structured Clinical Assessment Interview				
Projective Personality				
Objective Personality				
Career and Vocational				
Behavioral Assessment				
Focal Assessment				

Test Battery				
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**University of Wisconsin-Madison  
Department of Counseling Psychology**

**Ph.D. Student Statement of Monthly Clinical and Supervision Hours**

It is the responsibility of each doctoral student to keep detailed records regarding his or her professional practice hours and experiences each semester. Doing so will facilitate the internship application process and ensure the documentation of professional practice experiences.

This worksheet is formatted after the APPIC internship application form. **At the end of the semester, monthly totals can be transferred to the *Doctoral Student Practicum Accountability Form*.** Each worksheet should be kept in your personal records for future use. ***This form does not need to be turned in.***

<b>Practicum Course Number</b>	270-900 Foundational	270-903 Advanced	270-901	270-902	270-900 Externship
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<b>Practicum Supervisor</b> (include licensure status)		
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**Weekly Direct Service Hours**

	Individual	Group	Couples	Family	Intake	Provision of Supervision
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						

**Weekly Indirect Service Hours**

	Case Notes	Chart Review	Reading for Case	Review of Tapes	Assessment	Inservice Training	Consultation	Case Conference
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								

**Weekly Supervision Hours**

	Individual Live	Individual Case	Individual Audio	Group Live	Group Case	Group Audio	Supervision Of Supervision
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							

\*\*Live = supervisor provides supervision as you are conducting a client session; Case = review of client cases; Audio = listen to taped client session(s).

**Provide count for next three tables:**

<b>Race/ Ethnicity</b>	Asian American / Asian Origin / Pacific Islander	African American / Black / African Origin	Caucasian / White / European Origin	Latino/ Hispanic	International	Multiracial / Biracial	Native American / Alaskan Native / Aboriginal Canadian	Other (specify)
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								

<b>Sexual Orientation</b>	Bisexual	Gay	Heterosexual	Lesbian	<b>Gender</b>	Female	Male	Transgendered
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								

<b>Disability</b>	Physical	Visual	Auditory	Learning	Developmental	Other
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						

**Test Administration and Scoring** (Identify specific tests)

Name of Test	Administered	Scored	Interpreted	Written Report

Identify each test as: Structured Clinical Assessment Interview, Projective Personality, Objective Personality, Career and Vocational, Behavioral Assessment, Focal Assessment, or Test Battery.

Monthly Total Direct Service Hours		Monthly Total Indirect Service Hours		Monthly Total Supervision Hours	
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Month / Dates of Service Reported \_\_\_\_\_

It is the **RESPONSIBILITY OF STUDENTS** to have this form completed **EACH INSTRUCTIONAL TERM**. Return completed forms to the **Practicum Instructor**. Students should also *retain copies for their files*.



## Appendix G

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- ◆ Doctoral Student Report on Progress Form



**University of Wisconsin-Madison  
Department of Counseling Psychology  
Doctoral Student Report on Progress**

To be completed by the student

Name: \_\_\_\_\_

First academic year of registration: \_\_\_\_\_

Anticipated semester/year of degree completion: \_\_\_\_\_

1. What goals did you have for this past academic year? Please specify academic, clinical, and/or other professional goals. How well did you meet these goals?

2. What are your goals for the upcoming academic year? Include your plans for practicum (and your most important training goals for this practicum), coursework, research, and service.

3. What advising or departmental support do you need to help you achieve these goals? Please be specific.

\*\*\*\*\*  
Career Maturity (the readiness to make appropriate career decisions; Lundberg et al., 1997)

4. What kind of work/job positions are you most seriously considering at this point?

5. What type of information/assistance do you need to explore your career options?

6. What kind of training and/or educational opportunities might be useful in preparing you for your professional and career goals after graduation (e.g., specific courses, professional training, seminars, memberships in professional organizations)?

Please identify targeted semester/year for the following departmental milestones:

1. Preliminary exams: \_\_\_\_\_
2. Dissertation proposal: \_\_\_\_\_
3. Dissertation oral defense: \_\_\_\_\_
4. Predoctoral internship: \_\_\_\_\_

In what departmental activities have you participated (e.g., department socials, awards ceremony, social justice/diversity committee, Department Showcase, cohort reps, etc.)?

To be completed by the student's advisor

1. Comments on student's progress and performance for the current academic year.

2. Comments on support for the student's goals for the next academic year (e.g., particular training, beneficial experiences desired, etc.).

**This is to certify that we met on \_\_\_\_\_ (date) to review annual progress for this student.**

	<b>Name (print)</b>	<b>Signature</b>
<b>Student:</b>		
<b>Advisor:</b>		
<b>DTC member*:</b>		

\* (1<sup>st</sup> and 2<sup>nd</sup> years only)