

UNIVERSITY OF WISCONSIN-MADISON

DEPARTMENT OF
COUNSELING PSYCHOLOGY

Ph.D. Handbook 2010

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University of Wisconsin-Madison

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

On Becoming a Counseling Psychologist

Developing personal and professional abilities

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

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

Students in the Ph.D. program are expected to develop a professional identity as a psychologist. Thus, you will be expected to demonstrate professionalism in your participation in the multiple training settings you will encounter within the program, including (a) academic, (b) research, (c) clinical training, and (d) employment.

Professional conduct

Study at the doctoral level may differ from your previous academic experiences in that your assistantship or fellowship provides a stipend and tuition remission to facilitate your training. We therefore expect that you will carry out your responsibilities in the program (including academic, research, clinical, and employment obligations) as you would attend to your duties in an employment setting. Indeed, we regard your performance in each of these settings as an indicator of your likely performance in other professional settings, and evaluate your growing competence as a psychologist with this in mind.

Examples of expectations for professionalism include:

- Consistent and timely class attendance, preparation and engagement;
- Conscientious attention to other departmental obligations, such as research teams or committees;
- Consistent attendance at other departmental events (socials, brown bags)
- Seriousness about deadlines, managing multiple commitments;
- Clear and timely communication with affected parties if and when you realize that you will miss a meeting or a deadline.

Based on previous educational experiences, students entering the Ph.D. program may be accustomed to thinking of semester breaks and summers as vacation time. This is not the case at the doctoral level. Assistantship contracts run 9 months (or sometimes 12 months), and commitments to practicum sites usually do not involve breaks for the academic calendar. Thus, it is critical to consult (a) assistantship supervisors, (b) clinical supervisors, and (c) your advisor before making plans to be away from campus or otherwise unavailable, even during a break in the academic calendar. Students not on university payroll or enrolled in practicum during the summer may have more flexibility, but are still advised to check with their advisors when making travel plans.

Semester breaks

Finally, students admitted to the doctoral program are expected to conform to the ethics code of the American Psychological Association <http://www.apa.org>. Violations of the ethical standards may result in remedial or disciplinary action.

Ethical standards

The Ph.D. program in Counseling Psychology is accredited by the American Psychological Association. Accreditation is a voluntary process of self-study and external review, intended to publicly recognize quality in doctoral programs training psychologists, and to stimulate these programs to an ongoing process of self-evaluation and quality improvement.

For further information, contact:

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

Part I: The Doctoral Program in Counseling Psychology

Brief History of the Department

History

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

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

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

Description of Departmental Programs

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

by counseling psychology. Graduates of the master’s and doctoral programs find employment as counselors/psychologists, college/university teachers and researchers, administrators in schools, colleges, and universities, professional organizations and governmental agencies, and consultants in public and private sectors, both nationally and internationally.

The doctoral degree (Ph.D.) in counseling psychology offered by the Department of Counseling Psychology is an APA-accredited program in counseling psychology. Other doctoral programs in psychology—clinical, school, and rehabilitation psychology—are offered at UW-Madison, through the Departments of Psychology, Educational Psychology, and Rehabilitation Psychology and Special Education, respectively.

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

Departmental Mission and Multicultural/Diversity Statement

The Doctoral degree in Counseling Psychology adheres to a scientist-practitioner **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 **model of training** in the specialty of counseling psychology.

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

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

**Program endorses
APA
Multicultural
Competence
Guidelines**

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.

Goals and Objectives of the Program

Structure of Training

The Ph.D. program in counseling psychology involves required coursework in Counseling Psychology and related departments, as well as a series of supervised clinical training experiences. Through the course of this training, students are expected to attain competence in three domains 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

Student Advising

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

The major professor is responsible for:

- ♦ guiding the student in the preparation and writing of the dissertation proposal
- ♦ chairing the proposal defense meeting and approving the proposed study, in conjunction with other committee members
- ♦ assisting the student with various aspects of the dissertation research, as needed
- ♦ chairing the student’s final dissertation oral examination committee

Changing Advisors

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

**Advisor
change
must be in
writing**

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 Training Director 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 Training Director 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

<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 Training Director 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

The faculty currently consists of four Full Professors, four Assistant Professors, and two Associate Faculty Associates. 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 Appendix K 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

Dr. Teresa M. Bear	Assoc. Faculty Assoc.	262-8896	tbear@wisc.edu
Dr. Alberta M. Gloria	Professor	262-2669	agloria@education.wisc.edu
Dr. Kimberly Howard	Assistant Professor	262-6889	khoward@education.wisc.edu
Dr. William Hoyt	Professor	262-0462	wthoyt@education.wisc.edu
Dr. Corissa Lotta	Assoc. Faculty Assoc.	262-1438	cclotta@wisc.edu
Dr. Takuya Minami	Assistant Professor	263-3753	tminami@wisc.edu
Dr. Stephen Quintana	Professor	262-6987	Quintana@education.wisc.edu
Dr. Mindi Thompson	Assistant Professor	265-4760	mntompson@wisc.edu
Dr. Carmen Valdez	Assistant Professor	263-4493	cvaldez@wisc.edu
Dr. Bruce Wampold	Professor and Dept. Chair	262-2878	wampold@education.wisc.edu

Emeritus Faculty

Dr. Harden Coleman

Dr. Phil Perrone

Dr. Josiah Dilley

Dr. Chuck Pulvino

Dr. Gail Farwell

Dr. Patricia Wolleat

Dr. Jim Lee

Current Support Staff

Susan Thideman

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Jeannine Nicolai-
Heckmann

Department
Administrator

263-9503

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Part III: 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, 903) 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. The predoctoral internship is to be completed in no less than 12 months and no more than 24 months (half-time internship across two years).

Psychological Foundations

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) and in legal and ethical issues for psychologists.

Variances to the Psychological Foundations requirements will only be approved if a comparable class has been completed within three years of the start of the doctoral program, if the course is a graduate level course, and if it meets the expectations for broad and general coverage of the content area. Such variances are a Training Director Approved Action (see form in Appendix E).

Psychological Foundations Classes

820-729	Advanced Social Psychology
194-735	Legal and Ethical Bases of Counseling and Psychology
270-736	Seminar in Psychology of Individual Differences
270-737	Seminar in History and Systems of Psychology
315-711	Biological Foundations of Psychology
315-725	Theory and Issues in Human Development
315-795	Introduction to Learning Sciences I

Note. These classes are cross-listed among three departments: Counseling Psychology (270), Rehabilitation Psychology and Special Education (194), and Educational Psychology (315). Advanced Social Psychology is also cross-listed with the Psychology Department (820). The courses are equivalent, and completion of the designated course in any of the cross-listing departments counts in fulfillment of the Psychological Foundations requirement.

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. Per Graduate School policy, student records will be kept on file in the department for 7 years post-graduation. After 7 years only transcript records will be available from the university.

Major Core Classes

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
270-950	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

Prerequisite Master's Coursework

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

270-800	Theories of Counseling
270-802	Theory and Practice of Group Work
270-805	Techniques and Microskills for Counselors
270-806	Supervised Practicum in Counseling I
270-807	Supervised Practicum in Counseling II
270-808	Supervised Practicum in Counseling III
270-850	Consultation Procedures for Counselors
270-860	Multicultural Counseling
270-865	Theory and Practice of Career Intervention

Possible Sequence of Coursework

The following schedules (separate for students entering the program with a master's degree and those entering post-BA) represented a suggested sequence for completing the course requirements for the Ph.D. in a graduated and sequential manner. Some modification of this sequence may be appropriate, depending on training goals, and students should consult with their advisors to structure the coursework in the way that best serves these goals.

<u>Post-MA PhD Students</u>		<u>Post-BA PhD Students</u>	
Course #	Brief Title	Course #	Brief Title
<u>Year 1, Fall/Spring/Summer</u>		<u>Year 1, Fall/Spring/Summer</u>	
270-925	Doctoral Seminar	270-800	Theories of Counseling
270-950	Research Methods I	270-805	Microskills
315-795	Cog/Aff Foundations	270-860	Multicultural Counseling
315-711 ^a	Biological Foundations	270-950 ^a	Research Methods I
270-890	Assessment	270-802	Groups
194-735	Legal and Ethical Issues	270-806	Pre-practicum
270-736 ^b	Individual Differences	270-865	Career Counseling
270-951	Psychological Interventions	194-735	Legal and Ethical Issues
270-737 ^a	History and Systems	270-958	Psychopathology
270-958	Psychopathology	270-850 ^a	Consultation
<u>Year 2, Fall/Spring/Summer</u>		<u>Year 2, Fall/Spring/Summer</u>	
270-925	Doctoral Seminar	270-925	Doctoral Seminar
270-960	Research Methods II	270-960	Research Methods II
270-807	Master's Practicum	270-807	Master's Practicum
315-795 ^a	Cog/Aff Foundations	315-795 ^a	Cog/Aff Foundations
270-890	Assessment	270-890	Assessment
270-808	Master's Practicum	270-808	Master's Practicum
270-736 ^b	Individual Differences	270-736 ^b	Individual Differences
270-951	Psychological Interventions	270-951	Psychological Interventions
270-737 ^a	History and Systems	270-737 ^a	History and Systems
820-729 ^a	Social Psychology	820-729 ^a	Social Psychology

^a Other courses may be substituted (e.g., courses for the minor, foundations courses, methods courses), depending on educational priorities.

^b Students with limited statistical background may wish to substitute 315-761 (an introduction to statistical methods) to prepare for 270-960 in the next Fall term.

(Possible course sequence, continued:)

<u>Post-MA PhD Students</u>		<u>Post-BA PhD Students</u>	
Course #	Brief Title	Course #	Brief Title
<u>Year 2, Fall/Spring/Summer</u>		<u>Year 3, Fall/Spring/Summer</u>	
270-900	Foundational Practicum	270-900	Foundational Practicum
270-905	Research Practicum	270-905	Research Practicum
270-960	Research Methods II	315-711 ^a	Biological Foundations
270-900	Foundational Practicum	270-900	Foundational Practicum
270-905	Research Practicum	270-905	Research Practicum
315-725	Developmental Foundations [Clinical Preliminary Exam]	315-725	Developmental Foundations [Clinical Preliminary Exam]
820-729	Social Psychology		Quant or Qual Methods ^a
<u>Year 3, Fall/Spring/Summer</u>		<u>Year 4, Fall/Spring/Summer</u>	
270-903	Advanced Practicum	270-903	Advanced Practicum
270-990	Dissertation Research Quant or Qual methods ^a	270-990	Dissertation Research Quant or Qual Methods ^a
270-902	Supervision	270-902	Supervision
270-903	Advanced Practicum	270-903	Advanced Practicum
270-990	Dissertation Research [minor or elective] ^a	270-990	Dissertation Research
	[Supervision Prelim Exam]	315-944 ^d	Internship Prep Seminar [minor or elective] ^a [Supervision Prelim Exam]
<u>Year 4, Fall/Spring</u>		<u>Year 5, Fall/Spring</u>	
	[Dissertation Proposal] [Apply for Internship]		[Dissertation Proposal] [Apply for Internship]
270-904	Externship (optional)	270-904	Externship (optional)
270-990	Dissertation Research	270-990	Dissertation Research
270-904	Externship (optional)	270-904	Externship (optional)
270-990	Dissertation Research [Dissertation Defense]	270-990	Dissertation Research [Dissertation Defense]
<u>Year 5</u>		<u>Year 6</u>	
270-995 ^c	Predoctoral Internship	270-995 ^c	Predoctoral Internship

^a Other courses may be substituted (e.g., courses for the minor, foundations courses, methods courses), depending on educational priorities.

^c Students are eligible to enroll in 270-995 if they have successfully defended the dissertation and prepared the document for final deposit prior to the start of

internship. Those who have not yet completed the dissertation continue to enroll in 270-990 during the internship year.

^d Strongly recommended (cross-listed with Counseling Psychology (270)).

Minor Sequence

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

Option B

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

9 credits of data analysis required

In the first semester, students typically take CP 950 (Research Design in Counseling). This course is a basic research course, oriented toward applications of designs to counseling psychology research problems. The course covers issues related to science and training in counseling, identifying research hypotheses and designing studies to test them, quantitative and qualitative research methods, ethical issues, and writing research reports.

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

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

The choice among the latter two alternatives will depend on the student's 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

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

6 credits of electives

Electives may not

- ♦ include courses used to satisfy the minimum (9 credits) data analysis requirement
- ♦ include other required courses (major core classes, psychology foundations)

Electives may

- ♦ include non-required 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).

Clinical Training

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 an advanced doctoral student. 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.

Minimum of 5 semesters of practica

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

The department has approved sites at which to conduct required practica. For the two-semester Foundational counseling practicum, there are a variety of pre-approved sites that include the 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 (270-903, 3 credits) is an opportunity to gain experience in a new setting and/or specialty area and to master advanced clinical skills important for internship and future professional roles.

Optional externship training (270-904, variable 1-3 credits) may be undertaken as a means of gaining additional experience in specialized areas of practice (e.g., assessment, family therapy, consultation, or in-patient settings). The CP Doctoral Practicum Coordinator also arranges externship placements. Students must be approved by the full faculty prior to applying for externship. Criteria for approval include demonstration of the requisite clinical skills and professionalism and sufficient progress on academic milestones (including preliminary examination and dissertation).

Supervision requirements

If a student wishes to conduct a practicum or externship at a site that has not been pre-approved, the student should first consult with 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.

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 904).

- ♦ supervisor’s evaluation of practicum student due at end of fall semester, end of spring semester
- ♦ student’s evaluation of supervisor due at end of fall semester, end of spring semester
- ♦ Clinical Accountability Form (documentation of hours) due at end of each semester

If forms are not submitted at the end of the semester, students will receive a grade of “I” (Incomplete) for the practicum or externship seminar. *Students should make copies of these forms, in particular the Clinical Accountability Form, as these data will be needed to complete the predoctoral internship application.* These forms are consistent with Association of Psychology Postdoctoral and Internship Centers (APPIC) requirements. All forms are available on the department website.

Keep copies of completed practicum forms

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. On-site supervision by a licensed psychologist is typically required to count these hours for internship purposes. It is not ordinarily acceptable to substitute (e.g.) off-site supervision by a licensed faculty member.

Attendance of Oral Examinations

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

Attend 3 proposal /defense meetings in CP Department

- ◆ 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.

Pre-doctoral Internship: Summary of Procedures

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 designated member of the Doctoral Training Committee. An orientation meeting will be held in spring or early summer to educate internship applicants about departmental procedures and resources. Important steps include:

- ◆ Attend orientation meeting for prospective intern applicants;
- ◆ Register for AAPI on-line application (www.appic.org)
- ◆ Purchase Match ID # through NMS website:
<http://www.natmatch.com/psychint/>;
- ◆ Assemble (a) Clinical Accountability Forms, (b) curriculum vita, and (c) cover letters;
- ◆ Choose internship sites congruent with your past experience and future training goals;
- ◆ Meet with advisor prior to September faculty meeting to complete Internship Application Plan for faculty approval;

- ◆ Meet with advisor to discuss practicum hours and strengths and growth areas, after which advisor completes Internal Verification of Readiness Form and gives this to the Training Director;
- ◆ Complete Summary of Doctoral Training section of AAPI to enable Training Director portion of your application;
- ◆ Identify recommenders and provide contact information on appropriate section of on-line AAPI.

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 approved internship sites may be considered by students; however, the full faculty must approve such a site as a program variance. 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.

**Non-APA
placements
must be
approved**

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 or other member of the Doctoral Training Committee. Most years, an Internship Preparation Seminar (315-944, cross-listed with Counseling Psychology) is offered by the Wisconsin Internship Consortium in Professional Psychology in either spring or summer. 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. The APPIC website provides a directory of all member internships with information including accreditation status (APA, APPIC accreditation) for each.

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 or more letters of recommendation from persons knowledgeable about your clinical and professional qualifications;
- ◆ five essays (autobiographical statement, theoretical orientation, incorporation of multicultural issues in clinical work, research interests, and site-specific statement), each of 500 words or less;
- ◆ detailed documentation of practicum hours, supervision hours, assessments administered, and other relevant clinical experience.

Information needed for internship applications

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

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

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

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 defending the dissertation prior to internship and completing all required changes to finalize the document for deposit may enroll in the zero-credit Predoctoral Internship class (270-995) during the internship year, maintaining their enrolled status without paying tuition during this time.

**Tuition waiver
for dissertations
defended prior
to internship**

Students who defend the dissertation and finalizing the document during the fall semester of their predoctoral internship will be permitted to enroll in 270-995 during spring and summer. Per Graduate School policy, students who defend the dissertation in the spring semester of their internship year are not permitted to take 270-995 in summer. These students will be required to enroll for dissertator credit (270-990) during the summer, if they plan to graduate in August.

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, *by the annual review of doctoral students in the spring semester.*
- ◆ Complete the Writing Center class on The Basics of APA Documentation *by end of first year.*
- ◆ Additional activities as determined between student, advisor, and other faculty during the annual review process.

The completion of these writing activities is coordinated with academic coursework (i.e., 270-950) taken during the first semester of doctoral study.

Faculty Review of Student Progress

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

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

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

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

Students in the program are monitored and evaluated in the major domains of (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 st 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 practicals 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 st 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 (1st-year students only) and in April or May (all active Ph.D. students). Student perspectives are taken into account in these reviews, and all students complete the Doctoral Student Report on Progress (Appendix I, 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 2nd year foundational practicum. Students are assessed relative

to the “readiness for practicum” competencies, including personal/interpersonal competencies and knowledge/implementation competencies (Appendix F). 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 work with an ad hoc faculty committee (including the advisor) to formulate a development plan designed to enhance readiness by the next practicum cycle. If the determination is related to deficits in clinical experience or skills, the plan may include supplementary coursework (e.g., master’s pre-practicum during spring of first year; master’s practicum during 2nd year) prior to applying for foundational practicum placement at the doctoral level. This designation usually applies to students who enter the program without a master’s degree in counseling or clinical psychology, and sometimes to students who have master’s degrees in related fields (e.g., student personnel), when the practicum experience at the master’s level has not focused on counseling for personal issues (e.g., student advising, rather than counseling). Normally students in this category will complete the

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

- ◆ First year, spring semester: Annual review of progress. During the first year, the annual progress review combines data provided by the student, the student's advisor, instructional faculty, and other clinical or research supervisors (if any). Student and advisor complete the Doctoral Student Report on Progress form (Appendix I, 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. 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 2nd year review meeting is conducted between student and advisor, focusing on areas of identified strengths as well as growth areas in preparation for internship and dissertation. For students with areas of significant concern based on the competency evaluations, or as requested by student or advisor, a member of the Doctoral Training Committee will participate in the 2nd year review meeting, to assist with identification of educational objectives and planning of supplemental training experiences as needed to assure continued progress toward readiness for internship and dissertation. All students receive a formal letter summarizing their continued progress within the program, as well as recommendations or requirements for addressing identified training needs.
- ◆ Third year and beyond: Annual review of progress. Progress reviews for advanced students (beyond the 2nd year) are 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 March or April, which is an opportunity for advisors to gather information from other faculty members who work with the student. For students making normal progress (e.g., ratings of “4” and above on competency evaluations for practicum and prelims; satisfactory progress on dissertation), 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 addressing 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 residing 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

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

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

**Successful
progress at
“B” or better**

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

- ◆ being continuously registered
- ◆ maintaining contact with the discipline while completing the dissertation. The dissertation advisor will make this determination
- ◆ maintaining contact with the dissertation advisor
- ◆ providing dissertation updates to the Training Director about dissertation progress
- ◆ participating in seminars, workshops, collegial exchanges that foster professional development
- ◆ timely submission of dissertation work to the dissertation advisor, in accordance with a timeline negotiated between student and advisor.

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

Doctoral Preliminary Examination

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

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

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

Clinical Case Study

The clinical case study may be completed during the spring semester of the 2nd year or the fall semester of the 3rd year of doctoral study. Students should consult with the foundational practicum instructor (2nd year spring) regarding the timing of this component, taking into account the student's level of preparedness and availability of a suitable exemplary case. Some students may prefer to wait until the first semester of advanced practicum (3rd year fall). For example, the student may wish to prepare a case study of a client seen in a specialized setting that will be the site of the advanced practicum.

The purpose of the clinical case study is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas (see Appendix F) 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 (2nd year) or fall (3rd 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 3rd year at the time of the supervision practicum (CP 902). The purpose of the supervision case study is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas (see Appendix F) 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.

The exam results are communicated to the student immediately by the examining committee. The examining committee chair (advisor) then compiles the committee's comments in written form (see evaluation forms in Appendix H), for presentation to the student, usually within a week of the exam date. The student and advisor sign a copy of this evaluation, which is placed in the student's file. In the case of a contingent pass, the evaluation form includes detailed information for the student about revisions to the document that will be needed to demonstrate competence in areas noted by the committee. In this case, the advisor will wait to sign the final evaluation form until the student has satisfactorily completed these revisions.

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 the Minor Agreement Form and the Request for Advancement to Dissertator Status form (see 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 retake the doctoral preliminary examination. Registration must be maintained during the dissertator stage. Summer enrollment may not be necessary. See Graduate School Handbook for details.

Dissertation

Choosing a Dissertation Committee

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

Role of Major Professor

The major professor (also known as the “dissertation advisor”) will assist with the planning and implementation of the research and will chair both the initial proposal meeting and the final oral defense. One should anticipate a 2- or 3-year commitment in this relationship. Students whose research overlaps with that of their major professor should negotiate at the outset the nature of authorship on any publications that may result from the collaboration. Students should keep in contact with their advisor about their progress. They also are encouraged to submit an action plan for the dissertation.

Choosing Committee Members

As students prepare their dissertation proposals in collaboration with their major professor, they should also give thought to selecting a “reading committee” composed of at least two other members in addition to the major professor. At least one of these members must be a member of the department faculty who is also a member of the Graduate faculty. The third reading committee member may

Successful completion required before application for internship

5 person Dissertation Committee

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.

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 (including research hypotheses)
- ◆ 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.

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.

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

Dissertation Oral Defense

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

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.

**Remain
registered**

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

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

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

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 (normally 270-990) that is related to the student's area of research and 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 (a.k.a. dissertator status) the student has five years to complete the dissertation and pass the final oral examination.

Graduate School Minimum Credit Requirement

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

Continuous Enrollment

Graduate students should register for a minimum of two (2) graduate level credits each semester (except summers) in order to be continuously enrolled in their program and to maintain their university privileges (e.g., library access, email). Those students with program or teaching assistantships can register for a maximum of 12 credits per semester.

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

It is important to note that summer registration is required for those who finish (and deposit dissertation) during the summer for an August degree. Students

completing an internship during the final semester must wait to deposit the dissertation during the semester (usually summer) in which the internship is completed. Students who defend prior to internship must be enrolled in the semester they defend their dissertation.

Re-Entry

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

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

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 E) 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 clinical 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>

**Background
check completed
at beginning of
program**

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

Financial Support

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

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

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

Multicultural Conference Travel Award

One thousand dollars of the Departmental Teaching Award funds will be set aside each academic year to support Department of Counseling Psychology graduate students' participation in multiculturally-relevant conferences with the goal of facilitating students' personal and professional development as competent multicultural scientist-practitioner. For application information, see the Department website or Department Coordinator in room 321 B.

University Fellowship

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

Graduate Opportunity Fellowship (GOF)

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

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

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/iegsjavits/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
- ♦ 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.

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 listserve.

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

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

Teaching Assistant/Project Assistant Orientation

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

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

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

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

**Step by step
grievance
procedures**

- ◆ The student should speak first with the person at whom the grievance is directed. In most cases, grievances can be resolved at this level.
- ◆ Should a satisfactory resolution not be achieved, the student should contact the department's grievance advisor. The 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 (2010-2011)

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

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

Administrative and support offices, as well as faculty offices, are located on the 3rd floor of the Education Building, 1000 Bascom Mall. There is a conference room (Room 327) where most faculty meetings and oral exams are held. Students with graduate assistantships or fellowships through the department will be provided with office space, which may include a desktop computer. However, it is highly recommended that students purchase a laptop computer to complete course assignments and research. The Education Building is WIFI equipped for connection to email, internet, and data analysis tools (via the Social Sciences Computing Cooperative, or SSCC). The student lounge (Room 357) is equipped with kitchen facilities, small lockers, electrical outlets, WIFI and is a comfortable work and social space.

Departmental policy prohibits students from using Department equipment for printing or copying their work or articles from journals, books, and other sources, including student papers, defenses, or dissertations. Although we currently have

no copy machine available for student use, such machines are available at nearby locations in Memorial Library, the Law School Library and the Business School.

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

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.

Part VIII: Post-Graduate Milestones

Post-Graduate Residency

Supervised post-doctoral hours are required for licensure in most states. Accreditation of post-doctoral residencies is one function of the Committee of Accreditation of the American Psychological Association. The majority of post-doctoral fellowships are in hospital and community mental health settings, however there is a growing but small number in university counseling centers.

Licensure

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

Students should also know that, 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 ASPPB website: <http://www.abpp.org> .

APPENDICES

All forms located in these appendices are available electronically on the Department website at: www.education.wisc.edu/cp. It is generally preferable to fill out forms and submit them electronically; accompanied with a printed copy (with signatures) for your student file.

Appendix A: Coursework

- ◆ 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
- ___ Clinical Accountability Forms (submit for academic file end each semester of Prac.)
- ___ Practicum Evaluation Forms (submit each semester of Practicum)
- ___ Dissertation Proposal Request Form & Committee Signature Page
- ___ Final Dissertation Oral Exam Form (contact academic services in the main office at least 4 weeks prior to exam date)
- ___ Internship Application Plan
- ___ Internal Verification of Readiness for Internship Form

Course Requirement Checklist:

**CP Core Courses:
Didactic (27cr):**

Psychology Foundations

- ___ 270-890
 - ___ 270-905 (2)
 - ___ 270-925
 - ___ 270-926
 - ___ 270-950
 - ___ 270-951
 - ___ 270-958
 - ___ 270-960
- ___ 820-729 Advanced Social Psychology (**Social**)
- ___ 194-735 Legal and Ethical Bases of Counseling and Psychology (**Ethics**)
- ___ 270-736 Seminar in Psychology of Individual Differences (**Individual**)
- ___ 270-737 Seminar in History and Systems of Psychology (**History and systems**)
- ___ 315-711 Biological Foundations of Psychology (**Biological**)
- ___ 315-725 Theory and Issues in Human Development (**Developmental**)
- ___ 315-795 Introduction to Learning Sciences I (**Cognitive**)

Electives (6cr. min)

Minor Plan (12cr)A or B: _____

Minor Department or Topic:

Minor Courses:

Data Analysis:

- ___ Quantitative 1 (CP 960)
- ___ Quantitative 2 (ANOVA or advanced)
- ___ Qualitative Methods

Post-BA Program additional requirements:

Required M.S. Courses:

- ___ 270-800 Theories of Counseling (3cr)--**FALL**
- ___ 270-802 Theory and Practice of Group Work (3 cr)--**SPRING**
- ___ 270-805 Techniques & Microskills for Counselors (3cr)--**FALL**
- ___ 270-806 Supervised Practicum in Counseling I (3cr)--**SPRING**
- ___ 270-807 Supervised Practicum in Counseling II (3cr)--**FALL**
- ___ 270-808 Supervised Practicum in Counseling III (3cr)--**SPRING**
- ___ 270-860 Multicultural Counseling (3cr)--**FALL**
- ___ 270-865 Theory and Practice of Career Intervention (3cr)--**SPRING**
- ___ 270-850 Consultation Procedures for Counselors (3cr) **SUMMER**

Practicum Courses (15 cr min):

Required:

- ___ 270-900(Found.)
- ___ 270-900(Found.)
- ___ 270-902(Supervision)
- ___ 270-903 (Advanced)
- ___ 270-903 (Advanced)

Optional:

- ___ 270-901 (Group, Consultation, & Teaching)
- ___ 270-904 (Externship)

Deficiencies noted on offer (admissions) letter:

Appendix B: Advancement to Dissertator Status

- ◆ 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 in conjunction with the *Request for Advancement to Dissertator Form*. 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)

Department	Number	Title	Credits	Grade	Sem./Year

Director of Training

Signature of Major Professor

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

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

Request for Advancement to Dissertator Status

Deadline: Submit to Dept. Academic Services Coordinator the semester before you plan to advance to dissertator status along with *Minor Agreement form* and *Program Approval forms* (if any) from your academic file.

Name _____ ID# _____ Date _____
 Track: Post-MA _____ Post-BA _____
 Address _____
 Phone No (_____) _____ - _____ Work Phone _____

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

Preliminary Examination Part 1: Clinical Case Study _____ Date Completed
 Preliminary Examination Part 2: Supervision Case Study _____ Date Completed
 Preliminary Examination Part 3: 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 (2)			
270-902			
270-903 (2)			
270-905 (2)			
270-925			
270-926			
270-950			
270-951			
270-958			
270-960			

Electives

Department	Course	Title	Sem.	Year	Grade

Psychological Foundations

	Department	Course	Title	Credits
Social	PSYCH	820-729	Advanced Social Psychology	
Ethics	COUN PSY	194-735	Legal and Ethical Bases of Counseling and Psychology	
Individual	COUN PSY	270-736	Seminar in Psychology of Individual Differences	
History and Systems	COUN PSY	270-737	Seminar in History and Systems of Psychology	
Biological	ED PSYCH	315-711	Biological Foundations of Psychology	
Developmental	ED PSYCH	315-725	Theory and Issues in Human Development	
Cognitive	ED PSYCH	315-795	Introduction to Learning Sciences I	

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 or Training Director Approved Program Variances:

Practicum/Externship Sites	Year	Address	Supervisor

Post-BA Track Additional Requirements

Course	Sem.	Year	Grade
270-800 Theories of Counseling (3 cr)			
270-802 Theory and Practice of Group Work (3 cr)			
270-805 Techniques & Microskills for Counselors (3cr)			
270-806 Supervised Practicum in Counseling I (3cr)			
270-807 Supervised Practicum in Counseling II (3cr)			
270-808 Supervised Practicum in Counseling III (3cr)			
270-860 Multicultural Counseling (3cr)			
270-865 Theory and Practice of Career Intervention (3cr)			
270-850 Consultation Procedures for Counselors (3cr)			

Advisor Signature _____ Date _____

Training Director Signature _____ Date _____

PLEASE RETURN FORM TO ACADEMIC SERVICES COORDINATOR, ALONG WITH AN APPROVED MINOR AGREEMENT FORM & PROGRAM APPROVAL FORMS FROM YOUR ACADEMIC FILE (7/2010)

Appendix C: Externship

- ◆ Externship Application Plan

Externship Application Plan
Department of Counseling Psychology – University of Wisconsin-Madison

Name: _____ Date: _____

Summarize doctoral practicum experience to date (e.g., prac site, approximate number of client hours, any specialized training experiences) (include current prac placement, if any):

Practicum yr	Practicum site	Approx I/A hours ^a
Foundational		
Advanced		
(Other)		

^aApproximate number of intervention/assessment hours you will count on your AAPI.

Please identify (in paragraph or bullet form) your main clinical training goals for this externship, as they relate to your plans and preparedness for internship:

List up to 5 externship sites to which you intend to apply, which you believe are the best fit based on your past training experiences and your goals to prepare for internship:

Name of Externship Placement	Available training experiences

Academic Milestones

- (Anticipated) dissertation proposal date (month/year): _____
- (Anticipated) dissertation defense date (month/year): _____
- Anticipated internship year (e.g., 2011-12): _____

Other Preliminary Examination Status

- Date of completion of clinical case study (semester/year): _____
- Date of completion of supervision case study (semester/year): _____
- If you have completed prelims under an older format, list month/year: _____

Outstanding Coursework

- List courses for which you have unresolved incompletes, with expected date of completion for each:

To be approved to apply for externship, a student must be in good academic standing and making acceptable progress toward degree. If there is additional information the faculty should take into account in making this determination, please include that here.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

Appendix D: Internship

- ◆ Internship Application Plan
- ◆ Internal Verification of Internship Readiness

Internship Application Plan
Department of Counseling Psychology – University of Wisconsin-Madison

Name: _____

Date: _____

Summarize practicum experience to date (e.g., prac site, approximate number of client hours, any specialized training experiences) (include current prac placement, if any):

Please identify (in paragraph or bullet form) your main training goals for internship:

List up to 10 internship sites to which you intend to apply, which you believe are the best fit based on your past training experiences and your goals for internship:

	Name of Internship Placement	Type of Internship Placement (e.g., UCC, VA, CMHC, Consortium)	APA-approved?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Dissertation Status

- (Anticipated) proposal date (month/year):
- (Anticipated) defense date (month/year):

It is recommended that you not apply for internship in the fall unless you have strong prospects of completing the dissertation before the end of internship. If you have not yet proposed your dissertation, briefly describe your plan for completion:

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

INTERNAL VERIFICATION OF INTERNSHIP READINESS

STUDENT: _____ DATE: _____

TO THE STUDENT: HAVE YOUR ADVISOR COMPLETE THIS FORM WHEN YOU MEET TO VERIFY YOUR CLAIMED PRACTICUM HOURS.

TO THE ADVISOR: Thank you for reviewing the hours listed by the applicant in the on-line AAPI section on Summary of Doctoral Training. Your signature on p. 2 of this form attests that you have verified the hours reported on the on-line AAPI with the student's Clinical Accountability Forms (record of doctoral practicum hours). Please record below the total hours reported on the AAPI in three categories (Practicum Hours Information):

- a. Total Intervention Hours: _____
- b. Total Assessment Hours : _____
- c. Total Supervision Hours: _____

(Note that we only verify doctoral practicum hours—no review of master's hours needed. For students admitted directly to the Ph.D. program, 807 and 808 can be counted as doctoral practicum hours, and therefore should be included in these totals and verified.)

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 provide a summary of clinical strengths and growth areas that will be used by the Training Director as a basis for completing this item on the Training Director section of the AAPI. As the faculty member most directly monitoring the clinical as well as academic progress of each applicant, your comments in this area are very important in assisting the Training Director to convey an accurate picture of the applicant's strengths and goals for improvement. Base your assessment on direct observation when possible, and on consultation with appropriate sources (e.g., supervisory ratings) as needed.

13. **The faculty agrees that this student is ready to apply for internship.**

Yes ____ (date approved: _____)

Not yet ____ (planned approval date: _____)

ADVISOR: _____

Signature: _____

Date: _____

Appendix E: Forms for Waivers and Credits

- ◆ 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 Academic Services Coordinator 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 _____

Variances to the Psychological Foundations requirement will only be approved if a comparable class has been completed within three years of the start of the doctoral program, if the course is a graduate level course, and if it meets the expectations for broad and general coverage of the content area.

Submit a completed copy of this form and the course syllabus to the Training Director. If approved, the original form and syllabus will be filed in your student record, with a copy of the signed form provided to you for your records.

Actions:

SUBSTITUTE A GRADUATE COURSE TAKEN AT THIS OR ANOTHER INSTITUTION FOR A PSYCHOLOGY FOUNDATIONS REQUIREMENT. (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 _____

Rev 7/10

Appendix F: Evaluation of Practicum Readiness

- ◆ Evaluation of Practicum Readiness

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

**Evaluation of Ph.D. Student by Department Faculty
Readiness for Practicum (1st 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		
Psychological mindedness							
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	Emer- ging	Meets expec	Exceeds expectations	NR		
Cultural self-awareness							
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:							
Overall evaluation, personal/interpersonal							
Comments:	1	2	3	4	5	6	7

Part II: Knowledge and Implementation Competencies

	Needs attention		Emerging	Meets expect	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

Familiar with and critically evaluates 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	Emer- ging	Meets expec	Exceeds expectations	NR		
Assessment and diagnosis							
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 G: Practicum

- ◆ 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.

Personal Competencies (e.g., psychological mindedness, emotional maturity)	Needs attention		Emerging	Meets expec	Exceeds expectations		NR
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:

Interpersonal Competencies (e.g., relational skills, ethical decision-making)	Needs attention		Emerging	Meets expec	Exceeds expectations		NR
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:

Clinical Skills (e.g., assessment, conceptualization, intervention)	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
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:

Professionalism	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
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:

Use of Supervision	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
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:

Scientific Mindedness (integration of science and practice)	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
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:

Multicultural Competence	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
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 attach additional sheet)

Areas for Growth (if needed, please attach additional sheet)

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.

Environment / Climate

	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:

Multicultural Issues

	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

Practicum Course Number:		270-900 Foundational	270-903 Advanced	270-904 Externship	270-901	270-902
Year: _____	Semester:	Fall	Spring	Summer		

Direct Service Hours			
Individual		Families	
Group		Intake	
Couples		Provision of Supervision	
Total Hours:			

Indirect Service Hours	Hours
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):	
Total Hours:	

Supervision Hours	Live Hours	Case Hours	Audio Hours
Individual (face to face)			
Group			
Supervision of Supervision			
Total Hours:			

Total Direct Service Hours		Total Indirect Service Hours		Total Supervision Hours		Total	
----------------------------	--	------------------------------	--	-------------------------	--	--------------	--

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 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.)

Race/Ethnicity	
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):

Sexual Orientation			
Heterosexual	Gay	Lesbian	Bisexual

Disability				
Physical	Visual	Auditory	Learning	Developmental

Gender		
Male	Female	Transgendered

Test administration and scoring (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				

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

**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.***

Practicum Course Number	270-900 Foundational	270-903 Advanced	270-901	270-902	270-900 Externship
--------------------------------	-------------------------	---------------------	---------	---------	-----------------------

Practicum Supervisor (include licensure status)		
--	--	--

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:

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

Sexual Orientation	Bisexual	Gay	Hetero-sexual	Lesbian	Gender	Female	Male	Transgendered
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								

Disability	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	
------------------------------------	--	--------------------------------------	--	---------------------------------	--

Month / Dates of Service Reported _____

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

Appendix H: Preliminary Examination Evaluation Forms

- ◆ Evaluation of Preliminary Examination Part 1 (Clinical Case)
- ◆ Evaluation of Preliminary Examination Part 2 (Supervision Case)

**University of Wisconsin-Madison Department of Counseling Psychology
Evaluation of Preliminary Examination Part 1 (Clinical Case)**

Examinee name: _____ Exam Date: _____

Evaluator names: _____

Please indicate your evaluation of the examinee 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 at the end of the 2nd 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.

Psychological mindedness

Based on oral and written case materials, the examinee:

	Needs attention		Emer- ging	Meets expec	Exceeds expectations		NR
Demonstrated reflectivity regarding professional practice	1	2	3	4	5	6	7
Was aware of the influence of his or her behavior on the client	1	2	3	4	5	6	7
Demonstrated awareness of influence of her or his social identities (e.g., racial, ethnic, gender, sexual, SES, religious/spiritual) on the client	1	2	3	4	5	6	7
Effectively used feedback from client, supervisors, and/or peers	1	2	3	4	5	6	7
Discussed own strengths and growth areas articulately	1	2	3	4	5	6	7

Comments:

Relational/Affective skills

Based on oral and written case materials, the examinee:

	Needs attention		Emer- ging	Meets expec	Exceeds expectations		NR
Formed and maintained a productive and respectful relationship with the client	1	2	3	4	5	6	7
Demonstrated the ability to negotiate differences and handle conflict	1	2	3	4	5	6	7
Was able to provide effective feedback to clients (also supervisors and peers, if applicable)	1	2	3	4	5	6	7
Respond non-defensively to questions and feedback from the examining committee	1	2	3	4	5	6	7
Acknowledged her or his own role in interactions, including difficult interactions	1	2	3	4	5	6	7

Comments:

Assessment and diagnosis

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Articulated developmental features and clinical symptoms relevant to presenting problem	1	2	3	4	5	6	7
Based diagnosis and case conceptualization on case evidence	1	2	3	4	5	6	7
Appropriately used assessment tools to augment clinical data for case conceptualization	1	2	3	4	5	6	7
Appropriately attended to multiple levels (i.e. individual, group, and universal) in conceptualizing the client's presenting issue and setting treatment goals	1	2	3	4	5	6	7

Comments:

Intervention

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Presented a case conceptualization and treatment plan that reflect a coherent theoretical orientation	1	2	3	4	5	6	7
Weighed merits of different intervention approaches, taking into account empirical and clinical literatures, client worldview and values	1	2	3	4	5	6	7
Conducted ongoing evaluation of client progress and modified the treatment plan as appropriate based on progress evaluation data	1	2	3	4	5	6	7
Demonstrated competence in the application of clinical skills	1	2	3	4	5	6	7

Comments:

Sensitivity to individual and cultural differences (ICDs)

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Articulated fit between theoretical orientation used for this case and client worldview	1	2	3	4	5	6	7
Conceptualized the client's presenting concerns within the larger societal and environmental context	1	2	3	4	5	6	7
Demonstrated awareness of the role of oppression and privilege and cultural similarities and differences between therapist and client in the therapeutic relationship	1	2	3	4	5	6	7

Comments:

Applications of scientific foundations, method

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Applied the concept of evidence-based practice (EBP) in case conceptualization, treatment planning, and intervention	1	2	3	4	5	6	7
Articulated the relevance of scientific findings in case conceptualization and treatment planning	1	2	3	4	5	6	7
Applied knowledge of scientific literature on ICDs relevant to the client's values and cultural identities	1	2	3	4	5	6	7
Generated and tested hypotheses about her or his own role in the therapeutic process	1	2	3	4	5	6	7

Comments:

Law and ethics

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Obtained informed consent from client to begin treatment	1	2	3	4	5	6	7
Demonstrated sensitivity to potential ethical and legal issues relevant to work with this client	1	2	3	4	5	6	7
Managed therapeutic boundaries appropriately	1	2	3	4	5	6	7
Consulted appropriately with supervisors, peers, and others regarding ethical issues for this case	1	2	3	4	5	6	7
Attended to cultural considerations and related APA guidelines in ethical decision-making processes	1	2	3	4	5	6	7

Comments:

Presentation Quality

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Organized written case materials well and provided evidence on the relevant competencies.	1	2	3	4	5	6	7
Organized the oral presentation well and used presentation materials (i.e., handouts, PowerPoint) effectively	1	2	3	4	5	6	7
Used allotted oral presentation time efficiently; presented the most relevant elements of the case	1	2	3	4	5	6	7
Demonstrated an emerging professional identity as a psychologist.	1	2	3	4	5	6	7
Was responsive to questions and feedback, able to "think on his/her feet."	1	2	3	4	5	6	7

Comments:

Examinee's Overall Strengths (if needed, please add additional sheet for comments)

Examinee's Areas for Growth (if needed, please add additional sheet for comments)

Student Signature _____ **Date** _____

Examiner 1: _____ **Date** _____

Examiner 2: _____ **Date** _____

Advisor Signature _____ **Date** _____

Note: Advisor signature certifies that student has satisfactorily completed any required revisions to the written case study (described above) and demonstrates readiness for internship.

**University of Wisconsin-Madison Department of Counseling Psychology
Evaluation of Preliminary Examination Part 2 (Supervision Case)**

Examinee name: _____ Exam Date: _____

Evaluator names: _____

Please complete the final version of this form electronically. Indicate (i.e., bold + underline) 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 preparing for internship.

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.

Psychological mindedness

Based on oral and written case materials, the examinee:

	Needs attention		Emer- ging	Meets expec	Exceeds expectations		NR
Demonstrated reflectivity regarding supervision practice	1	2	3	4	5	6	7
Was aware of the influence of his or her behavior on the supervisee	1	2	3	4	5	6	7
Demonstrated awareness of influence of her or his social identities (e.g., racial, ethnic, gender, sexual, SES, religious/spiritual) on the supervisee	1	2	3	4	5	6	7
Effectively used feedback from supervisee, supervisors, and/or peers	1	2	3	4	5	6	7
Discussed own strengths and growth areas articulately	1	2	3	4	5	6	7

Comments:

Relational/Affective skills

Based on oral and written case materials, the examinee:

	Needs attention		Emer- ging	Meets expec	Exceeds expectations		NR
Formed and maintained a productive and respectful relationship with the supervisee	1	2	3	4	5	6	7
Demonstrated the ability to negotiate differences and handle conflict	1	2	3	4	5	6	7
Was able to provide effective feedback to supervisee (also supervisors and peers, if applicable)	1	2	3	4	5	6	7
Responded non-defensively to questions and feedback from the examining committee	1	2	3	4	5	6	7
Acknowledged her or his own role in interactions, including difficult interactions	1	2	3	4	5	6	7

Comments:

Assessment

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Articulated supervisee’s training needs, level of development, strengths, and growth areas based on behavioral evidence	1	2	3	4	5	6	7
Linked supervision goals, behaviors to developmental conceptualization of supervisee’s clinical skills	1	2	3	4	5	6	7
Appropriately attended to multiple levels (i.e. individual, group, and universal) in conceptualization and goal-setting	1	2	3	4	5	6	7

Comments:

Intervention

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Presented a case conceptualization and supervision plan that reflect a coherent theoretical orientation	1	2	3	4	5	6	7
Weighed merits of different supervision approaches, taking into account supervisee training needs	1	2	3	4	5	6	7
Demonstrated flexible use of supervisor roles (teaching, evaluative, therapeutic) in accordance with supervisee training needs, worldview, and values	1	2	3	4	5	6	7
Conducted ongoing evaluation of supervisee progress and modified the plan as appropriate based on progress evaluation data	1	2	3	4	5	6	7
Demonstrated competence in the application of supervision skills	1	2	3	4	5	6	7

Comments:

Sensitivity to individual and cultural differences (ICDs)

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Articulated fit between theoretical orientation used for this case and supervisee worldview	1	2	3	4	5	6	7
Reflected appropriately on the role of oppression and privilege and cultural similarities and differences with the supervisee and their impact on the relationship	1	2	3	4	5	6	7

Comments:

Applications of scientific foundations, method

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Conveyed to supervisee a broadly defined understanding of evidence-based practice (EBP) as applied to client case conceptualization, treatment planning, and intervention	1	2	3	4	5	6	7
Articulated the relevance of scientific and clinical literatures (e.g., importance of common factors) to supervisee-client interactions	1	2	3	4	5	6	7
Applied knowledge of scientific literature on ICDs relevant to the supervisee-client relationship	1	2	3	4	5	6	7
Modeled hypothesis-testing approach to clinical work (e.g., generating and testing hypotheses about supervisee’s role in the therapeutic process)	1	2	3	4	5	6	7

Comments:

Law and ethics

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Explicitly engaged in supervision around ethical issues for the supervisee’s counseling relationship (e.g., obtaining informed consent from client to begin treatment)	1	2	3	4	5	6	7
Demonstrated sensitivity to potential ethical and legal issues relevant to supervisee’s work with client(s)	1	2	3	4	5	6	7
Demonstrated awareness of ethical issues in supervisory relationship	1	2	3	4	5	6	7
Managed supervisory boundaries appropriately	1	2	3	4	5	6	7
Consulted appropriately with supervisors, peers, and others regarding ethical issues for this case	1	2	3	4	5	6	7
Attended to cultural considerations and related APA guidelines in ethical decision-making processes	1	2	3	4	5	6	7

Comments:

Presentation Quality

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
Organized written case materials well and provided evidence on the relevant competencies.	1	2	3	4	5	6	7
Organized the oral presentation well and used presentation materials (i.e., handouts, PowerPoint) effectively	1	2	3	4	5	6	7
Used allotted oral presentation time efficiently; presented the most relevant elements of the case	1	2	3	4	5	6	7
Demonstrated an emerging professional identity as a psychologist.	1	2	3	4	5	6	7
Was responsive to questions and feedback, able to “think on his/her feet.”	1	2	3	4	5	6	7

Comments:

Examinee's Overall Strengths (if needed, please add additional sheet for comments)

Examinee's Areas for Growth (if needed, please add additional sheet for comments)

Student Signature _____ **Date** _____

Examiner 1: _____ **Date** _____

Examiner 2: _____ **Date** _____

Advisor Signature _____ **Date** _____

[Note: Advisor signature certifies that student has satisfactorily completed any required revisions to the written case study (described above) and demonstrates readiness for internship.]

Appendix I: Doctoral Student Report on Progress Form

- ◆ Doctoral Student Report on Progress Form (Annual Review)

**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: _____

Professional activities (for APA annual report). Respond based on the current academic year, including the previous summer (e.g., May through end of April):

1. Member of professional or research society: Yes____ No ____
2. Involved in grant-supported research: Yes____ No ____
3. Involved in teaching: Yes____ No ____
4. Involved in supervised practicum on or off campus: Yes____ No ____
5. Number of presentations or workshops at professional meetings: _____
6. Number of articles (co-)authored accepted for publication in scientific journals: _____
7. Number of co-authored book chapters accepted for publication: _____

Please attach a current copy of your CV including documentation of scholarly and clinical work.

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.

	Name (print)	Signature
Student:		
Advisor:		
DTC member*:		

* (1st and 2nd years only)

Student file is complete for the period from last year's review to the present.	
_____	_____
(Advisor signature)	(Date)

Appendix J: Preliminary Testing Schedule

- ◆ Preliminary Testing Schedule

Preliminary Exam Schedule

The Doctoral Training Committee has now created a rubric for scheduling administrations of the clinical case study and the supervision case study (Preliminary Examination Parts 1 and 2).

Both Preliminary Exams will be administered on Monday (clinical) and Tuesday (supervision) of final exams week during the spring and fall semester.

Here is the exam schedule through Spring 2013.

Semester	Clinical Preliminary Exam	Supervision Preliminary Exam	Commencement (Spring) or Official Fall Graduation Date
Fall 2010	Monday, Dec 20	Tuesday, Dec 21	Friday, Dec 24
Spring 2011	Monday, May 9	Tuesday, May 10	Friday, May 13
Fall 2011	Monday, Dec 19	Tuesday, Dec 20	Saturday, Dec 24
Spring 2012	Monday, May 14	Tuesday, May 15	Friday, May 18
Fall 2012	Monday, Dec 17	Tuesday, Dec 18	Sunday, Dec 23
Spring 2013	Monday, May 13	Tuesday, May 14	Friday, May 17

Appendix K: Faculty and Staff

- ◆ Faculty and Staff

Faculty and Staff

Current Faculty Biographies

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, developing and directing the Counseling Psychology Training Clinic, serving on various school and departmental committees (Doctoral Training Committee, EPTC Executive Committee) and advising.

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. She has served as the Chair of the Master's Program since Spring 2010. She is currently an affiliate faculty member with both the Chican@ Latin@ Studies Program and the Asian American Studies Program at UW-Madison.

Dr. Gloria's research explores the educational processes and influencing factors of academic adjustment, wellness, 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, validation, and mattering; 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 currently has two research teams, the Hmong Research Team, and ANDALE (Advancing, Nurturing, and Developing Academic Leaders in Education) who are both actively working to advance knowledge about Hmong and Latin@ students in higher education, respectively. The teams include undergraduate, masters, and doctoral students.

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 Vocational Behavior*, *Journal of Applied Developmental Psychology*, *Career Development Quarterly*, *Journal of Community Psychology*, *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* and the *Handbook of Psychotherapies with Children and Families*, amongst others.

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 current interests include development of alternatives to self-report measures of multicultural competence and use of mindfulness techniques to facilitate effectiveness among counselors and psychologists in training. He is interested in applications of social psychological theories to understanding both counseling process and mental health, and also in the utility of quantitative research methodologies, such as 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, history and systems of psychology, 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*.

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

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

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

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 university/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.

TAKUYA MINAMI, Ph.D., Assistant Professor

Dr. Takuya Minami (Tak) returned to University of Wisconsin—Madison as faculty in 2010. His doctorate in Counseling Psychology from the Department was in 2004, after completing his M.A. in Counseling from Michigan State University (1999) and his B.E. in Mechanical Engineering from Waseda University (1996). He completed his predoctoral internship at the University Counseling Center at University of Utah (2003-2004), and subsequently assumed a position as faculty in their Counseling Psychology Program until 2008. He was at Northeastern University as faculty in their Counseling Psychology Ph.D. Program between 2008 and 2010.

Dr. Minami's research interests started with narrower questions such as "How effective is psychotherapy in the real world?" but has since broadened to questions such as "What is psychotherapy?" Using insights obtained from these findings, his current ambitions are to implement psychological/social interventions into the community that would result in "healthier" communities. As a long-term goal, he continues to entertain the delusion that perhaps poverty could be eradicated.

Dr. Minami has taught a wide range of courses including research methods, statistics, social psychology, and clinical practice in his past faculty appointments. What courses will be assigned from the Department remains unknown at this time.

Dr. Minami is licensed as a Psychologist in states of Utah (since 2006) and Massachusetts (since 2009). He is expected to be licensed in Wisconsin sometime soon. During his years at University of Utah, he continued to practice at the University Counseling Center on a part-time, pro-bono basis so as to maintain his clinical insights.

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 in which she also completed her postdoctoral clinical hours at UW's Counseling and Consultation Services, during the 2008-2009 academic year. Dr. Thompson has served as co-chair of the Department of Counseling Psychology's Diversity and Social Justice Committee since 2008 and is a licensed psychologist in the state of Wisconsin.

Dr. Thompson's programmatic research agenda focuses on understanding the experience of social class and perceived social status identity from a psychological, as opposed to a sociological, perspective. She explores the relations of the unique (but interrelated) constructs of social class, SES, social status, and classism to vocational development, educational persistence, and psychotherapy. Dr. Thompson emphasizes the role of social context in individuals' lives and believes that scholars must move beyond the study of a single identity (i.e., gender) and instead embrace a research agenda that attempts to integrate intersections of identities (i.e., gender, race/ethnicity, and social class) as related to behaviors and attitudes within specific social contexts. Dr. Thompson is an

affiliate of the UW's Institute for Research on Poverty and 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 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.

Dr. Thompson presents her work at a variety of regional and national conferences, is a member of several professional organizations (i.e., APA, SVP, and the Association for Women in Psychology), and contributes to the scientific community by serving as an ad hoc reviewer for several journals (i.e., *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, *The Counseling Psychologist*, and *Psychology of Women Quarterly*).

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 is currently involved in Children, Families and Schools, an NICHD-funded study designed to evaluate the effects of social capital on Latino children's cognitive and social development through the school-based family intervention, Families and Schools Together (FAST). This study is being conducted with over 3,000 Latino families in Texas and Arizona. She has also been actively involved in Keeping Families Strong (KFS), a NIMH-funded prevention program designed to reduce the impact of parental depression on children and to build resilience in the family. 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. She is currently refining and adapting KFS to Latino families. The new program, "Fortalezas Familiares" (FF) is undergoing a linguistic and cultural adaptation by her research team of graduate students from different departments under her leadership. Dr. Valdez has submitted grants and plans to evaluate the feasibility, acceptability, and outcomes of the FF program with Latino families in Madison. 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 *Journal of Family Therapy*, *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) and has presented her work at APA and other conferences.

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

Susan Thideman, Admissions and Academic Services Coordinator.

Susan joined our staff in 2010. 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. She can be contacted at 262-4807 or thideman@wisc.edu.

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, space, registration, fellowship and assistantship monies, and department computer liaison. Jeannine can be contacted at 263-9503 or nicolaiheckm@education.wisc.edu.

Adjunct Faculty and UW Counseling & Consultation Services

CLINICAL APPOINTMENTS

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

LECTURERS / ASSOCIATE LECTURERS

Name:	Title:	Course (270-XXX)
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
Seltzer, Rob	Lecturer	105: Emphasis on Gender Awareness; 115: Health & Academic Success
Sepich, Robert	Associate Lecturer	125: A Wisconsin Experience Seminar
Solberg, Scott	Adjunct Associate Professor	105: Stress Reduction/Relaxation
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