

UNIVERSITY OF WISCONSIN-MADISON

DEPARTMENT OF
COUNSELING PSYCHOLOGY

Ph.D. Handbook
2012

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 describe 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>). Please note that at the time of this document's publication, the new SOE webpage detailing the School's grievance procedure has not been published, though it may be by the time this document is being read. This *Handbook* is not intended to modify or supersede Graduate School or School of Education policies.

On Becoming a Counseling Psychologist

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:

**Developing
personal and
professional
abilities**

- ◆ 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)

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

**Identity as a
counseling
psychologist**

- ◆ 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 *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>) and to the *Counseling Psychology Training Values Addressing Diversity* (Appendix A).

**Ethical
standards**

Failure to conduct oneself in accordance with these principles and values may result in remedial or disciplinary action.

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

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.

History

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

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

Description of Departmental Programs

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

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

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

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

Departmental Mission and Multicultural/Diversity Statement

The Ph.D. program adheres to a scientist-practitioner model of training. The program is designed to fully integrate traditional counseling and psychological theory with practice and substantive development of research skills in the specialty of counseling psychology.

**Scientist –
practitioner
model of
training**

The program aspires to create an educational environment that honors:

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

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

**Program
endorses
APA
Multicultural
Competence
Guidelines**

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.

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

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

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*.

Core Competency Areas

- ◆ Preparation for role as professional psychologist:
 - Professional standards and conduct;
 - Scientific foundations;
 - Knowledge and skill in psychological practice;
 - Relational skills.

- ◆ Understanding scientific basis for practice:
 - Knowledge of research methods;
 - Application of research findings to psychological practice;
 - Application of scientific thinking to practice;

- ◆ Multicultural competence and social justice orientation:
 - Cultural and scientific knowledge relevant to diverse and underrepresented groups;
 - Awareness of self as a cultural being;
 - Skill in application of knowledge of self, culture, and context to clinical work;

Part II: Faculty and Staff

Role of Faculty

Student Advising

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

The major professor is responsible for:

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

Changing Advisors

The doctoral student may select a major professor 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 documented in writing, with the approval signature of both the former and the new faculty advisor. Students should set an appointment with outgoing advisor to discuss the change of advisor decision and to secure faculty signature (approval). Change of Advisor Forms are available electronically on the department’s webpage (see Forms and Resources)..

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
- ♦ coordinate training policies and procedures and provide information to students and faculty regarding changes in licensure and accreditation regulations as these occur.

The Training Director is available to answer questions about general program policies and specific milestones (e.g., preliminary examination; internship applications). The Training Director chairs the Doctoral Training Committee, which makes recommendations to the faculty about policies and student issues in the Ph.D. program.

Practicum Coordinator

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

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 (including the 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. This protocol is completed in conjunction with the advisor or other faculty member, who serves as Principal Investigator for IRB purposes. Access to the online training and online protocol submission can be found on the School of Education IRB website: <http://www.grad.wisc.edu/research/hrpp/edirb/index.html> For an IRB protocol to remain active it must be renewed annually. Investigators are required to maintain the protocol as active as long as data are being analyzed (i.e., until the project is completed and any research reports are published).

Online training required prior to protocol

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 in Part VI of this *Handbook*. Students are also encouraged to talk with their faculty advisors or Training Director regarding concerns or difficulties if necessary. Information on university resources for sexual harassment concerns is online at: <http://www.oed.wisc.edu/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. The [CP website](#) has individual pages describing 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. Alberta M. Gloria	Professor, Chair	262-2669	agloria@education.wisc.edu
Dr. William Hoyt	Professor	262-0462	wthoyt@education.wisc.edu
Dr. Corissa Lotta	Faculty Assoc.	262-1438	cclotta@wisc.edu
Dr. Takuya Minami	Associate Professor	263-3753	tminami@wisc.edu
Dr. Parrish Paul	Assoc. Clinical Professor	263-2829	plpaul@wisc.edu
Dr. Stephen Quintana	Professor	262-6987	quintana@education.wisc.edu
Dr. Francisco Sánchez	Assistant Professor	262-6889	fsanchez3@wisc.edu
Dr. Mindi Thompson	Assistant Professor	265-4760	mnthompson@wisc.edu
Dr. Carmen Valdez	Assistant Professor	263-4493	cvaldez@wisc.edu
Dr. Bruce Wampold	Professor	262-2878	wampold@education.wisc.edu

Emeritus Faculty

Dr. Hardin Coleman

Dr. Phil Perrone

Dr. Gail Farwell

Dr. Chuck Pulvino

Dr. Jim Lee

Dr. Patricia Wolleat

Current Support Staff

Susan Thideman

Admissions and
Academic Services

262-4807

thideman@wisc.edu

Jeannine Nicolai-
Heckmann

Department
Administrator

263-9503

nicolaiheckm@wisc.edu

Faculty and staff biographies, as well as current interests and roles in the department, may be found on the [department website](#).

Part III: Curriculum Requirements

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

- ◆ foundational knowledge in basic psychology
- ◆ empirical methods
- ◆ core knowledge in the specialty of counseling psychology
- ◆ the application of counseling psychology in practice

**Core
curriculum
areas**

Required coursework (i.e., major core coursework) includes basic psychology; research design, methodology, and statistics; research seminars in various substantive areas; professional development and issues; ethics and law; and psychological assessment. The counseling psychology program also includes an optional "minor" sequence of courses tailored to the individual interests and career goals of the student.

Some courses (e.g. 890, 900, 901, 902, 903) require additional time commitments for out-of-class applied experiences, beyond what is stated in the Timetable.

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, 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.

Based on our understanding of the APA requirements (see Implementing Regulation C-16), all students are required to take at least one course in each of these psychological foundations areas during their doctoral studies. If a comparable (i.e., graduate level, broad and general) class has been completed within three years of the start of the doctoral program, the student may be approved to substitute a different (i.e., more focused) course in the same subject area. Also, if another department offers an equivalent broad and general course, this may be substituted for the recommended course below. All variances to the stated requirements must be approved by the Training Director, based on consideration of the course syllabus and qualifications of the course instructor (form [here](#)).

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
315-542	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

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
194-980	Adult Cognitive Assessment (RP&SE department) (315-740, focused on children/adolescents, may be substituted)
270-990	Dissertation

Core Department Courses

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 ^a	Cog/Aff Foundations	270-860	Multicultural Counseling
194-980 ^b	Cognitive Assessment	270-950	Research Methods I
270-890	Personality Assessment	270-806	Pre-practicum
194-735	Legal and Ethical Issues	270-865	Career Counseling
270-736 ^a	Individual Differences	194-735	Legal and Ethical Issues
270-960	Research Methods II	270-960	Research Methods II
270-737 ^a	History and Systems	270-620 ^a	Interpersonal Process Groups
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
270-950	Research Methods I	270-807	Master's Practicum
315-795 ^a	Cog/Aff Foundations	270-951	Psychological Interventions
194-980 ^b	Cognitive Assessment	194-980 ^b	Cognitive Assessment
270-890	Personality Assessment	270-890	Personality Assessment
194-735	Legal and Ethical Issues	270-808	Master's Practicum
270-736 ^a	Individual Differences	270-736 ^a	Individual Differences [Methods or psych found]
270-960	Research Methods II	270-737 ^a	History and Systems
270-737 ^a	History and Systems	820-729 ^a	Social Psychology
270-958	Psychopathology		

^a Other courses may be substituted (e.g., courses for optional minor, foundations courses, methods courses), depending on educational priorities, although these classes must be completed at some point in the PhD program.

^b Depending on availability, students with a focus on child/adolescent assessment and intervention may substitute 315-740 for 194-980.

(Possible course sequence, continued:)

<u>Post-MA PhD Students</u>	
Course #	Brief Title
<u>Year 2, Fall/Spring/Summer</u>	
270-900	Foundational Practicum
270-905	Research Practicum
270-951	Psychological Interventions
315-542 ^{ab}	Biological Foundations
270-900	Foundational Practicum
270-905	Research Practicum
315-725 ^a	Developmental Foundations [Clinical Preliminary Exam]
820-729 ^a	Social Psychology
<u>Year 3, Fall/Spring/Summer</u>	
270-902	Supervision Practicum
270-903	Advanced Practicum
270-990	Dissertation Research [Methods or psych found]
270-902	Supervision Practicum
270-903	Advanced Practicum
270-990	Dissertation Research [Methods or psych found] [Supervision Prelim Exam] [Dissertation Proposal]
<u>Year 4, Fall/Spring^c</u>	
	[Apply for Internship]
270-904	Externship (optional)
270-990	Dissertation Research
270-904	Externship (optional)
270-990	Dissertation Research [Dissertation Defense]
<u>Year 5</u>	
270-995 ^d	Predocctoral Internship

<u>Post-BA PhD Students</u>	
Course #	Brief Title
<u>Year 3, Fall/Spring/Summer</u>	
270-900	Foundational Practicum
270-905	Research Practicum
315-542 ^{ab}	Biological Foundations
315-795 ^a	Cog/Aff Foundations
270-900	Foundational Practicum
270-905	Research Practicum
315-725 ^a	Developmental Foundations [Clinical Preliminary Exam] [Methods or psych found]
<u>Year 4, Fall/Spring/Summer</u>	
270-902	Supervision Practicum
270-903	Advanced Practicum
270-990	Dissertation Research [Methods or psych found]
270-902	Supervision Practicum
270-903	Advanced Practicum
270-990	Dissertation Research [Methods or psych found] [Supervision Prelim Exam] [Dissertation Proposal]
<u>Year 5, Fall/Spring^c</u>	
	[Apply for Internship]
270-904	Externship (optional)
270-990	Dissertation Research
270-904	Externship (optional)
270-990	Dissertation Research [Dissertation Defense]
<u>Year 6</u>	
270-995 ^d	Predocctoral Internship

^a Other courses may be substituted (e.g., courses for optional minor, foundations courses, methods courses), depending on educational priorities, although these classes must be completed at some point in the PhD program.

^b Flexible—students may alternatively (a) take a methods course (to complement work in research prac) or (b) take only a 3-course load (Fall semester).

^c Students may also take additional coursework (e.g., psych foundations) during Fall semester.

^d 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.

Optional Minor Sequence

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

Students electing to complete a minor should submit the Minor Agreement Form (located on the [department website](#)) to the 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.

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

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.

In addition, 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, plus
- ◆ Two (2) additional courses in data analytic methods. At least one of these courses must address quantitative data analysis. For example:
 - A course in ANOVA techniques (e.g. EP 761, Psych 610), OR
 - A course in advanced statistical methods, such as Ed Psych 711 offerings on structural equations modeling or hierarchical linear modeling.
- ◆ The third course in data analysis may be EITHER:
 - An additional quantitative methods course as described above OR
 - A course in qualitative research methods including analysis and reporting of qualitative data

9 credits of data analysis required

The choice among alternative courses on data analytic methods will depend on the student's past training and future research goals. Students should consult with their advisors about this decision, and bear in mind that understanding of advanced research methods such as structural equation modeling (SEM) or hierarchical linear modeling (HLM) is virtually a necessity for assimilating current research findings in counseling psychology and related fields. 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 courses).

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 6 semesters of practicum

Counseling Psychology doctoral students are required to take a minimum of six semesters (3 credits each semester) of practicum at the doctoral level: two semesters of foundational practicum, two semesters of advanced practicum, and two semesters 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 are generally required to complete the post-BA sequence, including practicum training at the Masters level.

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 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.

For students who have successfully completed the foundational and advanced practicum and passed the clinical preliminary examination, 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 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).

Optional additional clinical training

Other opportunities for clinical training include group practicum (CP 901), advanced supervision practicum (CP 902) and assessment practicum (which may be elected in addition to required practicum experiences or arranged separately as a CP 904 externship).

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 doctoral practicum placements. Practicum sites that have APA-accredited training programs can negotiate supervision by a license-eligible psychologist, provided that this supervisor is receiving supervision of supervision from a licensed staff psychologist.

Supervision requirements

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 (and end of summer if applicable)
- ◆ 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

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

Non-credit clinical training experiences

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

A record of student participation in these meetings is filed with the 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 should consult with their advisors about readiness and notify the Training Director and Academic Services Coordinator of their plans. Prospective applicants participate in an Internship Preparation Seminar during the summer, to orient them to the application process and begin preparation of application materials. Prior to the September faculty meeting, these students work with their advisors to complete the Internship Application Plan (IAP), which the full faculty reviews to certify applicants as "internship ready." To be certified as ready for internship, students must (a) be in good standing in the program (i.e., not on probation); (b) have successfully completed all three parts of the doctoral preliminary examination; (c) have clinical evaluations (including evaluations of practicum performance and performance in parts one and two of the preliminary examination) indicating expected levels of competence (i.e., ratings of 4 and above on preliminary examinations) in all areas; and (d) either have completed their coursework or be in the process of completing their final course requirements during the semester of application for internship.

Dissertation proposal and readiness for internship

Students wishing to complete the dissertation proposal in Fall to be approved ready for internship in that semester will need to schedule a proposal date on or before the **Friday before the first Fall faculty meeting**. Usually this means proposing by the first Friday in September.

Please note that to propose by early September, the proposal document needs to be finalized by early August, so that the ASC will have the required four weeks for paperwork (see above). Note, too that faculty may have limited availability in summers, so preparation for an early September proposal requires careful coordination with the advisor during the preceding summer. Faculty set aside the Friday before the September faculty meeting to attend dissertation proposals, so this is the default date for the proposal meeting, for intern applicants who have not completed the proposal by the end of Spring semester. However, it may be possible to schedule a proposal meeting earlier in the summer, if committee members are available.

Internship application is a complex process, with involvement from the department as well as the student. The 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 and the Training Director. An orientation meeting will be held in spring or early summer to educate internship applicants about departmental procedures and resources. Important steps include:

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

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

Students should keep detailed records of their client-contact hours. A weekly/monthly accountability form (found [here](#)) and semester accountability form should be used to document hours. This form is modeled after the APPIC internship application form. Several options are now available for record-keeping software which, if obtained early and used throughout doctoral training, can greatly simplify the process of accounting for clinical hours on the AAPI.

**Documentation
of clinical
training**

Departmental Requirements for Internships

The department requires that students complete their predoctoral internships at APA-accredited internship sites. Only in this way can students be certain that they are 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. Completing an accredited internship is also important for many post-doctoral goals, including licensure.

Students wishing to consider non-APA accredited internship sites must apply to the full faculty for a variance. Such a placement is normally approved only if the student makes a compelling case that (a) the prospective training experience is both relevant to his/her professional goals and not available through a comparable accredited internship site; and (b) the internship conforms to APA guidelines in terms of range of clientele and presenting behaviors, opportunities for intervention, appropriate supervision and training in specified areas, and the presence of counseling psychologists as role models. This documentation is kept in the student's file. As noted in the APA Commission on Accreditation (CoA) Policy and Procedure update, August 2010,

**Non-APA
placements
must be
approved**

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

Internship Evaluation Process

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

Internship and the Dissertation

While students are on internship, they must be registered for one class at the University of Wisconsin to maintain continuous enrollment. Students who have

not yet defended the dissertation register for Dissertation credit (270-990; 3 credits per semester, including summer if planning to graduate in summer). Because most students have no tuition remission during the internship year, tuition can be a significant expense. 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. (Note that this no-credit enrollment also has a downside, as it typically triggers student loan repayment in the 9th month of the internship. However, for many students the benefits of tuition savings exceed the detriments of early loan payments.)

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

Students who defend the dissertation and finalize 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 dissertation credit (270-990, 3 credits) during the summer, if they plan to graduate in August.

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

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 on others of one’s own beliefs, behaviors, and values);
- Understanding and demonstration of counseling skills and techniques;
- Openness and responsiveness to feedback and the processes of supervision (e.g., willingness to explore issues that either interfere with the appropriate provision of care or impede professional development and functioning); and
- Resolution of problems that interfere with professional development and functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty and/or by participating in personal therapy to resolve problems or issues);

Evaluation of these areas is ongoing, and students will be formally reviewed and evaluated in each of these areas by the full faculty prior to being deemed ready for practicum placement and again prior to certification of readiness for internship. Expectations for professional functioning include professional conduct in accordance with the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>).

Failure to adhere to these standards may result in remedial or disciplinary action. Academic misconduct is governed by Chapter 14 of the University of Wisconsin-System rules as administered by the Dean of Students. Information regarding the rules and procedures may be found online at <http://students.wisc.edu/saja/misconduct/UWS14.html> .

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), preparation for role as a professional psychologist, (b) understanding the scientific basis for practice, and (c) multicultural competence and social justice orientation. In Appendix B of this *Ph.D. Handbook*, we describe specific objectives and outcomes in each domain, and the types of evidence used to determine attainment of these outcomes. "Proximal" outcomes are outcomes evaluated while the student is enrolled in the Ph.D. program, and will be the focus of the annual review of progress. "Distal" outcomes are outcomes attained subsequent to graduation from the program.

Annual Comprehensive Review of Student Performance

A comprehensive formative review of student performance (encompassing academic and clinical training, research involvement, and other roles such as employment and departmental activities) is conducted annually. The Doctoral Training Committee is responsible for conducting this review, in consultation with the full faculty. Reviews of student progress are an agenda item for departmental faculty meeting in 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 (on the [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 placement. Students are assessed relative to the "readiness for practicum" competencies, including personal/interpersonal competencies and knowledge/implementation competencies. 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](#). 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 (e.g., 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. 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 (available 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.

- ♦ 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.

- ♦ 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., satisfactory supervisor evaluations; ratings of “4” and above on preliminary examinations; satisfactory progress on dissertation), no further review meeting is mandated. If areas of concern are identified based on the full faculty review, 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 the area, in which case a meeting by telephone may be scheduled instead. Although post-internship students are advised to keep in regular contact with their advisors throughout the year, the annual review

process is an important opportunity to review progress and set goals to facilitate timely completion of the dissertation. 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*).

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

Non-Routine Reviews of Students

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

The role of the ad hoc committee is to make a recommendation to the full faculty regarding the disposition of the concern or complaint. This recommendation will be based on the faculty members' assessments regarding (a) the seriousness of the issue and (b) the potential for remediation. In the case of serious or irremediable problems (especially when problems are raised repeatedly with little evidence of progress), the committee may recommend dismissal from the program. 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 a plan to address the issue (called a *development plan*) without probation, with progress to be evaluated either during or outside 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 faculty determines 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 faculty, the student and advisor work with the Doctoral Training Committee (or a

subset of this committee) to formulate a remediation plan including explicit goals and deadlines for evaluation of their attainment. In the procedures described below, DTC refers to (a) the Doctoral Training Committee, (b) a subset of the Doctoral Training Committee, or (c) a group of at least two faculty including at least one Doctoral Training Committee member who collaborate with the advisor and student to implement and evaluate the plan.

1. The Training Director informs the student in writing of 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.

Templates for creating a remediation plan are available on the [department website](#)

3. This plan will be submitted to the DTC for review, possible modification, and approval.
4. If the plan has been modified by the DTC, the advisor and the student will meet to review the modified plan.
5. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file. Both copies of the plan will be signed and dated by the student, the advisor, and the DTC committee members.
6. Near the date for reevaluation, the student will present to the advisor available documentation of progress in the identified problem area(s) and completion of the remediation plan.
7. Near the date for reevaluation, the student's progress will be reviewed by the DTC, at a meeting with the student's advisor in attendance. The DTC will decide among three possible outcomes:
 - a. Continuation in the program. The identified concern(s) no longer present a significant problem and the student is no longer on probation.
 - b. Continued probation and remediation: The student has made significant progress in addressing the identified concern(s), but has not yet attained the expected degree of competence in one or more problem areas. An updated remediation plan is prepared, with a date set for a continuing reevaluation.

- c. Dismissal from the program: The student has failed to attain the identified goals and there is no expectation that he or she can reasonably attain them in the near future.

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

8. When the decision is ratified, the Training Director will notify the student in writing of the reevaluation decision and will request that the student make an appointment with 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*.

Consequences of Probation

Students on probation cannot be approved as ready for the next level of clinical training (i.e., for foundational practicum; for internship) until they have successfully remediated the identified concern(s). This can have a substantial impact on time to degree, as practicum applications begin in the Fall semester for the following academic year. For students on a remediation plan who are making good progress (so that they are judged to have a good chance of successful remediation before the following fall), there are two possibilities for arranging for practicum placements for the next academic year, despite not being deemed ready for practicum because of probationary status.

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

Option 2: If in the opinion of the DTC subcommittee overseeing the remediation plan a student (a) has shown satisfactory performance at one or more mid-plan evaluation points and (b) is likely to complete the plan successfully, the

committee may support a request for a variance that would allow this student apply to practicum sites at the normally scheduled time. Because the student is still on probation (and can therefore not be certified ready for practicum), his or her applications would be accompanied by a letter from the Training Director indicating (a) the student's program status (e.g., currently on probation, with a remediation plan); (b) that based on progress to date, the faculty has voted to permit student to apply for practicum; but (c) it is possible that the plan will not be completed successfully, in which case student may not be approved to enroll in practicum in the fall, even if student receives a placement.

This policy applies to students on probation, and currently near completion of a remediation plan (i.e., completion expected before the start of Fall semester). Note that students on a *development plan* (i.e., addressing concerns about professional behavior but not formally on probation) are not automatically deemed unready for practicum, and therefore are permitted to apply for practicum as scheduled, provided that they demonstrate readiness for practicum during the normal evaluation of readiness.

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

Faculty supervision of clinical work

Criteria for Successful Progress

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

Successful progress at "B" or better

Once dissertator status has been achieved, satisfactory progress is demonstrated through maintaining continuous enrollment (3 credits of 270-990 each semester), satisfactory completion of the predoctoral internship, and timely submission of dissertation work to the dissertation advisor, in accordance with a timeline negotiated between student and advisor.

Throughout their enrollment in the doctoral program, students admitted to the Department are expected to adhere to APA's *Ethical Principles of Psychologists and Code of Conduct* (<http://www.apa.org/ethics/code/index.aspx>) and to the *Counseling Psychology Training Values Addressing Diversity* (Appendix A). Failure to conduct oneself in accordance with these principles and values 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. Completion of the preliminary examination is also required before a student can be certified by the faculty as ready to apply for internship.

The doctoral preliminary examination includes three components, all of which include both written and oral presentations. The *clinical case study (PE-1)* is an in-depth reflection on a single counseling case, and serves as an exemplar of clinical competencies in the role of counselor. The *supervision case study (PE-2)* is an in-depth reflection on a relationship with one supervisee, and serves as an exemplar of clinical competencies in the role of supervisor. The *dissertation proposal (PE-3)* includes a literature review and method section for a proposed dissertation project, and serves as an exemplar of academic and scientific proficiency.

PE-1 and PE-2 (clinical and supervision exams) are administered during a fixed date during the final examination period during either Fall or Spring semesters. Those dates are available on the [department website](#). PE-3 (dissertation proposal) is generally scheduled on an ad hoc basis. Students should contact the Academic Services Coordinator a minimum of four weeks prior to the desired PE-3 exam date for assistance with scheduling (details below). The one exception is for dissertation proposals during the summer before the student applies for internship. If proposal has not been completed by the end of summer, it must be scheduled on the Friday before the September faculty meeting if the student is to be approved as ready to apply for internship. Usually this means an exam date on the first Friday in September.

Preliminary Examination Dates

Preliminary Examination, Part 1: Clinical Case Study

The clinical case study (PE-1) 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 PE-1 is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas relevant to clinical competence and professional functioning.

The faculty examining committee for PE-1 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 4-6 weeks in advance of the intended presentation date, to invite them to serve.

Resources for the case study include standardized client assessments, interview data, outcome measures, and other case material. It is required that audiotape or (preferably) videotape of at least one counseling session be included as part of the 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 maintain confidentiality) will be read only by you and by department faculty. Students should be aware that some practicum sites may not permit recordings of sessions, even with client permission. These clients would therefore not be suitable subjects for the clinical case study.

Session recordings required for case study

The written portion of the clinical case study may be prepared as a paper document, or as an on-line portfolio that is password protected (and may incorporate audio, video, or hyperlinks if desired). It should include sections addressing the following issues:

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

The written portion of the clinical case study should be available to committee members at least two weeks prior to the scheduled meeting for the oral portion.

The oral portion of PE-1 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). Students should consult the competency rating form for PE-1, available on the Forms and Resources webpage ([here](#)) for a detailed list of the competencies to be demonstrated on this exam.

Students completing PE-1 in the Spring of their foundational practicum year will be automatically approved as ready to enroll in 270-902 (Practicum in Supervision) in the Fall. Students electing to delay PE-1 until the Fall semester will be required to submit evidence of clinical competence (i.e., supervisor evaluations, evaluations from practicum instructor, advisor, and other knowledgeable faculty members) for review. Faculty will vote on readiness for supervision practicum for these students in the mid-summer faculty meeting.

PE-1 and readiness for supervision practicum

Preliminary Examination, Part 2: Supervision Case Study

The supervision case study (PE-2) is normally completed during the Spring semester of the 3rd year at the conclusion of the supervision practicum (270-902). *Students may not register to complete PE-2 until they have successfully completed PE-1 (clinical case study).* The purpose of PE-2 is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas relevant to supervision competence and professional functioning.

The faculty examining committee for PE-2 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 4-6 weeks in advance of the intended presentation date, to invite them to serve.

Resources for the supervision case study include audiotapes or (preferably) videotapes of at least one supervisory meeting and supporting materials (e.g., written reflections on supervisory relationship, supervision contract, supervisee evaluations). It is, of course, necessary to secure the supervisee's permission to make use of these materials, 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 PE-2 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 (270-902). Students should consult the competency rating form for PE-2, available on the Forms and Resources webpage ([here](#)) for a detailed list of the competencies to be demonstrated on this exam.

Evaluation Procedures for PE-1 and PE-2

Following the 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 may require 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 PE-1 and PE-2 evaluation forms [here](#)), 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 (PE-1 or PE-2) will meet with the examining committee chair to formulate a plan for strengthening skills (or presentation of evidence for skills) prior to registering to re-take this component of the preliminary examination. A student who receives a decision of “insufficient evidence provided” following a re-take for a given component will be subject to a non-routine review of progress (described above). This review will generally entail 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 registering for this examination a third and final 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 will be dismissed from the program.

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 may apply for official admission to doctoral candidacy (a.k.a. “dissertator status”). This designation is conferred by the Graduate School following receipt of the Minor Agreement Form and the Request for Advancement to Dissertator Status form (located [here](#)).

Successful completion required before application for internship

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 defend and deposit within the five-year window may result in termination from the Ph.D. program. Registration must be maintained during the dissertator stage. Summer enrollment may not be necessary, unless the student intends to graduate at the end of the summer semester.

Dissertation

The doctoral dissertation is the culmination of the program of study for the Ph.D. It represents an independent contribution to research relevant to counseling psychology. The student works closely with the major professor in designing and implementing the research protocol and writing up the results. There are two formal evaluation points at which other faculty (members of the *dissertation committee*) provide comments and judge the quality of the study. The *dissertation proposal* is a presentation of the review of literature and proposed method, prior to conducting the study, and the *dissertation defense* is the final evaluation of the completed work. The dissertation proposal meeting also serves as Part 3 of the doctoral preliminary examination.

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 at the dissertator stage should schedule regular meetings with their advisors, and negotiate deadlines for completion of the various stages of the project.

Proposal Committee

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

Full Dissertation Committee

When the student has completed the dissertation and is ready to schedule the final oral defense, she or he needs to select additional members for the final dissertation committee. According to Graduate School policy (approved May 16, 2008), the following rules apply to the composition of the doctoral committee:

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

Note that non-tenure-track faculty (i.e., those with titles other than “Professor,” “Associate Professor,” or “Assistant Professor”) are normally not members of the Graduate Faculty. These faculty members may serve on dissertation committees as voting members (Point 3 above), but the committee must include four Graduate Faculty members (one of whom serves as chair or co-chair).

Preparing the Dissertation Proposal

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

- ◆ 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)

The three chapters of the dissertation proposal provide a justification for the study's importance (based on theory and existing research) and a “blueprint” for conducting the study and interpreting its findings. The proposal should be

regarded as a contract the student makes with the committee, and if deviations from the proposed Method become necessary, the committee should be consulted about how to proceed.

Scheduling the Dissertation Proposal Meeting

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

Dissertation proposal and readiness for internship. Students wishing to complete the dissertation proposal in Fall to be approved ready for internship in that semester will need to schedule a proposal date on or before the **Friday before the first Fall faculty meeting**.

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

Dissertation proposal and the preliminary examination. The dissertation proposal serves as the written portion of the third component of the doctoral preliminary examination (PE-3). The proposal defense meeting serves as the oral portion of this examination. The dissertation reading committee also serves as the examining committee for this portion of the preliminary examination. Students should consult the competency rating form for PE-3, available on the Forms and Resources webpage ([here](#)).

Format of the Dissertation Proposal Meeting

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

- ◆ understanding of the research literature relevant to the proposed study;
- ◆ quality of arguments for importance of proposed study; ability to support assertions with evidence, and to express reasoning clearly and compellingly;

- ◆ familiarity with principles of research design, ability to consider study limitations and evaluate ways to strengthen the study;
- ◆ familiarity with principles of psychological measurement, ability to evaluate reliability and validity of chosen measures;
- ◆ clear articulation of research hypotheses;
- ◆ understanding of proposed data analysis, and choice of analyses is appropriate for the research hypotheses.

To demonstrate proficiency, it is 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 often 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. Similar to Parts 1 and 2, when the committee confers a “contingent pass,” the evaluation document includes detailed instructions about modifications or additions needed for final approval. Ordinarily, these are approved by the advisor, who waits to sign the evaluation form until changes are completed.

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. Should the student’s proposal be disapproved by the committee, the student, in collaboration with her or his major professor, will make the necessary revisions and schedule another proposal defense meeting.

Dissertation Oral Defense

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

Submit form at least 4 weeks before the deadline

sends to the department a final examination packet containing the examination warrant, degree completion forms, and a dissertation checklist.

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 to 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 document. 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 all other degree requirements (including the predoctoral internship) have been completed. 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 to graduate with an August degree.

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

**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. Students are encouraged to take advantage of the “electronic deposit” option. The Graduate School website

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

includes information about this process.

Part V: General Graduate School Policies and Procedures

Student Classification Status

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

Student status based on completion of requirements

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

- ◆ passed the comprehensive preliminary examination in the major field
- ◆ 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. Please see the Dissertator FAQs on the Graduate School website at <http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#56> for additional information.

Time limits for completing coursework and admission to candidacy 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.

Continuous Enrollment

Graduate students who are non-dissertators should register for a minimum of two (2) graduate level credits each semester (except summers) in order to be

continuously enrolled in their program and to maintain their university privileges (e.g., library access, email). Dissertators must enroll in exactly 3 credits directly related to their dissertation (generally research and thesis or required seminars) during fall and spring semesters in order to be continuously enrolled in their program. 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.

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.

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

Prior to re-entry into the program, the student should contact 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

**Contact
Graduate
School for
Re-Entry**

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.

Part VI: General Departmental Policies and Procedures

Student Records

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.

**Forms available
in department
and online**

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. A comprehensive listing of student file contents and organization may be found in the File Audit Form on the Forms and Resources page (<http://counselingpsych.education.wisc.edu/cp/phd-program/resources-for-current-phd-students/phd-forms-resources>).

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. **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 tuition remission. Students are still expected to pay university student fees each semester.

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

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

Additional sources of funds for specific projects include:

Multicultural 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 the Academic Services Coordinator.

Social Justice Project: Charlotte Clara Lehman Award

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

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

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

- Knapp House – UW-Madison (for dissertators only)
<http://www.cals.wisc.edu/Research/funding/DisplayOpp.php?OppID=209>
- 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 listserv.

**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 335C

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/> (and search for "grievance" – the specific site was not available at the time of this documents publication)

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

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

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

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>

Part VII: Departmental Structures

Departmental Committee Organization (2012-2013)

Department Chairperson	Gloria
Doctoral Training Committee:	
Training Director	Hoyt
Admissions Chair	Quintana
At-large Members	Thompson
Master's Training Committee:	
Training Director	Minami
Admissions Chair	Minami
At-large Members	Lotta, Paul, Valdez
Practicum Coordinator	Waller
M.S. Coordinator – School Track	Minami
M.S. Coordinator – Community Track	Minami
Salaries and Promotions (S&P) Committee	Quintana, Minami, Thompson
Fellowships & Awards	TBA
Alumni Relations	Gloria
Diversity Committee	Quintana
EPTC Committee	Paul
Harassment/AARC	Thompson
Senator	Valdez
Cohort Faculty Liaison	Gloria
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 Educational and Psychological Training Center (EPTC) is located in the Educational Sciences Building. The main office is being moved. Please see the TAs in office 308 or Dr. Paul in office 305 for additional information. 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 Department of Counseling Psychology maintains the Counseling Psychology Training Clinic (CPTC) housed in the EPTC. The Counseling Psychology Training Clinic is staffed and supervised by licensed Counseling Psychology faculty. The Clinic provides mental health services and assessments, at a reduced fee, to the Madison community. The CPTC is an approved practicum site for both the Master's and Ph.D. students.

The CPTC training model involves live supervision and observation of client sessions and post-session staffing. All counseling rooms are equipped with two-way observation mirrors, cameras and microphones. All sessions are recorded on DVDs for appropriate supervision. Doctoral practicum students 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. Psychotherapy outcome data are collected as part of the clinical protocol and opportunities for outcome research are available. The clinic policies and procedures manual is available both online and in hard copy. All students participating in clinic activities including observation follow clinic policies and procedures and conduct themselves in an ethical and professional manner. Confidentiality of client files and 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 Commission on Accreditation of the American Psychological Association. The majority of post-doctoral fellowships are in hospital and community mental health settings; however the number of postdoctoral positions in university counseling centers is increasing as well.

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/>

**Contact State
Licensing Board
for specific state
requirements**

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

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

Diplomate Status

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

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

Part IX: Appendices

Appendix A

Counseling Psychology Training Values Addressing Diversity¹

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

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

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

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their

interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

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

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

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

References

- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct [electronic version]. *American Psychologist*, 57, 1060-1073. Retrieved February 9, 2009, <http://www.apa.org/ethics/code2002.html>.
- American Psychological Association. (2005). Guidelines and principles for accreditation of programs in professional psychology. Washington, DC: author.

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

- Council of Counseling Psychology Training Programs (CCPTP)
- Association of Counseling Center Training Agencies (ACCTA)
- Society of Counseling Psychology (SCP; APA Division 17)

and published in *The Counseling Psychologist*, 37, 641-643.

Appendix B

Goals / Objectives / Competencies

GOAL 1	PREPARATION FOR ROLE AS PROFESSIONAL PSYCHOLOGIST	Proximal Outcomes + MLAs
Objective 1A	Professional standards and conduct	
Competency 1A1	Familiarity with ethics code and laws relevant to the practice of psychology; facility with recognizing and resolving ethical dilemmas.	Grade of B or better in 194-735 RFP Ethical conduct #1,2, Law & ethics #1-3, Self-care #2,3 (MLA=4) SE Interpersonal competencies #8-11 (MLA=3) PE1 Law and ethics #1-5 (MLA=4) PE2 Law and ethics #1-6 (MLA=4)
Competency 1A2	Think critically about the scientific evidence relevant to major controversies in applied psychology	Grade of B or better in 270-925 RFP Scientific mindedness #1-3; Science relevant to ICD #1 (MLA=4) PE3 Reliance on science #5; Understanding of methods #1,2 (MLA=4)
Competency 1A3	Professional demeanor	RFP Professionalism #1-3 (MLA=4) SE Professionalism #1-6; Use of supervision #1-3 (MLA=3) PE1 Presentation quality #4 (MLA=4) PE2 Presentation quality #4 (MLA=4) PE3 Presentation quality #4 (MLA=4)
Competency 1A4	Clarity and accuracy of professional written communications	Grade of B or better in 270-950, 270-890 RFP Assessment and diagnosis #3 (MLA=4) SE Professionalism #2,3 (MLA=3) PE1 Presentation quality #1 (MLA=4) PE2 Presentation quality #1 (MLA=4) PE3 Presentation quality #1 (MLA=4)
	DISTAL OUTCOMES relevant to 1A:	Licensure (MLA=Yes, if licensure is required for current position, professional goals) Obtained employment in the field (MLA=Yes) Member, professional organization(s) (MLA=Yes) Consult with colleagues (MLA=monthly) Provide consultation (no MLA) Provide supervision (no MLA) Present at professional meetings (no MLA) Leadership in professional organizations (no MLA)

Objective 1B	Scientific foundations	
Competency 1B1	Understanding of biological, social, developmental, and cognitive/affective aspects of behavior	Grade of B or better in 315-711, 315-725, 315-795, and 820-729 RFP Knowledge of core #1,2; Applications of scientific foundations #1-3; Assessment and diagnosis #1; Intervention #1 (MLA=4)
Competency 1B2	Understanding of individual and cultural differences (see also Goal 3)	Grade of B or better in 270-736 RFP Science relevant to ICD #1,2 (MLA=4) PE1 Sensitivity to ICDs #2,3 (MLA=4) PE3 Reliance on science #2 (MLA=4)
Competency 1B3	Knowledge of history and systems of psychology	Grade of B or better in 270-925, 270-737
Competency 1B4	Critical understanding of research on psychological interventions	Grade of B or better in 270-950, 270-951, 270-960 RFP Scientific mindedness #2 (MLA=4) SE Scientific mindedness #2 (MLA=3) PE3 Reliance on science #3 (MLA=4)
	DISTAL OUTCOMES relevant to 1B:	Evaluate client outcomes (MLA=quarterly) Work with clients or students from underrepresented groups (MLA=weekly or monthly) (Co-) PI on research grants (no MLA) Research presentations (no MLA) Publish research relevant to practice (no MLA) Present research relevant to practice (no MLA)
Objective 1C	Knowledge and skill in psychological practice	
Competency 1C1	Case conceptualization and treatment planning	Grade of CR in 270-900, 270-903 RFP Assessment and diagnosis #2; Intervention #3 (MLA=4) SE Clinical skills #3-5,9,10; Scientific mindedness #4 (MLA=3) PE1 Intervention #1,2,4 (MLA=4) PE2 Assessment #1; Intervention #1,2 (MLA=4)
Competency 1C2	Principles of psychological measurement and basic assessment and interpretation skills	Grade of B or better in 270-950, 270-890 RFP Assessment and diagnosis #4-6 (MLA=4) SE Clinical skills #6-8 (MLA=3) PE1 Assessment and diagnosis #2-4 (MLA=4) PE3 Understanding of methods #3,4 (MLA=4)
Competency 1C3	Makes accurate use of DSM diagnosis; familiar with research on etiology and treatment for major diagnostic categories	Grade of B or better in 270-958 RFP Assessment and diagnosis #1 (MLA=4) PE1 Assessment and diagnosis #1,2 (MLA=4)

	DISTAL OUTCOMES relevant to 1C:	Licensure (MLA=Yes, if licensure is required for current position, professional goals) Provide individual psychotherapy and/or supervision (MLA=monthly unless primary role is as researcher) Make clinical presentations at professional meetings (no MLA) (Co-)PI on clinical grants (no MLA)
Objective 1D	Relational skills	
Competency 1D1	Aware of own contribution to interpersonal dynamics	RFP Psychological mindedness #1-3 (MLA=4) SE Personal competencies #3-5; Interpersonal competencies #2,4,6 (MLA=3) PE1 Psychological mindedness #1-3 (MLA=4) PE2 Psychological mindedness #1-3 (MLA=4)
Competency 1D2	Consults appropriately; open to feedback	RFP Responsiveness to supervision #1-4 (MLA=4) SE Use of supervision #1-6; Interpersonal competencies #4 (MLA=3) PE1 Psychological mindedness #4; Presentation quality #5; Relational/affective skills #4 (MLA=4) PE2 Psychological mindedness #4; Presentation quality #5; Relational/affective skills #4 (MLA=4) PE3 Presentation quality #5 (MLA=4)
Competency 1D3	Attentive to therapeutic relationship; able to form strong therapeutic alliance with most clients	RFP Interpersonal relationships #1-3; Affective skills #1-5; Expressive skills #1-2 (MLA=4) SE Clinical skills #1; Interpersonal competencies #3,5 (MLA=3) PE1 Relational/affective skills #1 (MLA=4) PE2 Relational/affective skills #1 (MLA=4)
	DISTAL OUTCOMES relevant to 1D:	Provide consultation to colleagues or organizations (MLA=monthly) Consultation re ethical/professional issues (MLA=quarterly) Consultation/intervision relevant to clinical skills (MLA=monthly) Consultation/intervision relevant to multicultural competence (MLA=monthly)

GOAL 2	UNDERSTANDING SCIENTIFIC BASIS FOR PRACTICE	Proximal Outcomes + MLAs
Objective 2A	Knowledge of research methods	
Competency 2A1	Conduct and interpret analyses using multiple regression techniques	Grade of B or better in 270-960 PE3 Understanding of methods #1,2,5; Reliance on science #5 (MLA=4)
Competency 2A2	Basic understanding of measurement reliability, validity	Grade of B or better in 270-950, 270-890 PE3 Understanding of methods #3,4 (MLA=4)
Competency 2A3	Recognize the importance of theoretical grounding for research hypotheses, theory testing as a goal of quantitative research.	Grade of B or better in 270-950, 270-960 PE3 Reliance on science #1-3,5 (MLA=4)
	DISTAL OUTCOMES relevant to 2A:	Evaluate client outcomes (MLA=quarterly) Pass EPPP (licensure) (MLA=Yes, <u>if</u> licensure needed for current position, career goals) (Co-)PI on research grants (no MLA) Publish research relevant to practice (no MLA) Present research relevant to practice (no MLA)
Objective 2B	Application of research findings to psychological practice	
Competency 2B1	Critical thinking about sources of evidence relevant to practice (including specific treatments, common factors, therapist effects)	Grade of B or better in 270-925, 270-951 RFP Scientific mindedness #3,5 (MLA=4) PE1 Scientific foundations #1 (MLA=4) PE2 Scientific foundations #1,2 (MLA=4) PE3 Reliance on science #5 (MLA=4)
Competency 2B2	Able to articulate how applied research informs conceptualization, choice of techniques	Grade of CR in 270-900, 270-903 RFP Scientific foundations #2,3; Intervention #1 (MLA=4) PE1 Scientific foundations #2,3 (MLA=4) PE2 Scientific foundations #1,2 (MLA=4)
Competency 2B3	Able to articulate how theories of change are informed by and consistent with research in foundational psychology	Grade of CR in 270-900, 270-903 RFP Scientific foundations #1; Knowledge of core #2 (MLA=4) PE1 Scientific foundations #2,3 (MLA=4)

	DISTAL OUTCOMES relevant to 2B:	Read current research (MLA=monthly) Evaluate client outcomes (MLA=quarterly) Knowledge of scientific literature informs practice (MLA=regularly—weekly or monthly) (Co-)PI on clinical grants (no MLA) (Co-)PI on research grants (no MLA) Publish research relevant to practice (no MLA) Present research relevant to practice (no MLA)
Objective 2C	Application of scientific thinking to practice	
Competency 2C1	Articulates evidentiary basis for clinical hypotheses and case conceptualization	RFP Scientific mindedness #3; Scientific foundations #2,3 (MLA=4) SE Scientific mindedness #2,4,5 (MLA=3) PE1 Scientific foundations #1 (MLA=4) PE2 Assessment #1 (MLA=4) PE3 Reliance on science #3 (MLA=4)
Competency 2C2	Openness to alternative explanations, plausible rival hypotheses	Grade of CR in 270-900, 270-903 RFP Scientific mindedness #2 (MLA=4) SE Scientific mindedness #1,3 (MLA=3) PE1 Scientific foundations #4 (MLA=4) PE2 Scientific foundations #4 (MLA=4) PE3 Reliance on science #5; Understanding of methods #1,2 (MLA=4)
Competency 2C3	Able to articulate how assessment, case conceptualization, and theoretical orientation drive intervention	Grade of B in 270-890; grade of CR in 270-900, 270-903 RFP Intervention #3 (MLA=4) SE Clinical skills #9,10 (MLA=3)
Competency 2C4	Able to evaluate effectiveness of professional activities	Grade of B or better in 270-950, 270-951 RFP Scientific mindedness #5; Intervention #3 (MLA=4) SE Scientific mindedness #4 (MLA=3) PE1 Intervention #3 (MLA=4) PE2 Intervention #4 (MLA=4) PE3 Understanding of methods #3-5 (MLA=4)
	DISTAL OUTCOMES relevant to 2C:	Evaluate client outcomes (MLA=quarterly) Knowledge of scientific literature informs practice (MLA=regularly—weekly or monthly) Consultation/intervision relevant to clinical skills (MLA=monthly) (Co-)PI on clinical grants (no MLA) (Co-)PI on research grants (no MLA) Publish research relevant to practice (no MLA) Present research relevant to practice (no MLA)

GOAL 3	MULTICULTURAL COMPETENCE, SOCIAL JUSTICE ORIENTATION	
Objective 3A	Knowledge	
Competency 3A1	Knowledge of multicultural and social justice theory and research	Grade of B or better in 270-925, 270-736 RFP Ethical conduct #3; Science relevant to ICD #1 (MLA=4) PE3 Reliance on science #2 (MLA=4)
Competency 3A2	Knowledge of multicultural and social justice theory and research as applied to clinical work with diverse individuals and communities	Grade of B or better in 270-890, 270-951, 270-958 RFP Science relevant to ICD #2 (MLA=4) PE1 Scientific foundations #3 (MLA=4) PE2 Scientific foundations #3 (MLA=4)
Competency 3A3	Knowledge of diverse and underrepresented populations	Grade of B or better in 270-736 PE3 Reliance on science #2 (MLA=4)
	DISTAL OUTCOMES relevant to 3A:	Participate in education/training activities relevant to diverse groups (MLA=yearly) Lead education/training activities relevant to diverse groups (no MLA) Publish research relevant to diverse or underserved groups (no MLA)
Objective 3B	Self-Awareness	
Competency 3B1	Demonstrated awareness of own attitudes (e.g., values, beliefs, assumptions, biases) on behaviors in clinical work with clients and communities	RFP Cultural self-awareness (MLA=4) SE Multicultural competence #1 (MLA=3) PE1 Sensitivity to ICDs #1 (MLA=4)
Competency 3B2	Effectively manage and appropriately assume responsibility for contributions to difficulties in therapeutic, supervisory, and collegial interactions	RFP Psychological mindedness #1,2 (MLA=4) SE Multicultural competence #2,5 (MLA=3) PE1 Relational/affective skills #2,3,5 (MLA=4) PE2 Relational/affective skills #2,3,5 (MLA=4)
Competency 3B3	Articulate awareness of own attitudes (e.g., values, beliefs, assumptions, biases) in class discussions and course assignments	Grade of CR in 270-900, 270-903, 270-902 Grade of B or better in 270-925 SE Multicultural competence #6 (MLA=3) PE1 Psychological mindedness #3 (MLA=4) PE2 Psychological mindedness #3 (MLA=4)

	DISTAL OUTCOMES relevant to 3B:	Participate in education/training activities relevant to diverse groups (MLA=yearly) Professional development activities (MLA=quarterly) Consultation/intervision relevant to multicultural competence (MLA=monthly) Lead education/training activities relevant to diverse groups (no MLA)
Objective 3C	Skills	
Competency 3C1	Ability to form relationships with individuals who represent diverse and underserved groups (including, but not limited to, race, ethnicity, gender, sexuality, social class, ability, religion, nationality, and immigration status)	RFP Interpersonal relationships #1,2 (MLA=4) SE Clinical skills #1 (MLA=3) PE1 Relational/affective skills #1,2; Intervention #2 (MLA=4) PE2 Relational/affective skills #1,2; Intervention #3 (MLA=4)
Competency 3C2	Demonstrated competence in the completion of practica and other service activities and skill in including individual and cultural differences in the conceptualization of clients.	Grade of CR in 270-900, 270-903, 270-902 RFP Science relevant to ICD #2 (MLA=4) SE Multicultural competence #4 (MLA=3) PE1 Sensitivity to ICDs #2,3; Assessment and diagnosis #4 (MLA=4)
Competency 3C3	Ability to critique research with diverse groups in an ethical and competent manner	Grade of B or better in 270-925, 270-950, 270-951, 270-960 RFP Science relevant to ICD #1 (MLA=4) PE3 Understanding of methods #3-5 (MLA=4)
	DISTAL OUTCOMES relevant to 3C:	Work with clients or students from diverse groups (MLA=weekly or monthly) Lead education/training activities relevant to diverse groups (no MLA)

RFP = Readiness for Practicum Eval (Year 1 Fall); SE = Supervisor Evaluation (Year 2 and beyond); PE1 = Preliminary Examination 1 (Clinical Case Study; Year 2 Spring or Year 3 Fall); PE2 = Preliminary Examination 2 (Supervision Study; Year 3 Spring or Year 4 Fall); PE3 = Preliminary Examination 3 (Dissertation Proposal; timing varies). Section titles and numbers refer to sections and item ordering within sections on these evaluation forms; MLA = minimum level of achievement expected. (Note that some distal outcomes, such as research publications, have no MLA. These outcomes are relevant to training goals and objectives, but are not expected outcomes for all program graduates.)