

Counseling Psychology Specialization Doctoral Student Handbook



April 2014

Accredited by the American Psychological Association

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 2002
Phone: 202-336-5979/ E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accrediation

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Program Educational Philosophy and Training Model

The Counseling Psychology Program at Cleveland State University is based on a scientist-practitioner model of training and practice. The program emphasizes counseling psychology as a scientific discipline that is based in the tradition of studying individual differences and the social and cultural context of human behavior. It provides extensive study of multicultural aspects of human behavior with particular emphasis on the impact of urban environments. Its mission is to educate counseling psychologists with strong professional identification with the discipline and with the knowledge, skills, and attitudes to work effectively with diverse populations of clients. In the tradition of counseling psychology, the program's mission is also to educate students who are skilled not only to intervene with clients experiencing psychological dysfunction, but also to facilitate healthy development. Its training model is largely interdisciplinary, integrating knowledge in urban studies, educational psychology, organizational development, and educational policy with core content in research design, foundations of psychology, and counseling psychology courses. Counseling psychology students are enrolled in Urban Education courses with doctoral students in related disciplines in several courses to foster an interdisciplinary understanding of human behavior in urban contexts.

The program seeks to prepare students who have already completed a Master's degree in counseling or clinical psychology or closely related field. Counseling psychology students enroll in 23-24 semester hours of urban education core courses in quantitative and qualitative research, cultural foundations, organizational development, and urban studies. They also are required to complete 24 hours in the general psychology core, 37 semester credits in counseling psychology courses and field placements, a Language Requirement (Foreign Language/Computer Use Requirement: 4 semester hours), and complete an empirical dissertation (15 semester credits). To complete the doctorate, students in the program must demonstrate understanding of theories and research in each of these disciplines, not only through competent performance in each course but also through successful completion of comprehensive examinations in research, urban education core content, and counseling psychology (i.e., psychological assessment, intervention, and career development). Students are required to be actively involved in faculty research throughout the program. Students complete a doctoral dissertation that represents independent research that advances scholarly knowledge.

The program endorses the *Counseling Psychology Model Training Values Statement Addressing Diversity*, provided below. This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006, and published in a special issue of *The Counseling Psychologist* (2009), volume 37(5). All students are required to familiarize themselves with this statement, and the APA Ethical Standards and Code of Conduct for Psychologists, and sign the Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity (Appendix A) in their first semester in the doctoral program.

Counseling Psychology Model Training Values Statement 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 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 post-doc 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 than 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. Further, 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. Further, 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 Ethics Code, 2002, 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 providing experiences that call for trainees to self-disclose and personally 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, respect for diversity and for values similar and different from one's own.

¹This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.

Program Goals/Objectives/Competencies

Consistent with the scientist-practitioner model and our training philosophy, the doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural diverse urban society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies will be detailed in the section that follows.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Competencies Expected for Objective 1.1:

1. Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, psychological measurement, research methods, and techniques of data analysis.
2. Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural diverse urban society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Competencies Expected for Objective 1.2:

1. Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and/or urban society.
2. Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

Competencies Expected for Objective 1.3:

1. Understand ethical/legal standards in professional practice and research.
2. Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural diverse urban society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

Competencies Expected for Objective 2.1:

1. Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
2. Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse and urban settings.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology and education in multicultural diverse urban settings.

Competencies Expected for Objective 2.2:

1. Understand multicultural and urban issues as they impact psychological and educational practice and research.
2. Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse and urban populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

Competencies Expected for Objective 2.3:

1. Engage in professional development to maintain effective clinical practice and research.
2. Demonstrate knowledge and skills in program development and evaluation.
3. Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

Competencies Expected for Objective 3.1:

1. Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
2. Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

Competencies Expected for Objective 3.2:

1. Understand research in counseling process and outcome and its application to practice.
2. Demonstrate the skills to apply theoretical and empirical literature to professional practice.
3. Demonstrate the skills to design original research to address clinical and/or theoretical questions.

August 30, 20xx

«First» «Last»
 «Address»
 «City», «State» «Zip»

Dear «title». «Last»:

We are most pleased to welcome you to the Cleveland State University Counseling Psychology Specialization in the Urban Education Doctoral Program. We are writing to give you information on the courses you should take for the 20xx-20xx Academic Year.

Entering students must complete the attached form to indicate when they completed the prerequisites for the doctoral program. Please return it to your advisor as soon as possible, or by **Oct 1st** at the latest. Students who have not completed all requirements as part of their master's courses may take courses this year or may be asked to delay the following sequence of courses for the doctoral program. Entering students must also complete their Plan of Coursework (attached) with their advisor by **Oct 1st**.

Tentative Schedule

FALL

EDU 800 Research Design
 CNS 665 Professional Issues
 CNS 703 Personality Assess
 PSY 591 Lifespan Dev I**
 or Re-req or EDU 807

SPRING

EDU 801 Inferential Stats
 PSY 592 Lifespan Dev II*
 CNS 712 Theories of Personality
 Prerequisite or PSY 525 or EDU 809

SUMMER

EDU 715 Language Req
 EDU 806 Cultural Fnd 2
 CNS 702 Ind Intell Test*

Timeline:

Oct 1: Return completed Master's Course Checklist and Plan of Coursework to your advisor.

We expect your involvement in faculty research teams. During the Profession Issues in Counseling Psychology Course, you will have an opportunity to hear about the research areas of the entire faculty, and will hear about the times and locations of research team meetings. Please contact your advisor if you have further questions about his/her research.

Again, we want to welcome you to our program! We look forward to the new academic year.

Sincerely,

Elizabeth R. Welfel, Ph.D.
 Co-Director of Training, Counseling Psychology

Donna E. Schultheiss, Ph.D.
 Co-Director of Training, Counseling Psychology

Checklist for Doctoral Students entering with a Master's Degree

Please indicate which of the following courses you have taken, the semester of completion, and the institution where you completed the course. The course descriptions may be accessed through the Graduate School Bulletin, located at <http://catalog.csuohio.edu/> From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Course descriptions."

Please attach catalogue course descriptions, course syllabi, and graduate transcripts.

Course equivalency will be determined by the degree of overlap in course content, readings, goals, objectives, and assignments. This review will be completed by the advisor in consultation with the Training Directors and program faculty.

Social and Cultural Foundations (CNS 604)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Appraisal in Counseling (CNS 611)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Legal and Ethical Issues in Counseling (CNS 617)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Laboratory in Counseling Techniques (CNS 620)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Theories of Counseling (CNS 622)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Group Counseling (CNS 623)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Career Development (CNS 624)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Psychopathology and Diagnosis for Counselors (CNS 706)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Educational Research (EDB 601)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Lifespan Development (ALD 603)

Equivalent Course Number and title _____

Equivalent Course Taken: Semester _____ Year _____

Name of Institution: _____

Grade Obtained _____ Number of credits _____

Student Signature _____

Advisor Signature _____

Date _____

Doctor of Philosophy in Urban Education
PLAN OF COURSEWORK

Complete and return this form to your academic advisor for his/her approval and signature by October 1st during the first semester of study. Your advisor will then forward it through the proper channels for final approval. Your copy will be returned when all approvals have been obtained. Please type or print in ink.

Name _____ Student ID # _____

Address _____ City/State/Zip _____ Email _____

Home Phone _____ Cell Phone _____ Year Admitted _____

Specialization: (Check one)

- [] Counselor Education [] Learning and Development
[X] Counseling Psychology [] Policy Studies
[] Leadership & Life-Long Learning [] School Administration

I. Program Core -- 23-24 Total Hours (Date completed)

EDU 800 (3) _____ EDU 801 (3) _____ EDU 807 (4) _____ EDU 802 (3) OR EDU 808 (4) _____
EDU 806 (2) _____ EDU 809 (4) _____ UST 716 (4) _____

II. Specialization -- Min 20 Hours (List course and number of credits) (Date Completed) If a pre-approved course equivalent was taken in place of any course below, please provide the equivalent course number and university at which the course was taken. Add below any prerequisite courses not completed prior to enrollment in the doctoral program.

CNS 665 (3) _____ CNS 738 (3) _____ CNS 888 (4) _____ CNS 782 (2) _____
CNS 702 (3) _____ CNS 825 (3) _____ CNS 780 (6) _____ CNS 712 (4) _____
CNS 703 (3) _____ CNS 826 (4) _____ CNS 781 (6) _____ PSY 562 (4) _____
PSY 525 (4) _____ PSY 677 (4) _____ PSY 588 (4) _____ PSY 591 (2) _____
PSY 592 (2) _____ () _____ () _____ () _____

III. Electives (if any) - Computer Language courses are listed here.

EDU 715 (4) _____ () _____ () _____ () _____

IV. EDU 895: Doctoral Research/EDU 899: Dissertation Credit -- Minimum 15 Hours

(List course number and credit)

_____() _____() _____() _____() _____() _____()
_____() _____() _____() _____() _____() _____()
_____ Total Research/Dissertation Hours

V. Transferable Credits From Another Institution -- 16 hours maximum (List institution, course number and credit hours). Note: Only post-master's courses are transferable.

_____ Total Program Hours (67 minimum)

Student's Signature _____ Date _____ Advisor's Signature _____ Date _____

Signature of Program Director: _____ Date _____

**CURRICULUM PLAN:
REQUIREMENTS FOR THE DOCTORAL DEGREE IN URBAN EDUCATION WITH
A SPECIALIZATION IN COUNSELING PSYCHOLOGY
(Total semester hours = 103-104)**

REQUIRED PRE-REQUISITE MASTERS COURSE EQUIVALENTS

EDB 601: Educational Research
ALD 603: Lifespan Development
CNS 604: Social and Cultural Foundations
CNS 611: Appraisal in Counseling
CNS 617: Ethical and Legal Issues in Counseling
CNS 620: Laboratory in Counseling Techniques
CNS 622: Theories of Counseling
CNS 623: Group Counseling
CNS 624: Career Development
CNS 706: Psychopathology and Diagnosis for Counselors

URBAN EDUCATION CORE DOCTORAL SEMINARS (42-43 semester hours)

Research

EDU 800: Advanced Research Design and Measurement (3)
EDU 801: Inferential Statistics and Hypothesis Testing (3)
EDU 807: Introduction to Qualitative Research (4)
EDU 802 Quantitative Research (3) **or** EDU 808 Advanced Qualitative Research (4)

Urban Core

UST 716: Systems & Processes of Policy Development (4)
EDU 806: Cultural Foundations of Education and Human Services II: Race and Ethnicity (2)
EDU 809: Urban Education: Organization Change and Development (4)

Language Requirement (Foreign Language/Computer Use Requirement)

EDU 715 Applied Programming and Statistical Packages (4)

Dissertation

EDU 895 & EDU 899 Dissertation Research (15)

**SPECIALIZATION COURSES IN COUNSELING PSYCHOLOGY
WITHIN THE DOCTORAL PROGRAM IN URBAN EDUCATION**

Required of all Ph.D. student with counseling psychology specialization

(61 specialization semester hours minimum)

General Psychology Core (24 Credits)

PSY 525	Social Psychology (4)
PSY 562	Learning, Memory and Cognition (4)
PSY 588	History of Psychology (4)
PSY 591	Lifespan Development I (2)
PSY 592	Lifespan Development II (2)
PSY 677	Foundations of Cog and Beh Neuroscience (4)
CNS 712	Theories of Personality and Counseling (4)

Professional Core in Counseling Psychology (37 Credits)

CNS 665	Professional Issues in Counseling Psychology (3)
CNS 702	Individual Intelligence Testing (3)
CNS 703	Personality Assessment (3)
CNS 738	Family Counseling (3)
CNS 825	Advanced Career Development: Theory and Practice (3)
CNS 826	Fundamentals of Supervision and Consultation (4)
CNS 888	Research & Evaluation in Counseling (4)
CNS 780	Doctoral Practicum in Counseling Psychology I (6)
CNS 781	Doctoral Practicum in Counseling Psychology II (6)
CNS 782	Predoctoral Internship in Counseling Psychology (2)

Additional Requirements (See Urban Education Doctoral Student Handbook for additional information on the following requirements)

Residence Requirement*

1. Continuous enrollment for six consecutive semesters beginning Fall of the first year
2. Seventeen hours**of coursework in Year I (including summer between Year I and II).
3. Three credit hours of EDU 895 – Doctoral Research each semester in Year III. Students are responsible to work with a faculty member for each three-credit hour doctoral research segment. Any change in this requirement must have the approval of the Director of Trainings in Counseling Psychology and the Director of Doctoral Studies.

* The Counseling Psychology Specialization requires Full Time study for five consecutive years until degree completion.

** The Counseling Psychology Specialization requires 33 semester hours

Language Requirement (Foreign Language/Computer Use Requirement: 4 semester hours)

Each student will be required to demonstrate proficiency in a foreign language or a computer language. The purpose of the foreign language or computer use requirement in doctoral programs is to increase the variety of tools that graduates can employ in their research. Students frequently take EDU 715 App Prog/Data Anal with Stats to meet this requirement.

Dissertation Research (15 semester hour minimum)

EDU 895 Doctoral Research (Dissertation hours taken before an approved prospectus)

EDU 899 Dissertation (Dissertation hours taken after the formal approval of the prospectus)

Comprehensive Examination: Research

Urban Education Core

Area of Specialization: Counseling Psychology

The comprehensive examination consists of three components covering the urban education core doctoral courses, research courses (part of the core doctoral seminars), and area of specialization: Counseling Psychology (Assessment, Intervention, Career Development).

Sequence of Courses for Counseling Psychology Specialization
Revised 2/1/12

FALL

Year 1

EDU 800 Advanced Res Des TH 5:00
 CNS 665 Professional Issues in CP T 1:00
 CNS 703 Personality Assessment T 5:00
 PSY 591 Lifesp Dev I** W 3-4:50
or Pre-req or EDU 807

Year 2

EDU 807 Qualitative Research M 5:00
 CNS 780 Doc Prac I W 5:00
 CNS 825 Adv Career* OR PSY 591: Lifesp Dev I**
 CNS 888 Research* OR PSY 588 Hx of Psych**
 T TH 3-4:50

Year 3

CNS 781 Doc Prac II W 1:00
 CNS 825 Adv Career* OR Pre-req (or EDU 807)
 CNS 888 Research* OR PSY 588 Hx of Psych**
 EDU 808 Adv Qual Research OR PSY 677 Neuro*

Year 4

EDU 808 Adv Qual Research OR PSY 677 Neuro*

Year 5

CNS 782 Pre-doc Internship

SPRING

EDU 801 Inferential Stats TH 5:00
 PSY 592 Lifesp Dev II* W 3-4:50 **or**
 PSY 562 Learning**
 CNS 712 Personality W 5:00 **or** PSY 525 Soc Psyc**
 T Th 1-2:50
 Pre-requisite **or** EDU 809 Urban Educ: Org Change

EDU 809 M 5:00 or PSY 592: Lifesp Dev II*
 CNS 780 Doc Prac I
 UST 716 Urban Policy W 5:00
 EDU 802 OR PSY 562 Learning**
 or PSY 525 Soc Psyc**

CNS Doc Prac II W 1:00
 CNS 826 Supervision
 EDU 802 Quantitative Research

EDU 802 Quantitative Research

CNS 782 Pre-doc Internship

SUMMER

EDU 715 App Prog/Data Anal
 EDU 806 Cult Fnds: II
 CNS 702 Ind Intell*
 CNS 738 Family**

CNS 738 Family**
 Pre-requisite (if needed)
 CNS 702 Ind Intell*
Comprehensive Exam: Research
: Urban Core

Comprehensive Exam – Couns Psyc

Graduation upon successful completion of internship (typically either June 30 or August 15)

- * **Course offered every other year Odd Years**
- ** **Course offered every other year Even Years**

Plan of Coursework

A plan of coursework needs to be completed, signed by your advisor, and filed in the doctoral studies office by Oct. 1st of the student's first semester of doctoral study.

Advisement in the Program

Faculty advisors have been assigned to closely match the student's research and practice interests with those of a core counseling psychology faculty member. An advisor is a great resource for doctoral students in developing as a professional psychologist and students who maintain frequent contact with their advisor have much to gain from that mentoring relationship. If a student's interests change during the program a change of advisor is not difficult to arrange; in fact, the faculty encourage students to pursue mentoring relationships with the faculty whose interests most closely match theirs. If a change of advisors is arranged, the Training Directors should be notified and the proper form completed in the Office of Doctoral Studies. At the time of the dissertation proposal, a student may keep the same advisor or may elect to work with another counseling psychology faculty member as chair of the dissertation committee, depending on the topic.

Time Limit for the Degree

It is expected that a student will complete all the requirements for the Ph.D. in a maximum of five - six years. Under extraordinary circumstances, petitions may be submitted for extension of the College of Education and Human Services six-year limit based upon extenuating circumstances and evidence of a firm plan for completion within a one-year extension. Petitions can be obtained from the Office of Doctoral Studies and must be submitted to the Directors of Training and the Doctoral Studies Committee.

Leaves of Absence

Leaves of absence shall be granted for no longer than a one-year period whether during the core or dissertation phases of the program. A formal petition must be submitted to the Directors of Training and the Doctoral Studies Committee for a leave of absence to be considered. The petition must include the following: a) Statement of reason for the leave, b) Documentation from medical personnel (if appropriate), c) Detailed Plan for resuming study and completing the program, and d) Endorsement by the student's advisor. Student will be notified in writing of the Committee's decision. Due dates are as follows: Nov 30 for Spring Semester, March 30 for Summer, April 30 for Fall Semester.

**Information on Practicum I and II
Practicum Policies and Procedures**

Practicum matters are fully described in the Practicum Student Handbook available on the CSU Counseling Psychology website. Students are routinely provided with a copy during CNS 665 Professional Issues, but any student may request a copy from the Practicum Coordinator at another date. Please note that at least one of the two years of practicum must be completed in a diverse or urban setting. All placements must be approved by the Practicum Coordinator and the Training Directors.

CNS 780 (3 credits per semester – 2 semester sequence)
Counseling Psychology Doctoral Practicum 1: Focus on Psychotherapy

**Department of Counseling, Administration, Supervision and
Adult Learning**
College of Education and Human Services
Cleveland State University

Course Description:

The purpose of this practicum is to gain supervised experience in counseling/psychotherapy at the doctoral level with clients at community sites. It is designed to help students understand the relationship between diagnosis, the therapeutic relationship, treatment planning, and treatment intervention in psychotherapy. Practicum students are expected to comply with all ethical and legal standards in professional practice and to demonstrate understanding of the special considerations with culturally diverse clients. Its second goal is to help trainees refine their skills in diagnosis and treatment of clients from culturally diverse backgrounds. It aims at helping trainees develop sound clinical judgment about client needs and skill in developing professional relationships and evidence-based treatment.

A major objective of the Counseling Psychology Doctoral Program is to enable the student to *acquire competencies necessary for the practice of counseling psychology*, including assessment, diagnosis and intervention, including the application of evidence-based treatment procedures. In addition, the program strives to enhance the student's professional development through identification with counseling psychology as a professional specialty and incorporation of American Psychological Association (APA) Ethical Principles and standards for practice.

The *scientist-practitioner training model* provides a clear framework for the integration of practicum experiences with the research and theoretical components of our program. After discussion with the Practicum Coordinator and the Training Directors, students interview with sites and are placed in a practicum site in which they assess and intervene with individuals and groups under the supervision of a licensed psychologist. Typically, 780 and 781 practicum placements are made in different sites to provide students with broad experience with a diverse client population. Exceptions to this practice (i.e., placement at the same site for two years) must be approved by the Directors of Training. Students must complete each semester successfully before embarking on the next semester of placement.

It should be understood that your practicum site supervisor for the case you present, and any case which you refer to or discuss, has the legal responsibility for all aspects of that case. Your site supervisor is therefore the "final authority" with respect to the interventions you use with your clients.

Course Objectives

1. Develop therapeutic relationships with diverse clients (male, female, ethnic minorities, different sexual orientations, differing ages, different religious or spiritual persuasions, etc.) with a variety of diagnoses and therapeutic goals.
2. Assess client situation and integrate information from various sources (intake forms, formal assessment data, client verbal expression, client non-verbal behavior, therapist response, etc.).
3. Conceptualize client situation including (a) formulating a working model of the client and (b) specifying therapeutic goals including criteria for change.
4. Identify appropriate and evidence-based treatment and implement those intervention strategies appropriately to accomplish therapeutic goals.
5. Show skill in writing case notes, progress notes, and treatment summaries.
6. Implement effective strategies to evaluate client progress throughout treatment.

7. Demonstrate skill in handling the termination process competently.
8. Conceptualize your developing theoretical orientation towards psychotherapy.
9. Develop skill in using supervision and peer consultation and become familiar with group process dynamics as they are enacted in the practicum class.
10. Demonstrate growing multicultural competency.

Requirements

1. *Required Hours:* This is the distribution of weekly hours students need, on average, to meet course requirements. Please keep in mind that this is only a general guideline; some sites may require more hours, for example, or some weeks may require more hours than other weeks.

	<u>Weekly</u>	<u>Per Semester</u> (16 weeks)
On-Site	15	240
<u>Other (including class time)</u>	<u>5</u>	<u>80</u>
Total	20	320

Class Time:	3 hours	48
Supervision*:	2 hours	32
Face-to-face Patient/Client Contact (Intervention/Assessment):	6 hours	96
Professional Development:	1 hours	16
Support Activities**	8 hours	128
Total:	20 hours	320

- * Minimum of 1 hour per week of face-to-face individual supervision provided by a psychologist
- ** Support activities includes case conferences, case management, consultation, didactic training/seminars, progress notes, chart review, psych assessment scoring, interpretation and report-writing, video-audio recording review

2. *Practicum Hour Logs.* Students will submit their total activity hours at the end of each semester. Students must document their hours according to the APPIC form on the spreadsheets provided. It is the student's responsibility to immediately inform the faculty practicum instructor if weekly hours fall short of the required hours stated in #1 above.

3. Discussion of interactions with clients each week with site supervisor and faculty during practicum class. Recording of client sessions is required whenever the client gives permission for such recording. One tape per week should be submitted to faculty for critique.

4. Complete readings as listed and come prepared for in-class discussion.

5. Turn in all time logs in a timely fashion.

6. Keep all cases up-to-date and active. If a client cancels, return calls immediately, making arrangements to reschedule or, if necessary, to terminate.

7. Make formal client presentations in class as assigned each semester, including written conceptualizations (no more than 2 pages). Provide copies of your client conceptualization for your instructor and peers. After your case presentation, you will collect and destroy the client conceptualizations to preserve confidentiality. Pseudonyms should be used in case conceptualization write-ups and presentations.
8. Write one integrative case report during the semester. An integrative case report uses clinical data as well as two or more assessment tools and a diagnostic framework (such as DSM) to compile a complete picture of the client; conceptualize the client's problem; describe the treatment plan and progress; and evaluate outcome to date. Further information will be given in class.
9. Demonstrate continuing awareness of relevant ethical principles and standards and guidelines for work with diverse populations.
10. Be open to constructive feedback from your supervisors and work consistently to develop your counseling skills.
11. Participate in evaluation meeting at the end of each semester with site supervisor and CSU faculty instructor.

Grading

A letter grade will be assigned for this course.

Nota Bene: The APA Code of Ethics (2002) states:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary

to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Because of the effect of clinicians' personal experiences and perspectives on their work with clients, this course includes experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapist-client relationship. In addition, you will be asked to explore your worldview as it affects the counseling/psychotherapy process. Supervision with faculty and practicum supervisors will also require you to do a certain amount of personal sharing.

Confidentiality, Evaluation, and Multiple Roles:

Issues of confidentiality, evaluation, and multiple roles in supervision can be confusing to beginning supervisees. You will find that, at times, your supervision sessions will involve process that, though not therapy, involve self-disclosure and often have therapeutic results. Typically, supervisors who believe that your personal issues are impinging on your therapeutic work will raise questions with you to help bring these issues to your awareness. Sometimes awareness is sufficient to correct any problems. Other times, you may seek or even be encouraged by your supervisor to seek therapy. Your supervisor is also your evaluator and has responsibilities to the University and to the Counseling Psychology Program. Thus, your progress and, to some extent, your personal issues, may be discussed between your supervisors; at supervision consult; with relevant staff at CSU (e.g., practicum instructor or training director); or with Counseling Psychology faculty. Those in charge of your practice training follow a "need to know" policy, which means no more detail will be shared than necessary,

and with no more people than necessary, to accomplish the goals of protecting clients and insuring that you receive the best possible guidance, training, and supervision.

CNS 781 (3 credits per semester – 2 semester sequence)
Counseling Psychology Doctoral Practicum 2:
Focus on Diagnosis and Testing
Department of Counseling, Administration, Supervision and
Adult Learning
College of Education and Human Services
Cleveland State University

Course Description: This course consists of supervised field experience in the assessment and treatment of diverse client populations presenting with psychiatric disorders and adjustment/developmental issues. It is designed to help students further understand the relationships between diagnosis, testing, treatment planning, empirical approaches to treatment, and the process of psychotherapy. In contrast to CNS 780, the *focus is on testing and evaluation*. Practicum students are expected to comply with all ethical and legal standards in diagnosis and testing and to demonstrate understanding of the special considerations with culturally diverse clients. Its second goal is to help trainees refine their skills in assessment and treatment of clients from culturally diverse backgrounds. It aims at helping trainees develop sound clinical judgment about client needs and skill in developing professional relationships and using evidence-based treatment.

A major objective of the Counseling Psychology Doctoral Program is to enable the student to *acquire competencies necessary for the practice of counseling psychology*, including assessment, diagnosis and intervention, and the application of evidence-based treatment procedures. In addition, the program strives to enhance the student's professional development through identification with counseling psychology as a professional specialty and incorporation of American Psychological Association (APA) Ethical Principles and standards for practice.

The *scientist-practitioner training model* provides a clear framework for the integration of practicum experiences with the research and theoretical components of our program. After discussion with the Practicum Coordinator and the Training Directors, students interview with sites and are placed in a practicum site in which they assess and intervene with individuals and groups under the supervision of a licensed psychologist. Typically, 780 and 781 practicum placements are made in different sites to provide students with broad experience with a diverse client population. Exceptions to this practice (i.e., placement at the same site for two years) must be approved by the Directors of Training. Students must complete each semester successfully before embarking on the next semester of placement. It should be understood that your practicum site supervisor for the case you present, and any case which you refer to or discuss, has the legal responsibility for all aspects of that case. Your site supervisor is therefore the "final authority" with respect to the interventions you use with your clients.

Course Objectives

1. Demonstrate growing multicultural competence.
 - a) Integrate self-awareness, knowledge and skills in urban multicultural issues into practice.
 - b) Engage in diagnostic and assessment work, treatment programming, and research planning that is culturally responsive to diverse and urban populations.
 - c) Plan and implement culturally responsive interventions (e.g., individual and group therapy, consultation, and program evaluation).
2. Acquire skills to apply theoretical and empirical literature to professional practice.
3. Understand the legal and ethical responsibilities and duties of a professional psychologist.
4. Adhere to ethical standards and legal guidelines in professional practice.
5. Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.
6. Administer, score, and interpret standardized personality assessment measures and individual intelligence testing measures competently with clients, demonstrating a thorough understanding of psychometric characteristics of the measures and appropriate use with diverse populations.

7. Assess client situation and integrate information from various sources (intake forms, formal assessment data, client verbal expression, client non-verbal behavior, therapist response, etc.).
8. Conceptualize client situation including (a) formulating a working model of the client and (b) specifying therapeutic goals including criteria for change.
9. Conceptualize your developing theoretical orientation towards psychotherapy.
10. Implement various intervention strategies designed to accomplish therapeutic goals.
11. Implement effective strategies to evaluate client progress.
12. Demonstrate skill in handling the termination process competently.
13. Develop skill in using supervision and peer consultation and become familiar with group process dynamics as they are enacted in the practicum class.

Course Requirements:

1. *Required Hours:* This is the distribution of weekly hours students need, on average, to meet course requirements. Please keep in mind that this is only a general guideline; some sites may require more hours, for example, or some weeks may require more hours than other weeks.

	<u>Weekly</u>	<u>Per Semester</u> (16 weeks)
On-Site	15	240
Other (including class time)	5	80
Total	20	320
Class Time:	3 hours	48
Supervision*:	2 hours	32
Face-to-face Patient/Client Contact		
(Intervention/Assessment):	6 hours	96
Professional Development:	1 hours	16
Support Activities**	8 hours	128
Total:	20 hours	320

- * Minimum of 1 hour per week of face-to-face individual supervision provided by a psychologist
- ** Support activities includes case conferences, case management, consultation, didactic training/seminars, progress notes, chart review, psych assessment scoring, interpretation and report-writing, video-audio recording review

2. *Practicum Hour Logs.* Students will submit their total activity hours at the end of each semester. Students must document their hours according to the APPIC form on the spreadsheets provided. It is the student's responsibility to immediately inform the faculty practicum instructor if weekly hours fall short of the required hours stated in #1 above.
3. *Class attendance and participation.* This seminar will be based on dialogue, feedback, and critical discussion. It is therefore important to attend class in a punctual and consistent manner, and actively contribute to discussion. Repeated absences or tardiness without a valid reason will result in a failing grade. Arriving to class 15 minutes or more late for 3 classes will also result in failing grade. Students are expected to come to each class ready to discuss an assessment case, including any available referral, background, and assessment data. Typically 2-3 cases are discussed in class each week.
4. *Ethical Behavior.* Demonstrate continued awareness of relevant ethical principles and standards and guidelines for work with diverse populations.
5. *Readings.* Students will complete all readings assigned and come prepared for in-class discussion. Students also will incorporate into class their own specialized readings that they find useful in their training. Students will be expected to discuss and present these in class.
6. *Assessment Batteries.* Students will conduct at least 4 complete assessment batteries during the semester and write 4 assessment reports.
7. *Case Presentation.* Students will make at least one formal case presentation each semester. Please refer to "Format for Case Presentations and Integrative Assessment Report" for requirements and expectations. Typically, this is the same case that is written up for the Integrative Test Report described next. *Students will sign up for a date to present.*
8. *Integrative Assessment Report.* In addition to the four required assessment batteries, students will write at least one integrative test report that uses clinical evaluation data and at least 2 psychological tests (e.g., personality, neuropsychological, projective, intelligence) to compile an integrative assessment of the client, including a formal DSM diagnosis, conceptualization, and treatment plan or recommendations. Please refer to "Format for Case Presentations and Integrative Assessment Report" for requirements and expectations.
9. *Evaluation.* *Participate in evaluation meeting* at the end of each semester with site supervisor and CSU faculty instructor.
10. *Site Visits.* I will visit each of your training sites during the semester. The purpose of these visits is to discuss your development (from your own and your supervisor's perspective) and to ensure that you are meeting course requirements. I also intend to use this meeting to help you tailor your training experiences as they pertain to meeting your training needs while meeting those of the site.

Grading:

93– 100	A
90– 92	A-
87 – 89	B+
83– 86	B
80 – 82	B-
70 - 79	C
Below 70	F

Nota Bene: The APA Code of Ethics (2002) states:**7.04 Student Disclosure of Personal Information**

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary

to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Because of the effect of clinicians' personal experiences and perspectives on their work with clients, this course includes experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapist-client relationship. In addition, you will be asked to explore your world view as it affects the counseling/psychotherapy process. Supervision with faculty and practicum supervisors will also require you to do a certain amount of personal sharing.

Confidentiality, Evaluation, and Multiple Roles:

Issues of confidentiality, evaluation, and multiple roles in supervision can be confusing to beginning supervisees. You will find that, at times, your supervision sessions will involve process that, though not therapy, involve self-disclosure and often have therapeutic results. Typically, supervisors who believe that your personal issues are impinging on your therapeutic work will raise questions with you to help bring these issues to your awareness. Sometimes awareness is sufficient to correct any problems. Other times, you may seek or even be encouraged by your supervisor to seek therapy. Your supervisor is also your evaluator and has responsibilities to the University and to the Counseling Psychology Program. Thus, your progress and, to some extent, your personal issues, may be discussed between your supervisors; at supervision consult; with relevant staff at CSU (e.g., practicum instructor or training director); or with Counseling Psychology faculty. Those in charge of your practice training follow a "need to know" policy, which means no more detail will be shared than necessary, and with no more people than necessary, to accomplish the goals of protecting clients and insuring that you receive the best possible guidance, training, and supervision.

APA Ethical Standards and Code of Conduct for Psychologists

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. The APA Ethical Standards can be found online at <http://www.apa.org/ethics/code.html>. No student or intern may use the title “Doctor” or allow others to refer to him or her as such. That title is limited to those who have completed all degree requirements. The possession of a doctorate in another discipline (i.e. music or anthropology) does not allow for any variation from this rule.

Students are encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

All students are expected to familiarize themselves with and adhere to the current APA Ethic Code, and to familiarize themselves and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity. The form available in **Appendix A** is to be signed by students at the start of their first semester of enrollment in the program.

Student Support Services

A number of services are available to students including:

Career Services; <http://www.csuohio.edu/offices/career/>

University Counseling and Testing Center, <http://www.csuohio.edu/offices/counselingtesting/>

Financial Aid, <http://www.csuohio.edu/enrollmentservices/financialaid/>

Center for International Services and Programs, <http://www.csuohio.edu/offices/international/>

Disability Services, <http://www.csuohio.edu/offices/disability/>

Tutoring Center, <http://www.csuohio.edu/academic/advising/tutoring/sisla.html>

Writing Center, <http://www.csuohio.edu/academic/writingcenter/>

Information Services and Technology, <http://www.csuohio.edu/offices/ist/>

Office of Diversity and Multicultural Affairs <http://www.csuohio.edu/offices/odama/>

GLBT Student Services <http://www.csuohio.edu/offices/odama/glbtcampusresources.html>

Health and Wellness Services, <http://www.csuohio.edu/offices/health/>

Library Services, <http://library.csuohio.edu/>

Office of Research and Sponsored Programs, <http://www.csuohio.edu/offices/spr/index.html>

University Ombudsperson, <http://www.csuohio.edu/offices/ombudsperson/>

Recreation Center, <http://www.csuohio.edu/services/recreationcenter/>

Student Life, <http://www.csuohio.edu/studentlife/>

Veterans' Services <http://www.csuohio.edu/studentlife/vikingvets/links.html>

U-Pass Program (allows students to ride free of charge on all Greater Cleveland RTA buses and rapid trains during a semester). <http://www.csuohio.edu/services/u-pass/>

In addition, the doctoral program maintains a statistics computer lab that is staff by an advanced doctoral student. For hours each semester contact w.pruett-butler@csuohio.edu

Counseling Psychology Doctoral Student Evaluation **Urban Education Ph.D. Program**

Comprehensive Assessments of Student Competencies

The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils on December 4, 2003 and is the governing policy for our training program in terms of the evaluation of student competencies:

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology; Ethical Principles of Psychologists and Code of Conduct, 2003; Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).

II. Model Policy

Students in psychology training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) 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 (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology training programs strive to not “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

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

- (a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

This policy is implemented in the Counseling Psychology Doctoral Training Program through a number of specific mechanisms, occurring at various points in a student’s training. These major evaluation feedback mechanisms, described below, include:

- Annual student evaluation and feedback (Appendix B)
- Ongoing evaluation of student progress
- Readiness for Practicum I
- Readiness for Practicum II
- Readiness for Internship
- Competencies in Practicum: Comprehensive Competencies: Practicum I & II
- Comprehensive examinations (Core, Research, Specialization in Counseling Psychology)
- Dissertation proposal hearing

- Oral Defense of Written Dissertation
- Grade Point Average

(a) Annual Student Evaluation and Feedback

Students will be evaluated a minimum of once a year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of Practica and internship experiences, comprehensive exams, and research and dissertation progress will be used to evaluate the professional growth of the student. Progress toward timely completion of coursework, language requirement, residence requirement, comprehensive exams, and dissertations will also be measured. Students are also evaluated in the evaluative areas (i.e., interpersonal and professional competence, self-awareness, self reflection and self evaluation, openness to processes of supervision, and resolution of problems or issues that interfere with professional development or functioning a satisfactory manner), professional service, and multicultural competencies. Student progress is reviewed at a meeting of the counseling psychology faculty.

Students will complete an **Annual Report of Student Progress** for the Counseling Psychology program (**See Appendix B**). This evaluation is submitted each April. Counseling Psychology Faculty formally review each student, and evaluate the student's academic and professional progress at the end of each spring semester. Counseling Psychology Faculty provide the students with a written evaluation of their progress towards the doctoral degree. Student evaluations and feedback letters are reviewed with the student and placed in the student file.

Evaluation Criteria – Academic/Professional Competencies

Students are evaluated on the following criteria:

- 1) Courses Completed: including grades, number of incompletes, learning experiences or personal products
- 2) Practice: including application of work in courses, progress towards practicum competencies, internship and experience with multicultural populations.
- 3) Research and Writing: including research team involvement, progress towards dissertation, or other extracurricular writing experiences
- 4) Conferences & Workshops: including all professional conferences or meetings attended (local, state, and national).
- 5) Presentations given: including topics, dates, and occasions of presentations made at professional meetings, conferences.
- 6) Professional Service/Other Professional Activities: including significant educational activities, such as committee work, professional leadership, manuscript reviewing, or professional memberships not covered in other areas.
- 7) Multicultural Competence (awareness, knowledge, and skills) in practice and research
- 8) Four evaluative areas described above.
- 9) Articulation of professional goals for next 12 months in four goal areas (i.e., academic coursework, practica/internship, research including presentations and publications, and other professional activities).

Criteria for Maintaining Satisfactory Status in Academic and Professional Competencies

Students are evaluated in each of these categories, and their progress is judged as exceptional, satisfactory, or unsatisfactory. Counseling Psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty look for excellence in scholarship, research potential, and professionalism.

Exceptional:

Student has completed coursework in a timely manner with high grades (A or A-). Student has submitted articles for publication or proposals for presentations.

Student has been actively involved with research team projects in addition to his/her own dissertation project.

Student's practicum competency evaluations are "4 or 5" out of a scale from 1 to 5 as evaluated by practicum supervisors.

Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.

Student is an active member of the Society of Counseling Psychology of the American Psychological Association.

Student has served in a leadership role in a professional or student organization.

Student has attended a national conference/meeting, and has participated with either joint or sole presentation.

Student performance in the four evaluative areas above is noted to be exceptional.

Annual Student Evaluation report is clear, specific, and purposeful.

Satisfactory:

- Student has completed coursework in a timely manner with at least a B+ average.
- Student has received at least “3” rating in all competencies in Practica/internship evaluations on a scale from 1(poor) to 5 (excellent)
- Student has participated on a research team.
- Student has made adequate and timely progress on dissertation and exams (comprehensive exams or oral dissertation defense).
- Student has attended a local, state, or national conference/meeting.
- Student is a member of the Society of Counseling Psychology of the American Psychological Association (APA)
- Student performance in the four evaluative areas above is noted to be without problem.
- Student has submitted Annual Student Evaluation.

Unsatisfactory Progress:

- Student has not maintained a B average (less than 3.0 on a 4.0 scale).
- Student has received 1 or 2 on competency ratings in Practica settings on a scale from 1 (poor) to 5 (excellent).
- Student has minimal or no attendance or active participation on a research team.
- Student has not submitted any proposal for presentations.
- Student is not a student affiliate of the Society of Counseling Psychology
- Student has not made adequate progress on coursework, dissertation and/or exams (failed comprehensive exams or oral dissertation defense).
- Student has not been enrolled in her/his program of studies during the past semester.
- Student has not submitted an Annual Student Evaluation.

(b) Plan of Action when Unsatisfactory Ratings are Given

If a counseling psychology doctoral student receives an unsatisfactory rating in their annual evaluation or other evidence of unsatisfactory levels of competence emerges during the student’s academic program, the core counseling psychology faculty will meet and develop a plan to assist the student to remedy the deficiency. One of the following 2 steps will be taken:

- (1) If the unsatisfactory performance is a minor departure from acceptable levels or represents a single deviation from a record of satisfactory or excellent level of competence, a *Letter of Instruction* will be written by the Training Directors and Faculty Advisor. In this letter the nature of the deficiency and the recommendations for improvement will be presented. A meeting will be scheduled with the student, Training Directors, and the Faculty Advisor to discuss the deficiency and the recommendations for improvement. A copy of the *Letter of Instruction* will be kept in the student’s file. Progress on the deficiency will be reviewed by the Faculty Advisor and Training Directors as stipulated in the Letter of Instruction and a notation of satisfactory progress will be made on the letter when the deficiency is remedied.
- (2) If the unsatisfactory performance represents a serious deficiency in performance or occurs subsequent to the issuance of a *Letter of Instruction* for a prior deficiency, the core counseling psychology faculty will meet to develop a draft *Remediation Plan* for the student. The Training Directors and Faculty Advisor will then schedule a meeting with the student to discuss the deficiency and the draft Remediation Plan. In concert with the student, a final Remediation Plan will be written. The Plan will include specific actions to be taken by the student and a time line for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student’s academic file. The Faculty Advisor will be responsible for monitoring student progress at least once per semester. A second meeting with the student, Training

Directors, and Faculty Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Letter of Satisfactory Remediation of Deficiencies* will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The core faculty will then meet to discuss the next steps. Depending on the situation the core faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties.

(c) Ongoing Evaluation of Student Progress

For the purposes of ongoing evaluation, the decisions and actions outlined above under **Annual Student Evaluation and Feedback** may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

(d) Readiness for Practicum I

Student readiness for Practicum I is assessed during the first year of the program. Methods of assessment include a) completion of Checklist for Doctoral Students entering with a Master's Degree and Plan of Coursework that includes any required pre-requisite coursework, b) evaluations in CNS 665 Professional Issues in Counseling Psychology course (i.e., Competency Evaluation Rating Form - Scientific Knowledge, Competency Evaluation Rating Form - Ethics, OSCE, Comprehensive Competencies: First Year Students: Readiness for Practicum I, c) Annual Report of Student Progress, and d) Multicultural Awareness, Knowledge and Skills Survey (MAKKS-CE-R).

(e) Readiness for Practicum II

Student readiness for Practicum II is assessed during the second year of the program. Methods of assessment include a) successful completion (B or better) of CNS 665 Professional Issues, CNS 702 Individual Intelligence Testing, CNS 703 Personality Assessment, b) Practicum I Evaluations (OSCE Practicum I, Comprehensive Competencies: Practicum I), c) Annual Report of Student Progress, d) Multicultural Awareness, Knowledge and Skills Survey (MAKKS-CE-R).

(f) Readiness for Internship

1. Student readiness for Internship is assessed in the Spring semester prior to applying to pre-doctoral internship. Methods of assessment include: a) Completion or plan of completion of all coursework prior to the start of internship, b) successful completion of all comprehensive exams prior to application, c) Practicum I and II Evaluations, d) Annual Report of Student Progress, e) Multicultural Awareness, Knowledge and Skills Survey (MAKKS-CE-R), and f) successful dissertation proposal hearing or faculty approval to apply with date for hearing scheduled.

Students are expected to have a successful dissertation proposal hearing before they submit their internship applications through APPIC. Any student who wishes to submit an internship application prior to a successful dissertation proposal hearing must submit a petition to the Training Directors for an extension. This petition must include a statement from the advisor with a scheduled hearing date before the end of the semester in which the internship application is submitted.

2. *Status of the dissertation at the start of Internship*

Students are expected to successfully defend their dissertations prior to the initiation of internship. This schedule allows for students to focus their attention on internship.

(g) Competencies in Practicum: Comprehensive Competencies: Practicum I and II

A Student Practicum Competencies Evaluation related to the knowledge and skills targeted for Practica are used to determine the ‘match’ between training priorities and achieved competencies by students. A Student Practicum Competency Evaluation is completed by the field-based supervisors and faculty to monitor students’ acquisition of knowledge and skills. Hence, this evaluation provides concrete and ongoing documentation of student progress and serves as a major component in the determination of the student’s grade in doctoral practica.

(h) Comprehensive Examinations

Eligibility for candidacy will be determined on the basis of successful performance on comprehensive examinations. Comprehensive examinations consist of three components covering the urban education core courses, research courses, and area of specialization in counseling psychology. Each of these examinations is scheduled during the summer. The urban education core and research examinations are typically taken in the summer following the second year of coursework. Students must have completed all urban education core and research coursework to be eligible to take these exams. The specialization exam in counseling psychology is typically taken during the summer following the third year of coursework. Students must have completed all of the coursework in the professional core in counseling psychology, and have a completed *Plan of Coursework* on file in the Office of Doctoral Studies. Application for each examination must be made to the Office of Doctoral Studies four weeks prior to the examination date.

Urban Education Core and Research Components

The *Urban Education Core Comprehensive Examination* consists of four questions (two of which must be answered by the student) that must be answered within a four-hour period and are derived from the following courses: Cultural Foundations, Organizational Change, and Urban Studies. These questions, demanding both recall and application, permit demonstration of knowledge in all four core areas. No notes or other materials may be used in answering these questions.

The *Research Comprehensive Examination* consists of four questions (two of which must be answered by the student) that must be answered within a three-hour period. No notes or other materials may be used in answering these questions. This portion will reflect the content of the first two quantitative courses, EDU 800 and EDU 801, and the content of the required qualitative course, EDU 807.

Both the Core and Research Comprehensive examinations may be taken in the Computer Laboratory for direct word processing. Students choosing to handwrite their examinations will be required to submit typed copy with no changes several days later. (Exams will be photocopied before removal from test site.)

1. Construction of the core examination is the responsibility of faculty representatives involved in instructing each of the four urban education core seminars, and faculty representatives responsible for the research sequence.
2. Urban Education Core examinations are evaluated by the same committee that constructed them and other qualified faculty, dividing the workload such that each question is scored by two readers with appropriate content expertise.
3. An orientation to the core comprehensive is held in advance of the exam. Notice of the orientation is mailed to all students eligible to take comprehensives.
4. Failure to attain the required level of competence on the core examination will result in the student’s need to undertake additional coursework and/or study in preparation for re-taking the examination.

5. The urban education core and research comprehensive components are graded separately. It is possible to pass one section and not the other. If a student fails either portion of the examination, he/she must repeat that portion (i.e., urban education core and/or research). Students are permitted to repeat each portion of the examination up to four times.

Comprehensive Examination in Counseling Psychology.

The specialization exams are typically taken after the first three years of coursework during the summer after the third year. It is expected that all of the professional core courses in counseling psychology will be completed prior to the time of the exam.

The comprehensive exam for the counseling psychology specialization consists of questions in three areas. Students will be asked to choose one of two questions for each area (i.e., career, intervention, and assessment). Three and a half hours will be allotted for the completion of each question. No notes or other materials may be used in answering these questions. If the test is handwritten, upon completion of the exam, proctors will collect the written responses. They will be photocopied and returned to the student for typing on the Monday following the exam. Typed responses will be due in the Doctoral Studies office no later than that Friday. Each question will be written and scored by 2 content area faculty teaching these courses. The exam will go to a third reader if agreement is not reached by the initial readers. Each question may be repeated four times if failed; a fourth failure will result in separation from the program. Students will be required to retake only the question(s) that they fail.

(i) Dissertation proposal hearing

When the proposal is completed satisfactorily in the view of the Dissertation Advisor, an oral proposal hearing will occur. This hearing will be designed to evaluate the appropriateness of the plan, make such suggestions and revisions as are deemed necessary by the Committee and Advisor and serve as a further opportunity to evaluate the level of competence attained by the candidate in the counseling psychology specialization. More than two negative votes will be considered an unsatisfactory performance and constitute cause for repeating the hearing over such parts as the committee judges to be inadequate. A second unsatisfactory performance will normally be considered grounds for separation. Proposal hearings are closed to anyone other than the candidate and committee.

(j) Oral Defense of Written Dissertation

Students are evaluated on their research skills/competencies by passing a written and an oral defense of their dissertation. When the candidate has completed the dissertation with approval by the Dissertation Advisor, a final oral examination will be held before the Dissertation Committee consisting of the Advisor, three additional faculty members, and a faculty representative from another College. In most cases, the Committee will consist of the same individuals approving the plan during the initial proposal hearing. Acceptance of the dissertation will be contingent upon majority Committee approval. Faculty members must have the final draft of the dissertation at least three weeks before the scheduled defense.

Students will not schedule a proposal hearing or dissertation defense without the approval of their dissertation chair, who must alert the Office of Doctoral Studies to schedule the hearing/defense.

(k) Grade Point Average

Students must maintain a 3.0 average (4.0 point scale) throughout their program of studies. Students who obtain less than a B in major courses may be required to repeat course work. PLEASE NOTE: Incompletes are given only under exceptional circumstances at the Professor's discretion; the course must subsequently be completed within one (1) semester.

(l) Academic Misconduct

The University Policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered students, theft, mutilation of library

materials, etc. The Policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in the Cleveland State University Student Handbook. Copies are available from the Department of Student Life, Student Center, Room 319. The University Policy on Academic Misconduct can also be found on the University website at:

<http://www.csuohio.edu/studentlife/conduct/index.html>

The CSU Student Code of Conduct can be found at:

<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>

Additional information available in the Graduate School Bulletin, located at <http://catalog.csuohio.edu/> From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Regulations and Requirements," and then choose "Regulations for Student Conduct" toward the top center of the page.

(m) Personal Difficulties with Personal/Interpersonal Competencies of Professional Psychologists

In the unlikely event that a student experiences personal or interpersonal difficulties that lead faculty to believe the student is not currently able to function as a competent psychologist-in-training, the core faculty will meet to discuss the issue and develop a plan for responding. For students with personal difficulties that are having a minor effect on competency, the faculty may elect to ask the advisor, training directors or course instructor to meet with the student and discuss the problem. The purpose of this meeting is to identify strategies that will help the student resolve the difficulty. The faculty member who meets with the student is responsible for monitoring student progress and reporting results to the core faculty and training directors.

Sometimes a student experiences a personal difficulty that significantly compromises competent professional functioning. Problems with competencies may include but are not limited to any of the following:

- ◆ An unwillingness to address a personal/interpersonal problem that has been identified by faculty and/or supervisors as a serious impediment to professional functioning
- ◆ An inability to change behaviors that compromise competent client service or risk damage to the public's view of the agency in which he or she is seeing clients in spite of specific feedback for change
- ◆ An unwillingness or inability to change behaviors that violate APA *Ethical Principles* (2002) or state and federal legal standards for professional psychologists (See additional procedures for responding to possible violation of APA *Ethical Principles* below.)

If any such problems are identified, the student will be asked to meet with the Training Director and Faculty Advisor (and additional faculty as relevant) to discuss the problem and identify strategies for change. Together with the student a Remediation Plan and timeline will be developed. The Plan will include specific actions to be taken by the student and a time line for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student's academic file. The Faculty Advisor will be responsible for monitoring student progress at least once per semester thereafter. A second meeting with the student, Training Director, and Faculty Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Letter of Satisfactory Remediation of Deficiencies* will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The core faculty will then meet to discuss the next steps. Depending on the situation the core faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties.

Procedures for Responding to Possible Violation of APA *Ethical Principles*

All prospective and current students are responsible to adhere not only to all guidelines for academic honesty noted in the Graduate Bulletin, but also to comply with all provisions of the APA *Ethical Principles*. Within the first 6 weeks of student's first fall enrollment into the program, they are required to review the APA Ethical Principles and are required to sign an Ethics Code Verification (Appendix D) indicating that they are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. When a student is suspected to have violated an ethical standard, the advisor, in consultation with other counseling psychology faculty members determines whether the suspected violation is amenable to resolution through informal intervention or whether it may be serious enough to warrant formal review. If the suspected violation appears to be less serious, the student is asked to meet with his or her advisor who discusses the matter with the student, asks for relevant information from the student, and collaborates with the student to develop a plan for remediation. A note of the meeting is placed in the student file and a oral report of the outcome of the meeting is presented to the counseling faculty.

If the violation appears more serious, the student receives a written notice of the suspected violation and is asked to meet with his or her advisor and two other faculty members to discuss the alleged misconduct. The student may present any relevant information he or she wishes to bring forward at that meeting, the purpose of which is to ascertain the likelihood that a serious violation occurred and to plan for remediation, suspension, or removal from the program.

(n) Student Appeal Process

The Graduate College has established procedures for students to file grievances when they believe they have not been received an accurate grade in a course. These procedures may be accessed through the Graduate School Bulletin, located at <http://catalog.csuohio.edu/> From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Regulations and Requirements," and then choose "Regulations for Student Conduct" toward the top center of the page.

Students seeking exemption from other program requirements may petition the Core Counseling Psychology Faculty. This body votes on the petition and forwards it to the Doctoral Studies Committee in Urban Education for their review and vote.

(o) Faculty Philosophy on Student Progress

The faculty is committed to student success and is prepared to work diligently to help students who have academic and personal obstacles succeed as counseling psychologists. We are optimistic that once identified most problems with academic, personal or interpersonal competencies can be resolved and students can continue their forward progress in the program. However, we feel equally responsible to ensure that if all efforts at remediation fail, that we do not represent an incompetent professional as competent.

**Appendix A: Verification of Ethics Code and Counseling Psychology Model Training
Values Statement Addressing Diversity**

Cleveland State University

Ph.D. in Urban Education
Counseling Psychology

Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. This form is used to provide verification to the program that our students have (a) received a copy of the current APA *Ethical Standards and Code of Conduct for Psychologists*, (b) have familiarized themselves with it, and (c) have been advised and encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

All students in the Counseling Psychology program are expected to familiarize themselves with and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity.

This form must be signed and returned to the program coordinator or director within the first 6 weeks of students' first fall enrollment in the program.

My signature below indicates that I have received or obtained the current APA *Ethical Standards and Code of Conduct for Psychologists* and the *Counseling Psychology Model Training Values Statement Addressing Diversity* and have been advised to ask questions of my program advisor, faculty or supervisors about any ethical issues or concerns or issues concerning diversity that arise during my tenure in the program. This form will be kept in your official student file.

Student (please print) _____

Date _____

Signature _____

Appendix B: Annual Student Evaluation

Each year the Counseling Psychology faculty evaluates the progress of doctoral students in Counseling Psychology. Please carefully review the attached document that describes the annual student evaluation, including evaluation criteria and criteria for maintaining satisfactory status in the program. For additional information on student evaluation please consult the counseling psychology specialization student handbook. To initiate this evaluation process, we would like you to respond to the following questions, writing at least a paragraph on each, and complete the attached *Student Self Evaluation in Four Evaluative Areas*. In addition, we ask that you attach an updated *vita*, and most recent *transcript* of your grades. Please be sure to include information related to publications, presentations, conference attendance, professional memberships, and other professional activities on your *vita* as described in the evaluation criteria. Include full citations for all presentations and publications.

1. Looking at this past year's activities specify two events that outline your accomplishments in your *academic coursework* as a psychologist.
2. Looking at this past year's activities specify two events that outline your accomplishments in your skills as a *practitioner* skilled in working with diverse populations.
3. Looking at this past year's activities specify two events that outline your accomplishments in your *research competencies*.
4. Looking at this past year's activities, describe your involvement on *faculty research teams*.
5. Looking at this past year's activities, describe your progress in preparing for, or working on, your *dissertation*.
6. Looking at this past year's activities specify two events that outline your accomplishments in *professional service* (e.g., committee work, reviewing manuscripts, or professional memberships).
7. Identify your strengths and weaknesses in *multicultural competence* (i.e., awareness, knowledge, and skills). Comment on the ways you have increased your multicultural competence in both practice and research over the past year.
8. Consider all aspects of your doctoral training in counseling psychology and describe your *readiness for*:
COMPLETE ONE OF THE FOLLOWING ACCORDING TO YOUR YEAR IN THE PROGRAM
 First year students: *Practicum I*
 Second Year students: *Practicum II*
 Third year and advanced students: *Pre-Doctoral Internship*
9. Identify your *professional goals* for the next academic year in each of the following areas: coursework, practice, research, and other professional service activities.

Please submit your answers to each question, your vita, and transcript to your faculty advisor by Tuesday, April 24, 2012. The faculty will meet to discuss the progress of each student in early May. Following this meeting, your advisor will meet with you to go over your annual evaluation.

For the purposes of ongoing evaluation, the decisions and actions outlined in the attached **Counseling Psychology Doctoral Student Evaluation** may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Sincerely,

Elizabeth R. Welfel, Ph.D.

Co-Director of Training

Counseling Psychology Specialization

Donna E. Schultheiss, Ph.D.

Co-Director of Training

Counseling Psychology Specialization

Student Self Evaluation in Four Evaluative Areas

(a) *Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*

_____ Exceptional

_____ Satisfactory

_____ Unsatisfactory

(b) *Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*

_____ Exceptional

_____ Satisfactory

_____ Unsatisfactory

(c) *Openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning)*

_____ Exceptional

_____ Satisfactory

_____ Unsatisfactory

(d) *Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

_____ Exceptional

_____ Satisfactory

_____ Unsatisfactory

Annual Report of Student Progress
Faculty Ratings

Student Name:
Year in Program:
Faculty Name:
Date:

Please use this scale to rate student progress on each item.

Unsatisfactory	Needs Improvement	Making Expected Progress	Proficient	Exemplary
1	2	3	4	5

1. Academic Coursework

1 2 3 4 5

2. Psychological Practice (skill and judgment in psychotherapy and assessment)

1 2 3 4 5

3. Research Competencies

1 2 3 4 5

4. Student-Faculty Research

1 2 3 4 5

5. Dissertation

1 2 3 4 5

6. Professional Service (e.g., committee work, reviewing manuscripts, or professional memberships).

1 2 3 4 5

7. Multicultural Competence (i.e., awareness, knowledge, and skills)

1 2 3 4 5

8. Readiness For: (please circle one below)

Please circle one: *Practicum I* *Practicum II* *Pre-Doctoral Internship*

1 2 3 4 5

9. Professional Goals

1 2 3 4 5

Student Evaluation in Four Evaluative Areas

(a) *Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*

_____ Exceptional _____ Satisfactory _____ Unsatisfactory

(b) *Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*

_____ Exceptional _____ Satisfactory _____ Unsatisfactory

(c) *Openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning)*

_____ Exceptional _____ Satisfactory _____ Unsatisfactory

(d) *Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

_____ Exceptional _____ Satisfactory _____ Unsatisfactory