THE UNIVERSITY OF MEMPHIS

College of Education

DRIVEN BY DOING.

Ph.D. Program in Counseling Psychology

Doctoral Student Handbook
2017-2018

Dear Counseling Psychology Doctoral Students:

Welcome! We appreciate all that it has taken for you to get to this point in your educational career and look forward to working with you over the next several years. We have a very intensive and deliberate process for selecting our doctoral candidates and you can trust that you are in the right place and have everything it takes to be very successful in our program. We are truly happy you are here!

The 2017-18 version of the Counseling Psychology Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the Counseling Psychology Ph.D. program. It should be noted that the handbook has been updated to include requirements for APA accreditation that went into effect on January 1st, 2017. For admitted students, we've tried to include material that will help you get off to a great start in our program, as well as information that will answer the questions you have along the way to completing your doctoral degree. We update this Handbook annually, but this is the one that applies to students entering the program Fall 2017. The University of Memphis reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

You will notice that the Handbook is divided into three main sections. In the first section, we provide an overview of the University, the Counseling, Educational Psychology and Research Department and the Counseling Psychology program. This section informs you of some of the policies and resources in the larger university as well as gives you an overview of the Counseling Psychology program. In Part Two, we review what it means to be a graduate student in the Counseling Psychology (CPSY) program and provide information about the academic and clinical expectations of the program and the milestones you will complete during your time with us. Finally, we've included a guideline for your plan of study and several policy statements as well as Appendices related to training competencies.

We've found that graduate students are often the best source of feedback and new ideas for documents such as this. Please do feel free to send me any ideas you have for making this Handbook more useful to you! As I said, we revise it every year and try to incorporate your suggestions.

Sincerely,

Sara K. Bridges, Ph.D.
Training Director

The Counseling Psychology program at The University of Memphis is accredited by the Commission on Accreditation, American Psychological Association. For information, please contact the Program Consultation and Accreditation Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002. (202) 336-5979. mailto:apaaccred@apa.org

Table of Contents

3

University of Memphis and CPSY policies

This document describes the current policies and procedures that are unique to the Doctoral Program in Counseling Psychology at The University of Memphis. The purpose of the Handbook is (a) to assist students in planning their studies; (b) to provide students with the general educational policies, expectations, and standards of the program; and (c) to assist faculty in student advising so that the policies are applied systematically and fairly. No individual faculty is allowed to circumvent these written procedures without discussion and consideration of the change by the core faculty and a decision to alter the policy. Students should also be familiar with the forms and general guidelines for graduate level work found in the College of Education Graduate Student handbook: http://www.memphis.edu/coe/pdfs/doctoral-student-handbook-2015.pdf although be aware that the CPSY residency, comprehensive examination, and dissertation processes do differ from those in the College Handbook.

The Handbook is an evolving document that is revised and updated periodically; however, its policies are applicable to all current students in the Counseling Psychology Program. It is important to note that curricular expectations outlined in the Handbook in the year in which the student was admitted are to be followed. The University of Memphis and the Counseling Psychology program reserve the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason and cannot guarantee enrollment in specific courses or sections.

It is the student's responsibility to read and understand University, College, and program guidelines relating to the degree programs, and to complete program and degree requirements in a timely fashion. The Counseling Psychology Student Handbook is not intended to supersede any policies or codes of conduct established by The University of Memphis: http://www.memphis.edu/gsa/about/rights_and_responsibilities.php http://www.memphis.edu/gradcatalog/academic_regulations/acad_reg.php http://www.memphis.edu/studentconduct/ or the *Ethics Code* of the American Psychological Association (APA) (http://www.apa.org/ethics/code/). Students are expected to have read these documents prior to beginning coursework. Students are encouraged to place an emphasis on their personal and professional development, especially while enrolled in the program. In keeping with this statement, students are encouraged to participate in therapy outside of the program, to fully engage in experiential learning activities embedded in the curriculum, and to be reflective on self in relation to course content.

Due to the nature of the counseling profession, the program has additional expectations for students in terms of professional behavior. Violations of the ethical principles can result in sanctions from the program and, in severe cases, expulsion from the University. Although this is rare, the faculty sees our responsibility in training and graduating ethical counselors and psychologists as a crucial endeavor. It is recommended that you become familiar with these resources and always feel free to consult with your advisor or other faculty member if you are uncertain about expectations or courses of action.

General expectations for professional behavior in the program include, but are not limited to, the following:
- Students should be cautious about disclosing personal information when navigating public domains (Facebook, personal websites, social media, etc.).

- Students are expected to turn off cell phones or set them to vibrate when in classes, supervision, and program-related meetings.
- Students should abstain from texting, emailing, checking messages, being on social media etc. during classes, supervision, and program-related meetings.
- All communication whether face-to-face, via telephone, email, texts, or discussion boards, etc. should reflect appropriate professional standards and ethical guidelines.
- Students should be mindful to maintain confidentiality at all times and to refrain from discussing sensitive information in inappropriate places (e.g., hallways, the clinic office, other open areas of the clinic, and in public situations).
- Students are expected to be punctual at all times for classes, meetings, therapy sessions, etc. If unforeseen circumstances do occur, inform relevant persons immediately.

The faculty of the Department of Counseling and Psychology adhere to the *Ethics Code* of the American Psychological Association and respect the rights of our students. Students must be aware that there are many personal and professional reasons that may prohibit them from earning the doctoral degree in psychology or from becoming licensed to practice psychology. Consequently, The University of Memphis and the program faculty cannot guarantee graduation from the program or licensure as a psychologist.

With my signature, I attest to the fact that I have read the entire Doctoral Student Handbook for the Counseling Psychology Program in the Department of Counseling, Educational Psychology and Research at The University of Memphis. I also attest to the fact that I understand the policies, procedures, and students' rights and privileges that are detailed in this document and I assume responsibility for adherence to these policies and to the Ethics Code of the American Psychological Association.

Name of Student (printed) _____

Signature of Student: _____ Date: _____

Please print or copy this page and return the signed copy to the Director of Training by the first day of classes for the Fall, 2017 semester.

Values Statement Addressing Diversity

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 reflected 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).

While in the program, students are expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Further, they are 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 or counselor, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA and ACA guidelines and principles.

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 program will intervene appropriately and in a manner consistent with its policies on student conduct, as outlined in this handbook.

PART 1   GENERAL INFORMATION ON THE UNIVERSITY, THE DEPARTMENT, AND THE COUNSELING PSYCHOLOGY PROGRAM

The University of Memphis

Opened in 1912, The University of Memphis has developed into an internationally-recognized institution of higher learning. Today the university educates approximately 21,000 students annually, including over 4,000 graduate students. Conveniently located in an attractive residential section of Memphis, the university includes 1,160 acres and 202 buildings at eight sites.

The University of Memphis is comprised of eleven distinct academic colleges and schools: the School of Public Health, the College of Arts and Sciences, Fogelman College of Business and Economics, Loewenberg School of Nursing, the School of Audiology and Speech-Language Pathology, Cecil C. Humphreys School of Law, the College of Communication and Fine Arts, the College of Education, Herff College of Engineering, the University College, and the Graduate School. Although individual schools function as separate entities, each academic division at the University of Memphis is dedicated to the scholarly advancement of its students and faculty and to the betterment of the community.

There are computer services and equipment available to you in the College of Education (on the 3rd floor) and in other locations around the campus. Some of the computer labs are open 24 hours a day (not that we're encouraging working through the night!) while others have more restricted hours. You may also access the university library and some computer programs remotely from off-campus. University licenses for SPSS and other statistical programs can be accessed through a VPN connection. Talk to your advisor and to other CPSY students about the availability of computer technology and services.

Students may park in the general (non-gated) parking lots. The parking fee is covered in your tuition and fee waiver if you hold a graduate assistantship. Depending on space availability, students are also able to purchase parking passes for the reserved gated lots or parking garages. If you have a class or appointment, get here early enough to account for parking problems and slow (really slow) freight trains blocking traffic.

Department of Counseling, Educational Psychology and Research (CEPR)

The CEPR department is your home department. In addition to the Counseling Psychology program, there are programs in Counseling (Masters and Ed.D), Educational Psychology, and Educational Research. We are a large department with approximately 25 full-time faculty. Most faculty are located in Ball Hall. However, some faculty associated with the Rehabilitation Counseling program are located in Patterson Hall. The Center for Rehabilitation and Employment Research is also located in Patterson.

There is student study space available in the graduate student office (room 307B – Ball Hall) and in Patterson. Students are assigned keys to 307B and the outer suite door. Students who hold teaching assistantships in the department are assigned a mailbox in room 101 of Ball

Hall. You must be responsible for your keys, their valid use, their security at all times, and you will be asked to return prior to departing for internship.

Counseling Psychology

The Counseling Psychology (CPSY) program was originally developed by the faculty of the Department of Counseling and Personnel Services (now Counseling, Educational Psychology and Research, CEPR) in coordination with recommendations from the Psychology Department and the Center for Student Development. It was first accredited by the American Psychological Association (APA) through its Commission on Accreditation (CoA, 750 First Street, NE, Washington, DC 20002-4242, 202/336-5500) in 1989. The program was most recently accredited in 2012 for the full seven-year period. The program is administered in the CEPR Department by the Counseling Psychology core faculty. The CPSY program differs from other department programs in that it is designed to train professionals in the development and discipline of counseling psychology (versus the disciplines of counseling or educational psychology).

The mission of the Counseling Psychology program is to train generalist counseling psychologists to assume roles as responsible, competent health service psychologists and members of the professional psychological community. The program is intended to help students develop knowledge and skills in applied counseling, evaluation of counseling theory and research, design and completion of meaningful scientific research, and application of scientific findings to their counseling work. In addition to clinical and academic competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, faculty and the community, including confidentiality, honesty, and academic integrity. Within the context of the University mission, students are expected to develop the critical thinking skills necessary for lifelong learning and to contribute to the global community. General Aspirations of the Counseling Psychology program cover the following areas:

ASPIRATION 1: TO PRODUCE GRADUATES WHO ARE GROUNDED IN THE SCIENTIST PRACTITIONER TRAINING MODEL.
Objective 1: Students will be knowledgeable of the foundational areas in psychology and counseling psychology.
Objective 2: Students will be prepared to be critical consumers of research and to conduct original scholarship.
Objective 3: Students will be able to integrate current scientific knowledge and theory and clinical practice.
Objective 4: Students will be able to identify and respond to ethical and legal issues that may arise in their work as counseling psychologists.
Objective 5: Students will demonstrate professional behavior in their various roles as counseling psychologists.

ASPIRATION 2: TO PRODUCE GRADUATES WHO IDENTIFY AS COUNSELING PSYCHOLOGISTS
Objective 1: Students will understand the history and professional issues related to Counseling Psychology.

Objective 2: Students will develop a professional identity as a Counseling Psychologist and begin to be active participants in the profession of psychology.

ASPIRATION 3: PRODUCE GRADUATES WHO ARE RESPONSIVE TO INDIVIDUAL AND CULTURAL DIVERSITY IN A MULTICULTURAL ENVIRONMENT
Objective 1: Students will understand the contribution of cultural and individual diversity in clinical and scholarly work

In addition, the Counseling Psychology program follows the Competency Benchmarks document produced by the Assessment of Competency Benchmarks Work Group and available at: http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx. This document identifies six Professional Competencies clusters (Professionalism, Relational, Science, Application, Education, Systems) and related core competencies that should be attained during the course of graduate work in Psychology. Information on the APA site provides behavioral benchmarks of the competencies at different developmental levels. Many of the program's evaluation criteria are based on this document. The document, in its entirety, is included at the end of this Handbook.

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. The purpose of this handbook is to provide students entering the CPSY program with the information needed to successfully plan and carry out their program of study.

Contacting Faculty Members

Our faculty members are approachable, so we hope you introduce yourself to as many as you can. We are often in our offices and if our doors are open, please feel free to drop by and say "Hi!" If you're trying to locate a specific faculty member, there are several ways to do so.

First, find the faculty member's office. Department faculty offices are located on the 1st and 3rd floors of Ball Hall (with the exception of the Rehabilitation Counseling faculty in Patterson). Most CPSY faculty offices are on their 3rd floor of Ball Hall. The exceptions are Dr. Strohmer who is located across from the Main Department office in 101 Ball Hall and Dr. Bingham who is on the 4th Floor of Ball. Next, find when **office hours** are listed. All faculty members have weekly office hours, and most are usually in their offices or nearby labs. If those hours are not posted on office doors, the front office staff have them in the main office.

If waiting for office hours is impractical, the next best way to contact a professor is via email or phone (some faculty have a preference for one over the other). Email addresses can be found on the program website (http://www.memphis.edu/cepr/cpsy/faculty.php) and both emails and telephone numbers are listed on the department directory that will be updated in the fall when you arrive.

Faculty Teaching and Interest Areas

Department Chair

Dr. Stephen West: Interests in Rehabilitation

Counseling Psychology Core Faculty

Rosie P. Bingham: Current Appointment as Vice President of Student Affairs. Interest areas--Multiculturalism, vocational psychology, professional development. Dr. Bingham is available to serve on doctoral committees.

Sara K. Bridges: Teaching areas--Couples and family counseling, Human Sexuality, Coherence Theory. Research areas—Counselor training, human sexuality, constructivist theory.

Suzanne Lease: Teaching areas--Counseling Theories, Multicultural Counseling, Vocational Psychology, Foundations of Counseling Psychology. Research areas—multiculturalism, career counseling; masculinity ideology, health promotion.

Richard Lightsey: Teaching areas--Group Counseling. Research areas--Resilience, relationship between stress and depression, relationship between cognitions and affect.

Laura Marks: Teaching areas--Multicultural Counseling, Gender, Practicum. Research area--African American women, Health disparities.

Elin Ovrebo: Teaching areas--Gender Studies; Gay, Lesbian, and Bisexual Counseling; Practica. Research areas--Gay, lesbian, and bisexual issues; international students/education.

Douglas Strohmer: Teaching area--Assessment, Educational Research; Research area--Rehabilitation Counseling, Person-Environment fit in counseling.

Counseling/Counselor Education Core Faculty

Pam Cogdal: Clinical Associate Professor. Dr. Cogdal coordinates practicum and internship experiences for students in the Masters and Ed.D. programs in counseling. Interest areas--Career counseling, practice outcome, suicide prevention.

Leigh Holman: Teaching areas--Clinical mental health. Research area--Animal assisted therapy

Richard James: Teaching areas--School Counseling, Introduction to Counseling, Counseling Theories. Research area--Anger management, crisis intervention.

Rehabilitation Counseling Core Faculty

Daniel Lustig: Teaching areas--Principles of Rehabilitation Counseling. Research areas--family adjustment to disability

Stephen Zanskas: Teaching area--Rehabilitation Counseling. Research areas--trauma, psychosocial aspects of disability

Educational Psychology Core Faculty

Yeh Hseuh: Child Development

Denise Winsor: Developmental Psychology

Chia-chen Yang: Adolescent Development

Educational Research Core Faculty

Joe Blackbourn: Small *N* research, psychology of science

Alison Hapel: Qualitative methodology, gender

Leigh Harrell-Williams: Quantitative research, instrument construction

Michael Mackay: Statistical consulting, survey construction

Susan Nordstrom: Qualitative methodology, gender studies, feminist theory

Jade Xu: Multivariate analyses, structural equation modeling, large data set manipulation

Director for Undergraduate Studies

Chrisann Schiro-Geist: Teaching areas – Rehabilitation. Research areas--disability and rehabilitation, pet therapy, and adolescent fathers.

The Main Office

The Main Office is in Room 100 Ball Hall. The Department Chair's office is in this area, as well as the offices of support staff. If you need general help (e.g., you've locked yourself out of the doctoral lounge, you need to register, a faculty member left materials for you to pick up) this is a great place to go. The department phone number is (901) 678-2841.

Support staff
One of the reasons that our department functions so smoothly is the help of our excellent support staff in the main office.

Jennifer Mueller (jrmller2@memphis.edu) is the Assistant to the Chair and oversees most main office staff.

Melynda Whitwell (mdlong@memphis.edu) is our department's administrative assistant and she can assist with registration permits, room reservations, and a host of other tasks.

Susan Kasperbauer Mascari (skasprbr@memphis.edu) Front desk and all things organization

Other Important Locations

The University of Memphis Libraries

     See http://www.memphis.edu/libraries/ for information on the University of Memphis libraries. The McWherter Library has over 13 million volumes and access to electronic databases. Familiarize yourself with the library and with InterLibrary Loan (ILL).

The Graduate School

     The Graduate School is the administrative unit of the University that has responsibility for all advanced training programs. Its website is www.memphis.edu/gradschool/.

     The Graduate School impacts your career in that it is responsible for graduate policy, procedures, and paperwork. Your primary responsibilities to the graduate school are to follow their deadlines, complete their forms, and get dissertation turned in to them on time. A link to many of the needed Graduate School forms can be found on the program website (http://www.memphis.edu/cepr/cpsy/forms.php)

       Other Student Services

1. For information on financial aid, see www.memphis.edu/financialaid/. This website gives information on student loans, scholarships, and student employment.
2. Student Health Services http://saweb.memphis.edu/health/
3. Campus Recreation and Intramural Services (CRIS) http://www.memphis.edu/cris/
4. Counseling Center http://www.memphis.edu/counseling/
5. Tiger Dining http://memphis.campusdish.com/
6. Student Disability Services are located in Wilder Tower http://www.memphis.edu/drs/ They provide accommodations for all qualified students.
7. Other resources and links for current students (http://www.memphis.edu/students.htm)

Part 2 The Counseling Psychology Program

Professional Behavior

Being a professional means juggling responsibilities. As a developing professional, you must balance the roles of professional and student, a balance that will evolve as you advance through the program. During your first years, you may feel like more of a student as you begin your coursework, research, and clinical training. As you progress, however, your needs for guidance will change, and you will likely find yourself in a leadership position, sharing your experiences with cohorts that are junior to you. In a sense, your development as a professional represents the advancement from student to colleague, such that by the time you complete graduate school, your transition from student to colleague will be almost complete.

As a developing professional, you should be aware of the manner in which you represent the profession to the world. The University of Memphis expects all students, staff, and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face with your colleagues, faculty, and office staff) throughout the program and in every program-related setting: classes, practicum sites, GA duties, community settings, in-services, and program meetings. Always be aware of how your actions could be perceived by others. Your profession becomes part of your identity, which you cannot simply remove when you exit work. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

One important topic that has arisen in recent years involves Facebook, Twitter, and other social networking sites. It is extremely important for you to understand that employers, clients, and professors can and do access these sites and comments you or your colleagues post will affect how you and the profession in general are regarded. Please be careful about how you portray yourself and our profession. You will want to review the competencies listed under the Professionalism cluster of the Competencies Benchmarks (in the Appendix of this document).

I. Student's Program of Study

The majority of students enter the program following completion of a terminal master's degree. For those students, the doctoral program in Counseling Psychology is a four-year program that includes three years of full time academic course work and one full year of pre-doctoral internship. Students may also choose a five-year program (four years of coursework and the fifth year of internship) that allows for greater specialization in desired topic areas or development of research expertise. Infrequently, students possessing research, clinical, or academic experience beyond the baccalaureate degree, but who have not completed a terminal master's degree, may be admitted. Those students complete a five-year (minimum) program. Regardless of whether students take three or four years of coursework, the final year in the program is reserved for completion of a year long, full-time internship and the completion of the

dissertation (if the dissertation is not completed prior to internship). Students always have the option of taking additional time in the program for professional or personal reasons. This choice should be discussed with one's academic advisor. Although much of the course work is structured, there is sufficient flexibility for the individual student to focus his or her program to meet specific professional interests. The total program is, however, far more than simply taking courses. Substantial mentoring and socialization into a Counseling Psychology identity is a vital part of the program and is accomplished through CPSY activities such as forums, professional conferences, and research teams.

Students should know that all graduate students in the Counseling Psychology program, consistent with University Policy, are expected to maintain continuous enrollment during the fall and spring semesters until the dissertation is completed. Summer is not included in continuous enrollment. CPSY students are expected to make progress toward completion of degree requirements and to complete the degree within the 10-year time limit. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Counseling Psychology core faculty. A student who plans to take a semester or more off from the program must request a leave of absence in writing by completing the leave of absence request form (http://www.memphis.edu/cepr/cpsy/forms.php).

A. Course Work and Planning a Program of Study

Planning the Program of Studies is done during the first semester in close consultation with your assigned CPSY faculty advisor. Nine semester hours is defined as the minimum course load for full time status. However, most students take 12 hours per semester. In order to complete the program in three years (MA entry, fourth year of internship), students need to carry 12 hours almost every semester (6-9 in summer).

All specified program requirements are essential. These requirements include the psychological foundations core that addresses the breadth of scientific psychology, the counseling psychology core, and the research core.

Psychological foundation courses (aka Discipline Specific Knowledge areas) are those that are foundational to all areas of psychology and health service provision which are based on scientific theory, concept, and principles of psychology. These courses form the program's discipline specific knowledge core and are required by CoA (Commission on Accreditation) as well as most state licensing boards in order to sit for licensure exams. Counseling Psychology students typically complete a significant amount of the discipline specific knowledge core courses in the Department of Psychology. You must have at least one graduate level course in each of these areas by graduation. Although several courses are listed for some areas, often there is one class that is indicated as the preferred course.

1. Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
   a. PSYC 8407 Cognition and Emotion

2. Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.

      a. PSYC 8701 Behavioral neuroscience (preferred)
      b. PSYC 8441 Psyc/Medical Illness

3. <u>Cognitive Aspects of Behavior</u>, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
      a. PSYC 8407 Cognition and Emotion

4. <u>Developmental Aspects of Behavior</u>, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient. If you have not had a lifespan development class in your previous graduate work, you must take one during the doctoral program.
      a. PSYC 8207 Developmental Psychology
      b. PSYC 8219 Social/Personality Development
      c. PSYC 8412 Psychopathology
      d. PSYC 8416 Child Psychopathology
      e. PSYC 8420 Personal Construct Theory
      f. EDPR 8117 Life-span Human Development
      g. EDPR 8110 Early Childhood Development
      h. EDPR 8112 Adolescent Psychology Applied to Education
      i. EDPR 8113 Midlife/Adult Development
      j. EDPR 8114 Psychology of Aging

5. <u>Social Aspects of Behavior</u>, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.
      a. PSYC 8217 Social Psychology (Preferred)
      b. PSYC 8215 Organizational Psychology
      c. PSYC 8220 Social Cognition

6. <u>History and Systems of Psychology</u>, including the origins and development of major ideas in the discipline of psychology
      a. PSYC 8000 History and Systems of Psychology

7. <u>Advanced Integrative Knowledge</u> of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas
      a. PSYC 8407 Cognition and Emotion

        The practice of counseling psychology as an applied specialty within professional psychology rests on a number of scientific, methodological, and theoretical foundations required to appropriately diagnose or define problems through psychological assessment and measurement and to develop, implement, and evaluate interventions. Counseling Psychology core courses expose students to the current body of knowledge in theories and methods of assessment and diagnosis, effective interventions, supervision/consultation, and evaluating the efficacy of interventions. The Counseling Psychology courses are designated by the CPSY prefix while Counseling courses are designated as COUN and Educational Psychology

and Research courses are designated as EDPR. The Counseling Psychology core includes both CPSY and COUN classes. The Counseling Psychology core is:

1. Foundations and Professional Issues in Counseling Psychology (CPSY 8101, 8201)
2. Advanced Counseling Theories and Techniques (COUN 8841)
3. Seminar in Group-Counseling Psychology (CPSY 8102)
4. Vocational Psychology (CPSY 8202)
5. Multicultural Counseling (**COUN 8750)
6. Theory/Techniques of Family Therapy (COUN 8721)
7. Supervision (CPSY 8577)
8. Psychological Assessment (Personality and Cognitive) (CPSY 8575, CPSY 8576)
9. Counseling Psychology Practicum (CPSY 8200, 6 credits)
10. Dissertation (CPSY 9000, 12 credits)
11. Internship (CPSY 8800, 9 credits)

**Many students have completed an introductory course in multicultural counseling during their master's programs. Students who have completed a graduate level multicultural counseling course may submit a request to waive that course and replace it with one from the following list:
1. COUN 8751 Gender Issues in Counseling
2. COUN 8752 Counseling Gay/Lesbian/Bisexual Individuals
3. CPSY Special Topics Counseling with Transgender Individuals
4. CPSY 8798 Social Justice in Counseling and Counseling Psychology-I
5. CPSY 9899 Social Justice in Counseling and Counseling Psychology-II
6. EDPR 8131 Culturally Diverse Students
7. SOCI 8422 Race, Class, Gender
8. SOCI 8711 Seminar Globalization and Social Change

The Research core includes:
1. EDPR 8541 (Statistics 1)
2. EDPR 8542 (Statistics 2)
3. EDPR 8549 (Approved statistical electives in EDPR [EDPR 8561, 8562, 8544] or from the PSYC program may be substituted for the EDPR courses listed)
4. CPSY 8203 CPSY Counseling and Counseling Psychology Research Seminar (Students are strongly encouraged to take the Counseling and Counseling Psychology Research class (CPSY 8204) their first semester.

Students who enter the program with a strong statistical background may waive Statistics 1 and go directly into Statistics 2 or other approved statistical courses. However, students who begin the statistics sequence with EDPR 8542 will take two additional statistics courses as well as CPSY 8203 (for a total of 12 hours of research and statistics courses).

For students matriculating with a master's degree, the counseling psychology core coursework (CPSY Foundations, Professional Issues, Group, Assessment, Multicultural Counseling, Advanced Theories of Counseling, Vocational Psychology, Family Theories/Techniques, and Practica) is largely completed during the first two years of study (in order to be eligible for comprehensive exams. Third year required coursework includes the Supervision course (CPSY 8577) and dissertation credits in addition to electives focusing on the student's interest areas.

The Counseling Psychology core, general psychology core, and the research core are specified in the curriculum schedule (see pp. 33-35). Although the program requirements must be met, be aware that there will be individual variation in both the particular courses taken and the ordering of courses in meeting individual goals. This is particularly true of the Psychology core and elective courses. The CPSY core courses follow a more structured sequence.

Student advisory committees

Prior to beginning the program, each incoming Counseling Psychology student will be assigned a faculty advisor (also known as major professor or committee chair). During the first semester, the student will work closely with his/her advisor in building the individual program of study. Your initially assigned advisor may continue on as your major professor (committee chair) if the pairing is a good research/career interest fit. This is something you and your advisor will discuss and your advisor will help you assess who is the best fit for you for the remainder of your doctoral program.

During the first semester, each student chooses an initial academic advisory committee of three persons: (1) a Chair (core CPSY faculty member – either the advisor who was originally assigned or another faculty member selected in consultation with your original advisor), (2) another member who may be from the CPSY Core faculty and (3) one member strongly encouraged to be from any behavioral science discipline (not CPSY core), such as Psychology, Sociology, Ed. Psych., Ed. Research. The initial three-member committee must approve and sign your official Program of Studies form, which is submitted at the end of your first semester of study. Later, the advisory committee is expanded to four. This must be done at or shortly after the time your written and oral comprehensive examinations have been passed. The final committee must include 2 CPSY faculty (one of whom is your chair). This committee will be active in advising and approving your dissertation. The faculty advisory committee form can be found at: http://www.memphis.edu/gradschool/pdfs/forms/td_committee_form.pdf. **The student is expected to make contacts in psychology or other departments as well as in our department and be proactive in selecting these committee members.** Non-faculty professionals who hold expertise in certain areas may also serve on dissertation committees once they have obtained adjunct faculty status (an relatively simple process).

Student classification status in the doctoral program

Students admitted to the doctoral program are classified in several different ways as they proceed through the various steps leading to the degree. Initially, students are classified as "early doctoral students." This status remains in effect until comprehensive examinations are successfully completed and the results have been communicated to the Graduate School office. At that point, students are classified as "late doctoral students." Upon achieving late doctoral status, students may begin work on their dissertations.

Registration and Grades

Registration and management of your account can be done at: http://my.memphis.edu. This schedule is developed and available well in advance of each semester. CPSY students should PRE-REGISTER. Students are responsible for meeting with their advisors prior to registering; students must be advised and have their electronic advising flags "dropped" in the computer system before they will be allowed to register. The front office secretarial staff will do the electronic "advising clearance" and must also enter permits for classes that are restricted. Our office staff are only able to enter permits for classes in our department. If one of your psychology classes requires permits (not all do), you must contact that professor and ask him/her

to issue you a permit. Typically, they will e-mail you and the Psychology Department office staff that you have a permit. Please be aware that the Psychology office will create a list of students who have been granted permits, but will hold on issuing those permits until all the Psychology students have registered. This is standard procedure and has not resulted in students not having a seat in the class in the past. If you skip pre-registration, you might find courses required in your Program of Studies closed when you present yourself for regular registration. Register early -- even if you change your mind about your courses after pre-registration. Notice: You will need to provide documentation of immunizations before you can enroll http://www.memphis.edu/health/.

Grades

No more than seven (7) credit hours of courses in which a grade of "C+," "C," or "C-" was earned will be counted toward degree requirements. If a C or lower is earned for a course that is considered part of the "clinical core," the course must be repeated and a grade of B- or higher must be earned the next time around. In order to remain eligible for departmental funding, you must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale. A minimum of 3.0 is also required for graduation. According to the Graduate School, grades of "D" and "F" will not apply toward any graduate degree, but will be calculated in the GPA. Please note that grades from other institutions are not computed in calculating the GPA.

Appealing a Grade

If you have a concern about a specific grade, the first thing to do is to set up a time to speak with your professor for the course. You can then request a detailed explanation of the grade you received. If you are still unsatisfied with your grade after meeting with your professor, you may formally appeal a grade by submitting to the Department Chair a Graduate Grade Appeal Form (available online, in the Main Office or in the Graduate School Office). In addition to this form, you must include a written letter outlining the factual basis for your complaint and the professor's written rebuttal. You have 30 days from the end of the term in which the contested grade was received to submit these materials.

The Chair has 15 days to address the complaint with you and the professor. If the department chair was the professor, or if the complaint cannot be successfully resolved within the above guidelines, then you have 5 days to request in writing, with a copy to the Graduate School, that the Chair forward the appeal to the Graduate School office for evaluation. For a detailed discussion of all aspects of grade appeal, refer to the University's Graduate Bulletin or online at http://www.memphis.edu/gradcatalog/academic_regulations/grade_appeal.php.

Program of Studies Paperwork

The Program of Studies is the formal contract between the student and the university regarding course work. It contains every course to be taken at the university during the doctoral program -- all the courses required by the University as well as courses needed to fulfill personal and professional goals, to meet licensure requirements, and to enhance your viability for a desirable internship. You plan, complete, and turn in your official "Program of Studies" form during the first semester of your matriculation as a Counseling Psychology doctoral student. The Program of Studies is signed by the three members of your advisory committee and turned into the Graduate Office in the College of Education. Make sure you keep a good, clean copy of your Program of Studies, as you will be referring back to it throughout your program.

Waivers of course work.

CPSY faculty members, in keeping with accreditation standards, have designed the curriculum to facilitate identity as a Counseling Psychologist. Options related to transferring courses can be discussed with CPSY faculty, however 99 credits must be completed during the program. If you have taken courses that substantially overlap with psychological foundation or counseling psychology core courses, you may submit documentation from those courses and faculty will decide if your prior courses meet the program requirements. If the faculty decides your previous coursework meets the program requirements for a specific course, you will not be required to take that course again (course waived). Requests for course waivers must all be completed in your first semester in the program (prior to turning in your program of studies). Please complete a Course Waiver Request form (found on the CPSY webpage [http://www.memphis.edu/cepr/cpsy/] under the link for Forms and Paperwork) for each course you wish to waive. Course waiver requests must be turned in to your advisor by October 1. Requests for course waivers will not be accepted after the fall of your first semester. You may take elective courses in the place of courses that you are transferring. Note: Waiving coursework does not decrease the number of credits (99 minimum for MA entry students) that you will take during the doctoral program.

At the beginning of the semester that the last of your course work is being completed, you will consult with your advisor and fill out an addendum to your Program of Studies (Changes in Program of Studies). The Program Change form will reconcile your original program with all the modifications you and your advisor agreed on as you pursued your program. This form may be found at: http://www.memphis.edu/coe/pdfs/change-in-program.htm

B. Residency

Counseling Psychology students must complete the College of Education's (CoE) residency requirement. In addition to the required enrollment for residency, the CoE requires a residency research project. The residency requirement for students in the Counseling Psychology program differs from the standard CoE residency so please follow the guidelines in this Handbook rather than those of the College. In order to complete the enrollment component of residency, students will enroll in four successive semesters of full-time study prior to comprehensive examinations. The research component of the residency will be completed through 1) the authorship/co-authorship and presentation of at least one research project at an international, national, or regional (but not state or local) conference and 2) authorship/co-authorship of at least one manuscript submitted for publication prior to the student's dissertation proposal. The faculty member supervising the student's research must turn in a letter documenting the student's fulfillment of the presentation and manuscript submission requirement along with supporting materials (e.g., documentation from the presentation, letter from the journal editor). The residency research may be fulfilled through independent research, active participation on research teams, or through research graduate assistantships with faculty if the faculty supervisor deems that the student's level of participation is appropriate for authorship.

C. Practica

To meet APA requirements, each student's practicum experience(s) must total a minimum of 400 clock hours. At least 150 of these hours are in direct client service and at least 75 hours are in formally scheduled supervision (e.g., one hour weekly face-to-face individual supervision). (NOTE: This is a minimum. Current expectations for internship eligibility are a minimum of 450 face-to-face program-sanctioned and verified practicum hours and a minimum

of 150 hours of supervision by a licensed psychologist or other appropriate mental health professional.) Direct client contact can be in settings such as individual, group, couples, and family therapy. In addition to the actual therapy sessions, direct client contact can also include intake interviews, educational and psychological testing (conducted on a one-on-one basis), the taking of psychosocial histories, and anything where there is an interface between the client and the therapist, or collateral contact with the client's family. Non-contact hours can fall into a large group of activities like charting, staff meetings, and case conferences, supervision, and session preparation. Obtaining your necessary hours means being proactive at your site and working your schedule around the site needs. Students who have completed the minimum basic practicum requirements (2 semesters of CPSY 8200) may register for Advanced Practica (CPSY 8300).

Program-sanctioned clinical hours are not a replacement for enrolling in a practicum course. Program-sanctioned hours may be accrued when completing a graduate assistantship in which there is a component of supervised clinical work (usually not more than five hours per week), in conducting supervised clinical research, or other situations in which there are opportunities to gain supervised clinical practice as part of the training experience. If you believe that you are engaged in clinical work that could count as program-sanctioned hours when applying for internship, you must complete the application for program-sanctioned hours (http://www.memphis.edu/cepr/cpsy/forms.php) and receive confirmation that the hours have been approved by both the Practicum Coordinator and the Training Director prior to completing those hours. If the program-sanctioned experience is not pre-approved, those hours cannot be counted toward the internship application process.

Prior to the first doctoral level practicum, students must submit evidence of appropriate level clinical skills and be approved by the CPSY core faculty to go on practicum. This evidence must include: a) a written theoretical conceptualization of a clinical case, and b) a videotape (audiotape if it is impossible to obtain a videotape) demonstrating appropriate attending and responding skills. This documentation is due at the end of the first semester in the program (specific dates will be provided each year) so that faculty may either approve the student to apply for practicum by the February 15 deadline or require remediation of counseling skills. Remediation will be based on faculty recommendations and may require coursework in clinical skills, additional supervision, and the submission of a second tape of their clinical work prior to approval to register for practicum. Additional information regarding the conceptualization and tape will be presented during the Foundations Class.

Practicum sites are located in the community or the UoM Counseling Center (Wilder Tower) so your work and most of your individual supervision will normally occur off campus. Students will meet on campus each week of the semester in a two-hour supervision seminar. The CPSY faculty must approve practicum sites. Site supervisors are to be licensed psychologists (unless otherwise approved by CPSY core faculty) and university supervisors must be CPSY Core faculty or Counseling Center staff. If there is not a licensed psychologist on-site, but the student is approved for a practicum placement at the site, the student must arrange for back-up supervision to be provided by a Counseling Psychology faculty member or other approved licensed psychologist. These arrangements must be made prior to submission of the practicum contract (see below) and in consultation with the practicum coordinator.

Depending on completion of required prerequisites, students register for practicum (CPSY 8200) during the Summer of their first year and again during either the Fall or Spring of

their second year. They may register for practicum at other times and it will serve as an elective. Students entering with master's degrees may enroll in five practica classes (a combination of CPSY 8200 and 8300 for 15 credits) that will count toward the 99 hours in the program. Masters' level students may enroll in more than 15 hours of practica, but those additional hours will not count toward the program total. Students entering without previous practicum experiences must complete a minimum of 9 semester hours of practicum (maximum 18 hours). Apply for each practicum course separately through the CPSY Practicum Coordinator one semester in advance of enrolling in and completing practicum.

Current practicum application deadlines are Feb. 15 for summer, June 15 for Fall and Sept. 15 for Spring. Practicum application forms are available on the CPSY homepage in the Practicum Handbook (linked at:) http://www.memphis.edu/cepr/cpsy/forms.php. If you do not apply for practicum by the deadlines, it is possible that the class will be closed and you will not be able to register for practicum. It is a good idea to ask other CPSY students about their practica experiences and to look at site evaluations turned in by CPSY students who have completed practica at those sites. If you have a special interest, for example health psychology, behavioral medicine, family therapy, community mental health, etc., check in the community for supervisors with those interests. New practica sites can be established following a site visit by the practicum coordinator or other core CPSY faculty. The beauty of a practicum is that you can largely plan your own, but start early and use the faculty and departmental resources. A six-month lead-time is typical in effective practicum planning. Increasingly, practicum sites are asking for a commitment of two semesters. You should be aware of this when planning your practica experiences.

Practicum Contract:
Once students have identified a practicum placement and are accepted for practicum by that site, they complete the Practicum contract (located in the Practicum Handbook, CPSY webpage – Forms link) and have it signed by their practicum site supervisor and the University practicum coordinator. This contract must be completed and turned in to the Practicum Coordinator no less than 4 weeks before the beginning of the Practicum semester. Contracts are for one semester only and must be completed for each semester students are enrolled in practicum, even if the student is continuing at the same practicum site.
Important: Practica are semester-long courses. Students do not see clients outside of the semester dates unless the specific site requires an extension of dates for client continuity or training needs. Even in these situations, the possibility of extending the semester must be discussed and approved in advance by the practicum coordinator(s) and practicum course instructor and specified in the contract.

Documentation and Evaluation:
A log of hours and experience (e.g., supervision, individual client, group leader) will be maintained through practica and will be useful to you later when applying for your one-year predoctoral internship and for licensure. This Excel spreadsheet log must be completed and turned in every semester in which you are enrolled in practicum. The Excel spreadsheet is linked to the CPSY webpage – forms page. Many of our students use Time2Track as an online tracking program that is associated with the APPIC application. Another online application is called MyPsychTrack and is offered free to programs that participate in the APPIC match (as our program does). These program provides tracking of clinical hours and documenting them during the internship application process. Either Time2Track or MyPsychTrack may be used in lieu of the Excel spreadsheet.

It is the joint responsibility of the student and supervisor to set specific goals at the beginning of each semester of practicum. Students are also expected to provide their site supervisors with the practicum evaluation form at the beginning of the semester. It is the supervisor's responsibility at formal evaluation sessions to provide specific evidence of the student's progress. Evaluation of the student's performance is both individualized and normative. It takes into account the student's own baseline and goals, but also estimates the student's performance relative to other students at the same level of training. While evaluation should be ongoing and formative during the course of a semester, formal summative evaluation takes place at the end of the semester when the student and the supervisor provides the practicum instructor with written evaluation on forms provided by the department. Evidence of direct observation is necessary. A copy of the form is placed in the student's file. The practicum instructor then assigns a grade based primarily on the evaluation and secondarily on performance in the practicum consultation course. The evaluation form is based on demonstrating competence in the assessed areas. Students who are evaluated as below the expected level of competence for their developmental level may receive an unsatisfactory grade in practicum and be asked to follow a remediation plan designed to attain the specified competencies.

Students will complete a site evaluation form that will be available for other students to review as they make decisions about their practicum placements.

D. Comprehensive Examinations

Students must successfully pass the written and oral components of the comprehensive examinations covering Counseling Psychology core areas prior to registering for dissertation course credit. Comprehensive examinations are administered by counseling psychology core faculty. The Graduate School defines comprehensive examinations as both written and oral examinations so students must complete both the written and oral portions of the examination even if they do not pass one component (either oral or written) of comprehensive examinations. University policy does not consider comprehensive examinations similar to a course; therefore, the results of the examination are not appealable. University policy allows students to sit for comprehensive examinations twice; failure to pass the second attempt results in dismissal from the university. This dismissal is appealable; see the section on Retention Appeals in the Graduate Bulletin.

Comprehensive examinations are offered once per year (orals are currently scheduled for the end of the spring semester prior to internship applications while writtens are currently scheduled for the end of summer prior to internship applications). This timing allows students to move to late doctoral status and proceed with their dissertations. However, should personal circumstances arise that make that standard administration very difficult, there is the option to petition for a different administration time. If students choose a different time for administration, they will certify that they understand that if they need to retake comps, the next time they could do so would be the following late summer administration and that their internship process would be delayed. Students apply to take the written examinations at the beginning of the summer semester in which they plan to sit for the examination. Work with your advisor and the CPSY faculty member designated as Comprehensives Exam Coordinator on this.

1. Written

Written comprehensives cover the core counseling psychology areas and are written over a period of three (3) days (2-hour blocks of time for each area). Examinations will be designed to assess the students' integration of knowledge in six core dimensions of the profession: 1) Professional Issues, 2) Vocational Psychology, 3) Group Theory and Therapy, 4) Couples and Family, 5) Counseling/Psychotherapy Theories, and 6) Research in Counseling Psychology. Students will receive the questions for Vocational Psychology, Group Theory/Therapy, Couples and Family, and Counseling/Psychotherapy Theories on the day before they write those areas. They will receive an article for the Research area on the day before. Comprehensive examination answers should demonstrate knowledge in an area. Additionally, they must demonstrate the student's ability to clearly communicate such knowledge. Comprehensive answers that are written so poorly as to obscure the student's knowledge from the reader will be scored accordingly. Students will be asked to use computers to respond to the questions; however, students preferring to handwrite their responses rather than using a word processor have that option. Students choosing to handwrite their responses will be required to make a copy of their responses, submit their original written examination to the Comprehensives Coordinator, and use the copy to type the material, with no changes or corrections to the text, and save it onto a computer disk. The student will then print the transcribed responses and turn the responses, their copy, and the computer disk in to the Comprehensives Coordinator. The transcription must be completed by the time designated by the Comprehensives Coordinator. This is normally a period of no more than 3 days following the examination period.

Scoring
1. Comprehensive exam responses will be read by three faculty readers. Each reader will score the response from 1 to 5, with 3.0 considered passing.

2. The three reader scores will be averaged for a score on the response. A 3.0 is a passing score. Scores are not rounded. If the average of the three reader scores is less than 3.0, the student fails that question. Six number scores will result from the averaged scores for each question ranging from 1 to 5. The six scores will be added for the final comprehensives score. The maximum possible score is 30. If the overall total score of the six averaged scores (one score per topic area) is 18.0 or higher, the student has passed. A score of 24 or higher is considered passing with honors. If a failing score of below 18 is the result of one (and only one) failed question (i.e., five responses had mean scores of 3 or above, while one response had a score of below 3), the student will do a written remediation of that area. That remediation will occur at a time determined by faculty. The remediation will consist of responding to a new question in the topic area that was failed. If a score below 18.0 is the result of two or more failed responses, the student will repeat the entire comprehensive examination. Failing comprehensives a second time will result in termination from the Counseling Psychology Program. This is a Graduate School policy.

Accommodations
Students qualifying for accommodation must work with the SDS office and notify the CPSY comprehensive exams coordinator a minimum of sixty days prior to comprehensive exams so that appropriate accommodations may be arranged.

Academic misconduct
Students are expected to act in accordance with university, college, department and program policies regarding test taking behavior and cheating. Additionally, they are expected to

act in accordance with ethical and professional standards. Failure to act in accordance with these procedures, ethics, and expectations will result in either failure on comprehensive examinations or expulsion from the program. The consequences of such behavior will be discussed by the CPSY faculty and conveyed to the student after the comprehensive examinations are administered. Some examples of academic misconduct include, but are not limited to, the following:

- Failure to stop typing or writing when told to stop.
- Failure to print responses and continuing to type when told to print answers.
- Removal of notes, disks, exam questions or responses from the testing room.
- Accessing any notes, drives, or other assistive materials during testing
- Disruptive examination behavior such as being late or talking.
- Refusal to follow any testing instructions from the proctor.
- Working with others who are taking the exams once the questions are received

2. Oral

The oral comprehensives for CPSY students are currently scheduled for the end of spring semester prior to the written comprehensives (end of summer). The orals are one hour in length and are structured like licensure orals in some states. Orals cover the Tennessee psychologist licensing law and professional psychology issues such as legal, ethical, and professional requirements. The oral examination committee typically consists of 3 persons (CPSY core faculty and licensed psychologists from the University and Memphis community). The Coordinator of Comprehensive Examinations will provide the relevant portions of the Tennessee Code needed for the oral examinations.

Results
Faculty will discuss results of the written portion of comprehensive examinations during a regularly scheduled CPSY faculty meeting or via a virtual meeting on e-mail. Decisions regarding passing and failing performance will be decided and conveyed to students following the meeting.

E. Dissertation

The dissertation is the capstone of your academic program. Although the dissertation process is a learning experience in which you work closely with faculty, it will demonstrate your research ability and expertise in a specific area. There are two acceptable formats for the dissertation and you should work with your dissertation chair (major advisor) to choose which format you will follow prior to beginning the dissertation process. The first format is the traditional five-chapter dissertation described in the CEPR dissertation guidelines" in this document. The second format is a research study or series of research studies described in the CPSY Research Manuscript Dissertation Format document. Although the two formats have some significant differences, they both require that prior to conducting the research, you submit a written proposal, the **Prospectus**, for approval to the four-person dissertation/advisory committee whom you will have chosen earlier in the program. The prospectus will constitute of three chapters of the dissertation (introduction, literature review, and methods). The format of the literature review chapter will differ depending on the option you chose, but the introduction and methods chapter will be quite similar in the two options. You must submit a proposal to the University Human Subjects Review Committee after committee approval and prior to collecting

your data. Guidelines for Human Subjects Review are now on-line at: http://www.memphis.edu/rsp/compliance/irb_forms.php.   After approval of the prospectus, you will carry through the research project and write up the results, again with faculty advisement and input. The four-person committee will conduct the "dissertation defense" and approve your final product. See the Dissertation Format Documents (pp. 36 - 42) for specific information on the process for your chosen format.

We strongly encourage you to finish the dissertation prior to departing for internship. We have structured the program to facilitate the completion of this project. Completing, or making substantial progress on the dissertation prior to leaving for internship benefits you in several ways. Completion of the dissertation prior to internship or early during the internship year means that you can 1) fully engage in the internship learning experience, 2) begin to accrue postdoctoral supervised hours immediately upon completion of your internship, and 3) say "goodbye" to those tuition bills after internship (because you have to be enrolled in dissertation credits as long as you are still working on it). Prior to completing the verification of internship readiness form, the Training Director(s) will assess the status of the student's dissertation with each student's dissertation chairperson. If the chair cannot certify that the student will have defended the prospectus by the appropriate time, readiness for internship will not be certified. Dissertation chairs may make individual decisions regarding their willingness to write letters of recommendation for internship when the prospectus is not defended by the internship application deadline. **Important** – Currently, dissertation proposals must be completed or scheduled by the time that internship rankings are submitted (See Internships – F). Be aware that it is likely this deadline will move earlier so that proposals must be completed at the time of internship application.

A successful dissertation process can be very rewarding. It does, however, require planning and forethought. In completing your program, it will be in your best interest to plan coursework that enhances your research and writing skills. In addition, you are encouraged to find out about and pursue activities with faculty that will provide you with experience in the research process. CPSY 8203, titled "Seminar in Counseling and Counseling Psychology Research," is intended to help you begin the dissertation process; it is offered during spring of your second year of study. To be prepared for this course it is beneficial to have already settled on a topic. The seminar will be designed to help you formulate your research questions and review the relevant literature. It is expected that you will have a nearly complete prospectus by the end of the course.

Since the dissertation is a major piece of scholarly work, it is normally very time consuming. You will need to allow considerable time for: reading, rewriting multiple drafts, routing of paperwork, and committee members' reading and preparing for your prospectus and defense meetings. Expect to allow faculty at least TWO weeks from the time you submit a final draft of the prospectus or dissertation until your scheduled meeting. If following the research manuscript format, you must give the draft to your committee THREE weeks before the scheduled defense. **Generally, prospectus meetings and dissertation defenses are not to be scheduled during the last three weeks of the fall or spring semester**. **Work with your chair on the timing of your meeting. Remember, many faculty are not available during the summer semester so you should not automatically count on proposing or defending during the summer.** All dissertations must be submitted electronically to the Graduate School for final approval. Guidelines for all Graduate School dissertation requirements may be found at: http://www.memphis.edu/gradschool/current_students/tdguide.php

F. Internships

The final year of the doctoral program consists of a full-time internship of 1900-2000 hours. It is strongly recommended that the internship be at an APA accredited internship site. However, APPIC listed internships are also acceptable for licensure in many states although some employers (e.g., VA's) will not accept them. Consult with your advisor, the internship coordinator, and the training director if considering applying to/ranking an APPIC listed internship that is not APA accredited since the program must document the quality of training at those sites for APA. You will apply to internship sites during the fall of your final year of coursework assuming required coursework and comprehensive examinations are successfully completed. You can expect to complete interviews during December and January. Internship offers are extended in February.

The CPSY faculty member who coordinates the predoctoral internship program will hold orientation and planning meetings in the fall in which students are applying for internship. These meetings are offered for your benefit so it is essential that you attend these meetings. You are responsible for timely submission of all internship application materials. Remember, faculty write numerous recommendations and certification of readiness forms. You must request these letters and forms and give your references your supporting materials well in advance of deadlines. Also, keep in mind that the training director will not certify that you have completed your dissertation proposal on the internship readiness verification form unless informed by the student's dissertation chair that the proposal is complete or will be complete by the time internship rankings are due. **Students will not be allowed to submit internship rankings unless their proposal is done or the chair vouches that it is scheduled or will be scheduled by the end of the Spring semester** (See Section E. Dissertation). Failure to meet this deadline will delay their internship for a year. Note: While on internship you remain registered with the University for CPSY 8800, Predoctoral Internship (3 credits per semester) as well as for dissertation credits if you have not completed the dissertation.

II. Counseling Psychology Identity

A. Counseling Psychology Foundations and Other Courses

The first and basic identity building component of the CPSY program is in the Counseling Psychology Foundations and Professional Issues Course, CPSY 8101, taken your first semester followed by CPSY 8201, Advocacy, Consultation and Ethics, during your second semester. However, the entire program is designed to build professional identity. The Counseling Psychology Doctoral Program is more than simply completing your required courses. Developing a professional identity is a career-long process, and the Counseling Psychology program focuses on helping students form an identity as a Health Service Psychologist. Everything you and the faculty do, inside and outside of the classes, is designed to accomplish this goal.

Developing comfort with the research process is also a component of developing a Counseling Psychology identity. All students are required to attend at least two (2) dissertation proposal and/or defense meetings prior to their own proposal meeting. During these meetings,

students will observe only; they are not allowed to participate in the process. They will be excused at the end of the dissertating student's presentation. Students are responsible for obtaining documentation that they have completed this requirement. A copy of the dissertation attendance form is on the CPSY homepage; bring this to the meetings you attend so it can be signed and placed in your file.

B. Mentoring

In the interest of developing professional identity, your professors and mentors here expect you to become actively involved in research and as well co-teach, co-consult, co-write, and attend professional meetings. The faculty alone cannot instill professional identity. Students must be proactive in acquiring the experiences and attitudes inherent in being a professional psychologist.

Each student is expected to participate in the entire research process, including presenting and publishing, as a part of the program, prior to the dissertation. Faculty have research teams that you can join. You should identify a research mentor among faculty and work with that person to participate in research and writing. You may find it to your benefit to work with more than one faculty member during your program. Students may sign up for research team credit (CPSY 8501) during the program. Students typically sign up for 1 credit each semester.

Students should begin the research team process early (within the first year). This might feel difficult to do because you will be engaged in so many pressing coursework demands; but it is important that you make time to connect with faculty whose research has interest and potential for you. This is an important way to build a professional identity, begin to fulfill the residency research requirement, and to prepare for your dissertation. Opportunities are also available to teach, counsel, and consult with faculty. Let faculty know of your special interests, talents, and needs.

In addition, some CPSY students serve in an advisory capacity to the CPSY core faculty. Student-selected class members represent first, second, and third year classes at the Counseling Psychology faculty meetings. A representative group of students coordinate the monthly meetings of the registered student organization of CPSY students (Forums). All students are expected to attend these forum meetings (see below). Students are invited to join the Department Diversity Committee and attend its scheduled activities. Students are also involved each spring in selecting the new incoming class.

C. Professional Development

Forums
Forums are student led meetings that typically occur once a month and address a range of professional development topics. Some topics are program-related (practicum, comprehensive exams, internship) while others are special topics suggested by students (guest speakers in different types of practice, outreach to community partners). Forums are a way of sustaining the CPSY program community through fostering connections among cohorts and sharing knowledge. Students are expected to attend at least six Forum and/of Diversity Committee activities throughout the year.

Diversity Committee

The Diversity Committee was started by Counseling Psychology students and was broadened to students in the other Department of Counseling, Educational Psychology and Research programs. Currently, membership is open to any graduate student at the university who is committed to the exploration and understanding of multicultural issues as they affect self and others. The Committee meets monthly and generally plans several events that all students are encouraged to attend.

Professional societal affiliation

Students are encouraged to join and participate, as student members, in psychologically oriented organizations and societies. In particular, each student is encouraged to become a student affiliate of both APA and Division 17 (Counseling Psychology) student groups. Other organizations of interest are: Memphis Area Psychological Association (MAPA) and Tennessee Psychological Association (TPA). Faculty will be happy to discuss these professional societies with you.

Professional liability insurance

As a student member of APA or ACA, you have the advantage of obtaining student rates on professional liability insurance for all practicum activities. Forms for joining and applying for liability insurance are available from the Director of Training or directly from professional organizations. **You must show proof of insurance while enrolled in practicum courses.**

Professional publication and/or presentation

Consult and work with your advisor and/or research mentor. Papers for classes can often be reworked for publication submission or for presentation at professional conferences. Many faculty also have research teams that provide on-going opportunities for students to become involved in the research process at all stages. Participation on these teams may result in inclusion on presentations and publications of research conducted by the team. In addition to its value as a learning experience, working on publications and presentations satisfies your residency research requirement, and will greatly enhance your professional education, your vita, your internship viability, and your career as a psychologist.

Participation in program activities

Be proactive. Ask to be included and to assist with program tasks. These activities will enhance your professional identity and your vita. Most importantly, you, the students, are one of our program's best assets. Your active involvement in program and accreditation activities counts for you, for us, and for the program's accreditation.

CPSY Newsletter

The first year student cohort publishes a once yearly CPSY online newsletter. The content of the newsletter is up to the cohort, however some suggestions would be to include information about internships, research projects, awards and recognitions, "where are they now" features, and other topics relevant to Consoling Psychology. The newsletter is an opportunity for the first year cohort to interact with more senior students and faculty, who will in turn help in any way they are able.

III. Graduate Assistantships

The CEPR department has several graduate assistantships for both research and teaching. Students wishing an assistantship in the department need to speak to the Department Chair. Note

that in our department, students typically hold an assistantship for a maximum of two (2) years and priority is given to placing students who are in their first two years of the program. There are other assistantships available at various locations on campus. Direct inquiries about these possibilities to the Director of Training or to the CEPR Chair. These outside the department assistantships may not carry a two-year tenure limit. The Graduate School requires students to be in good academic standing (GPA of 3.00 or above) and to be enrolled in 9 credit hours per semester to be eligible for graduate assistantships. Graduate assistantships provide a set amount of funding to the student, and the student is responsible for paying tuition and fees from that amount.

IV. Assessment of Student Competence And Retention Procedures

A. Assessment of Student Competence

Students are expected to maintain good academic standing while in the program as well as behave in an appropriate professional manner. Satisfactory academic progress is demonstrated by maintaining a 3.00 average in all courses. Students whose GPA falls below 3.00 are considered by the university to be on academic probation. A student has 2 semesters of consecutive enrollment to raise the GPA above a 3.00 and return to academic "good standing." Students who are unable to increase their GPA to a minimum of 3.00 at the end of that second semester will be subject to an automatic retention process. A second consecutive semester on probation can result in suspension. Conditions under which continuation in the Graduate School beyond two consecutive semesters on probation will be granted must be recommended by the academic unit and approved by the director of graduate studies in the student's college and the Vice Provost for Graduate Programs. If, in the opinion of the academic unit, a degree-seeking student is not making satisfactory progress toward degree completion, the student will be dismissed from the degree program. Counseling Psychology core courses must be passed with a B- or better. A grade lower than a B- necessitates re-enrollment in that class.

Students are expected to demonstrate behavior consistent with professional expectations of competence, the APA Ethical Principles of Psychologists, and The University of Memphis' academic integrity and code of conduct guidelines. A copy of the Ethical Principles will be provided during the first semester Foundations in Counseling Psychology course. A copy of the Competency Benchmarks that provide behavioral anchors for expected levels of competency is included at the end of this Handbook. Students are expected to be familiar with these competency benchmarks.

The CPSY faculty evaluate the progress of each student during the Spring semester. Students' performance in didactic courses, research work, practicum placements (if relevant), and professional work as graduate assistants will be evaluated.

At minimum, the following areas will be addressed in a student's annual review:

- Aspiration 1: To Produce Graduates Who Are Grounded in the Scientist Practitioner Training Model. Areas assessed under Aspiration 1 include GPA, grades in individual courses, comments from professors, and performance on comprehensive exams. Areas assessed under Aspiration 1 also include clinical skills, evaluations of practicum faculty and on-site supervisors, writing skills, and progress in research including presentations

and publications and status of residency project and dissertation. See the Doctoral Student Handbook for specific requirements in these areas.

- Aspiration 2: To Produce Graduates Who Identify as Counseling Psychologists. In general, this aspiration includes involvement in professional activities, both those within the department (serving as student representative, student member of search committee, participating in forums) as well as activities in the larger professional community (attending workshops or conferences).

- Aspiration 3: Produce Graduates Who Are Responsive To Individual and Cultural Diversity in a Multicultural Environment. Areas assessed under Aspiration 3 include understanding of and respect for diversity, attitudes of openness and self-reflection about one's own and others' cultural identities. Information on these areas is based on evaluations by assistantship supervisors, practica supervisors, and faculty observations.

Underlying all these goals is the area of Professionalism. This includes professional behavior and interpersonal competence (e.g., self-awareness, self-reflection, and self-evaluation; independence; ethical responsibility; social responsibility; openness to supervision and feedback; resolution of conflict; resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems), and personal responsibility). Information on these areas is based on evaluations by assistantship supervisors, practica supervisors, and faculty observations.

Following the annual review, each student will receive a statement of their progress in the program (making satisfactory progress, needs improvement). Each student's advisor will be responsible for providing more specifics from the annual review in writing, noting particular strengths and needed areas of development. This will be reviewed with the student in a scheduled meeting.

In the event that a student's progress and performance is considered unsatisfactory, he or she must be notified of what the concerns are and provided with feedback from the faculty members and/or practicum/internship supervisors. The student and appropriate core faculty will then meet to 1) discuss the concerns, 2) give the student an opportunity to respond and/or explain the performance, and 3) determine what actions are required to remedy the situation. If the student's official performance is evaluated as less than satisfactory and the student does not agree with the evaluation, s/he is asked to write a response within 14 days following the notification addressing his/her performance. This feedback from the student will be circulated among the CPSY core faculty and included with the evaluation in the student's file.

Evaluative statements regarding students are disseminated no farther than to others with official responsibility for evaluations and related actions. This may include exchanges of information with internship directors of clinical training as they are relevant to training issues for the student. Additional information on retention and evaluation is included in the Policy on the Retention and Remediation of Students (next section).

B. Policy on the Retention and Remediation of Students

The purpose of this policy is to clarify the competencies and professional behavior expected of each student and the procedures for identifying and addressing lack of competence and/or ethical violations that occur during the course of their doctoral education.

As described in the Doctoral Student Handbook, the overarching goal of the Counseling Psychology Ph.D. Program is to prepare counseling psychologists to be health service psychologists and to assume roles as responsible, competent members of the professional psychological community. Competence in professional psychology programs is evaluated comprehensively. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated. Such comprehensive evaluation is necessary in order for faculty and training staff to appraise the entire range of academic performance, development, and functioning of their student-trainees. Program goals and expected competencies incorporate the Competencies specified in the Benchmarks document:

Aspiration 1: To Produce Graduates Who Are Grounded in the Scientist Practitioner Training Model
Aspiration 2: To Produce Graduates Who Identify as Counseling Psychologists
Aspiration 3: Produce Graduates Who Are Responsive To Individual and Cultural Diversity in a Multicultural Environment

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Definitions

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into serious deficits in competence (Lamb, Cochran, & Jackson, 1991).

Deficits in competence are defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, or at times when their personal problems and conflicts interfere with their effectiveness, this is an ethical violation. Problems with professional competence may include an:
• Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
• Inability to acquire professional skills (e.g., clinical, academic) and reach an accepted level of competency; or
• Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts such that all unethical behaviors are reflective of impairment, whereas impairment may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Problematic behaviors, deficits in competence, or ethical violations can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually during the student review process described in the "Assessment of Student Competence" section of the Doctoral Student Handbook. However, a faculty member, supervisor, or fellow student can identify possible problems at any point in the student's academic career. The following sections describe the procedures for informal identification of problems (formal identification is covered under Assessment of Student Competence) and the review process once a potential problem is identified.

Informal Identification of Problems

In addition to problems identified during the annual Review, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with that student, if appropriate. If that approach is not appropriate or does not yield the desired result, they should discuss it with their own advisor or the Training Director, who will then raise the issue with the other Program faculty. Faculty understand that students might be concerned about talking about a fellow classmate to faculty, but we encourage students to consider their professional responsibilities as well as their collegiality and to seek faculty input when they are concerned about a fellow student's physical or emotional health and functioning. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary, the advisor of the student concerned will gather additional data and will report to the Program faculty. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a competence deficit or problematic behavior has been identified, the faculty of the counseling psychology program meets with the student to review the evaluation, and to determine whether a problem actually exists. Depending on the time at which the behavior is identified, this discussion can take place in the context of the annual review process. In addition to the original report of the problem, information can be gathered from formal written and/or

verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following types of questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the expected competencies and goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious deficit in competence rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand, or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does not change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether competency deficits or problematic behaviors are present. A student who is in violation of maintaining performance expectations described in the Counseling Psychology Doctoral Student Handbook, the University Graduate Student Handbook, or the APA Ethics Code may be placed on academic probation. The student may be immediately dismissed from the program if the violation is exceptionally egregious. A student may be placed on remediation following discussion among core faculty during which consensus is reached regarding student performance. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student (a template for this remediation form is included in this Handbook). When a student is placed on remediation, the length of the remediation status as well the remediation requirements that must be met before the probationary status ends will be communicated to the

student both verbally and in written form. After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the document indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision following review of the student's response. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in The University of Memphis Bulletin.

Remediation plans will be developed in consideration of the student's unique situation. Examples of remediation steps are (a) a modified plan of study that may include additional coursework, projects, and/or supervision, (b) a referral to an appropriate mental health professional, (c) a recommendation that the student take a leave of absence, or (d) any combination of the above. The plan will document the behaviors that must be performed at the appropriate competency level in order for the student to move forward in his/her training, if the student does not complete the established actions by the specified timeline, he or she may be recommended for dismissal for failure to make satisfactory progress.

Psychotherapeutic Remediation

As noted above, in some situations where student professional or interpersonal conduct is of concern, it may be recommended or required that the student participate in psychotherapy with a licensed psychologist/counselor in the community and address the relevant issues identified in the remediation process. In such a situation, the student is responsible for the costs associated with the therapy. If psychotherapy is required, then continuation or resumption of the program is likely to be contingent on successful completion of this requirement. The student will be required to demonstrate evidence of the remediation from the treating therapist.

V. Graduation Procedures

Prior to graduation, there are a number of forms to be completed and submitted. Intent to Graduate and Candidacy forms **must** be filed with the Graduate School by the dates specified in the Schedule of Classes for the semester of graduation. For example, for August graduations, forms must be filed by early June. Failure to complete these forms results in delaying graduation for a semester. Both Intent to Graduate cards and Candidacy forms may be obtained from the Graduate School web page (Doctoral Degree Candidacy form - http://www.memphis.edu/gradschool/resources/forms_index.php). Candidacy forms should be completed prior to leaving for internship - at the same time the change to the Program of Studies is completed. Frequently, internship sites do not formally end until a week or two after August commencement. However, if your dissertation is complete and has been received by the Graduate School by the commencement deadline, and your internship training director communicates your successful completion of the internship prior to commencement (you have met all your hour and work requirements and only have vacation time/other leave left), you will be allowed to take part in the August ceremonies. Students who have not met their hour requirements by the final grading period will be allowed to participate in graduation, but will not receive their final grade and degree completion until the internship requirements are completed.

VI. Harassment and Discrimination Statement

The CEPR department aspires to create and maintain a safe and diversity-sensitive environment for working and learning. This goal is consistent with psychology ethics as well as the ethical codes underlying other departmental programs. Please read the department's statement (pp. 44-45). Professional behavior includes respecting the rights, dignity, and welfare of all persons.

VII. Leave of Absence and Withdrawing from the Program

The doctoral program in Counseling Psychology is a full-time program. A student who anticipates inability to maintain normal progress through the program should consult with his or her advisor. Students who are unable to maintain full-time status due to physical or mental health concerns or who are unable to make satisfactory progress in the program due to physical or mental health concerns are strongly recommended to take a leave of absence until their health concerns improve and they can make satisfactory progress in the program. This is consistent with the Ethical Principles of Psychologists and Code of Conduct (Principle A; Standard 2.06). Students who decide that a leave of absence is appropriate must submit the Leave of Absence Request form located on the forms page of the program website (http://www.memphis.edu/cepr/cpsy/forms.php) to the core Counseling Psychology faculty. The faculty will not consider any request for leave without the submission of this form. Students will need to reapply to the Graduate School after their leave of absence. Since a return plan will have already been presented to and accepted by the Counseling Psychology faculty as part of the request, this reapplication process is a formality. If the student does not contact the core Counseling Psychology faculty at the end of the approved leave period with a letter requesting additional leave or reapply to the Graduate School, the student is considered to have formally withdrawn from the program.

Very rarely, students discover their career interests have changed or that the Counseling Psychology program is no longer a good fit for them and decide to withdraw from the program. In these situations, we strongly encourage the student discuss this with his/her chair and the Training Director. This meeting allows the Training Director to answer questions as to how to proceed with withdrawing from the program and gives the student a chance to share relevant feedback to the program.

COUNSELING PSYCHOLOGY CURRICULUM SCHEDULE – 4 Year (MS admit)

FALL	SPRING	SUMMER

First Year

FALL	SPRING	SUMMER
CPSY 8575	CPSY 8576	COUN 8721
Personality Assessment	Cognitive Assessment	Theories Family Therapy
CPSY 8101	CPSY 8201	CPSY 8200
Foundations of CPSY	Prof'l Issues	Practicum
EDPR 8541	CPSY 8102	COUN 8750
Stat I	Sem in Group	Multicul. Counseling
CPSY 8204	EDPR 8452	
Coun and CPSY Research	Stat II	

Second Year

FALL	SPRING	SUMMER
EDPR 8543 or 8549	PSYC core	Elective
Stat III	(Soc or Neuro)	CPSY 8200/8300
PSYC core	CPSY 8200/8300	Practicum
(Ind. Differences)	Practicum or elective	
COUN 8841	CPSY 8202	
Adv. Theories	Vocational Psyc.	
CPSY 8200	CPSY 8203	[written comps]
Practicum or elective	Coun/CPSY Research Seminar	

Third Year

FALL	SPRING	SUMMER
PSYC core	CPSY 9000	CPSY 9000
(Soc or Neuro)	Dissertation (3 or 6)	Dissertation – if needed
Elective	PSYC core	Elective
PSYC (History/Systems)	CPSY 8577 Supervision	
CPSY 9000	Elective	
Dissertation (3 or 6 credits)		

Fourth Year
CPSY 8800 Predoctoral Internship (9 hours)

[TOTAL HOURS = 99]

Deadlines: (1) Residency Project: completed prior to proposing the dissertation. (2) Comps – end of summer 2nd year. (3) Internship Applications - Fall 3rd year.

Notes: Continuous enrollment is required until graduation. The Psychology core may be taken in any order. Electives form an area of concentration. Core counseling or psychology course requirements cannot be satisfied through substituting Special Topics, Readings, or Special Problem Course formats. Courses taken to meet prerequisites do not count toward the 99 program hours. The PSYC courses followed by parentheses (Ind. Differences) are not meant to imply that you must take a course that fulfills that specific Psych. core requirement <u>at that time</u>, but rather that there is some space in that semester for an elective and you could fulfill psychology core requirements at that time.
Note that whenever there is a choice between the 7000 level and course and the same course at the 8000 level, register for the 8000 level (8000 is designated for post-masters).

COUNSELING PSYCHOLOGY CURRICULUM SCHEDULE – 5 Year (BS admit)

FALL	SPRING	SUMMER
First Year		
COUN 7541	COUN 7571	COUN 8721
Counseling Theories	Clinical Techniques	Theories Family Ther.
CPSY 8101	CPSY 8201	COUN 7531
Foundations of CPSY	Prof'l Issues	Group Counseling
EDPR 8541	COUN 7551	
Stat I	Assessment Techniques	
CPSY 8204	EDPR 8452	
Coun and CPSY Research	Stat II	
Second Year		
CPSY 8575	CPSY 8576	COUN 8750
Personality Assessment	Cognitive Assess.	Multicul. Counseling
CPSY 8200	CPSY 8200/elective	CPSY 8200 - Practicum
Practicum	Practicum or elective	
COUN 8841	CPSY 8102	
Adv. Theories	Sem in Group	
COUN 7561	PSYC core/stat elective	
Career Counseling		
Third Year		
PSYC core	PSYC core	CPSY 8200/8300
(Soc or Neuro)	(Learning, Individ)	Practicum
Stat or Elective	CPSY 8202	Elective
PSYC (History/Systems)	Vocational Psyc.	
CPSY 8200/8300	CPSY 8203	
Practicum	Coun/CPSY Research Seminar	
	CPSY 8200/8300 – Prac.	[written comps]
Fourth Year		
PSYC core	CPSY 8577 Supervision	
CPSY 9000 – Dissertation (6)	CPSY 9000	CPSY 9000
Elective	Dissertation (3 or 6)	Dissertation – if needed
	Elective	
Fifth Year		
CPSY 8800 Predoctoral Internship (9 hours)		

Deadlines: (1) Residency Project: completed prior to proposing the dissertation. (2) Comps - Summer 3rd year. (3) Internship Applications - Fall 4th year.

Notes: Continuous enrollment is required until graduation. The Psychology core may be taken in any order. Electives form an area of concentration. Core counseling or psychology course requirements cannot be satisfied through substituting Special Topics, Readings, or Special Problem Course formats.

The PSYC courses followed by parentheses (Ind. Differences) are not meant to imply that you must take a course that fulfills that specific Psych. core requirement <u>at that time</u>, but rather that there is some space in that semester for an elective and you could fulfill psychology core requirements at that time.

Note that whenever there is a choice between the 7000 level and course and the same course at the 8000 level, register for the 8000 level (8000 is designated for post-masters).

Dissertation Guidelines for Ph.D. and Ed.D. Students -- Traditional Format

Doctoral Committee

1. Committee membership. The dissertation doctoral committee consists of four members including the designated committee chair. It is strongly encouraged that at least one member be from outside the core program and students are encouraged to consider members outside the College of Education. The chair is selected first and may make suggestions about committee member selection, but the student has the final choice. If there is a faculty member in or outside the department who is knowledgeable in the area chosen to be studied, it is strongly recommended that said person be placed on the committee.

2. Role of the Committee Chair. The Chair is the primary faculty person responsible for the student's program and research. The chair monitors the progress of the doctoral student, but the student retains the responsibility for her/his academic performance, dissertation research, and compliance with all university rules and regulations.

3. Role of the Committee Member. Each committee member serves as a consultant to the student and committee chair. All committee members share the responsibility for the overall quality of the dissertation. Members participate in the development of the research study, the prospectus, and the dissertation.

4. Committee Selection. Generally, the temporary advisor becomes the chair. Students are encouraged to consider other faculty to be chair when areas of interests change or do not match those of their advisor. Students meet with a number of faculty members in their first year. The 3-person committee needs to be formed by the end of the fall semester first year.

Pre-prospectus

1. Research ideas. Early in the student's program, and by the summer semester of the second year, the student identifies potential dissertation ideas and/or interests. At this point, the doctoral committee should be in place.

2. Research seminar. The research seminar (CPSY 8203) is designed to facilitate progress towards development of a prospectus.

3. Data collection. Data collection is not to begin until the prospectus has been approved and permission from IRB has been obtained.

4. Enrollment in dissertation hours is to be continuous once work on a prospectus has begun. Students enroll for a minimum of three credit hours of dissertation a semester.

Exceptions to that standard are made only when a student will defend and complete all revisions in the first few weeks of a semester.

Prospectus

1. Contents of prospectus. A prospectus in this department consists of the first three chapters of the dissertation: Chapter One, Introduction to the Study; Chapter Two, Literature Review supporting the study; Chapter Three, proposed methodology. In addition, the prospectus contains a reference list of all citations in the prospectus and appendixes with all questionnaires developed, and any other study forms.

2. Prospectus meeting.
   a. A prospectus meeting is scheduled when the chair and the student are satisfied that the proposed research is ready to be implemented. The student schedules the meeting when all members can attend (full committee attendance required). All committee members are to receive the final draft of the prospectus 10 working days before the scheduled meeting. Failure to adhere to this time schedule will result in postponement of the meeting.
   b. The prospectus meeting is moderated by the committee chair. The student makes a brief presentation of the proposed research followed by faculty questions and discussion. When all concerns are addressed, the student leaves the meeting while the committee makes a decision to pass the prospectus as is, pass it with required changes specified, or decline to pass until revisions are made and another meeting held. The chair is responsible for circulating the decision and changes, if required, in writing to all committee members and the student.
   c. The student must bring the Thesis/Dissertation Proposal Defense Form to the meeting.

Data Collection and Dissertation Preparation

1. Data collection. Once the prospectus is approved and human subjects permission is obtained, the student may initiate data collection. Students must receive permission from the University IRB even if data will not be collected at The University of Memphis or are archival.

2. Drafting the dissertation. The student and committee chair work closely during data collection and preparation of the dissertation. Committee members may review the rough drafts of Chapter 4, Results, and Chapter 5, Discussion, if the student, chair, and committee members agree.

Dissertation Defense

1. Meeting. When the student and chair deem the dissertation to be in final form, the student schedules the oral defense meeting and meets all university and college requirements.

2. The student completes the Doctoral Final Exam Announcement (#2 on the following page: http://www.memphis.edu/gradschool/current_students/tdguide.php) three weeks prior to the defense and submits it for approval

3. Committee. All members must attend and are to receive the final draft of the dissertation at least 10 working days before the meeting.

4. Procedures. The committee chair moderates the meeting. The student makes a brief presentation on the research area, methodology, results, and implications of results. Committee members ask questions and discuss the research. The student and any non-committee members in attendance step out and the committee decides to pass, delay decision by suspending the defense until a later date, or fail on the final exam. The student will be informed orally of the decision at the end of the defense.

5. Signatures. The student is responsible for bringing the necessary forms and the signature pages of the defense.

6. To meet the University deadlines, the final defense must be held no later than 6 weeks before the end of the semester, if the student wishes to graduate that semester.

7. The final copies of the dissertation are submitted to the Graduate School by the dates specified in the Schedule of Classes. Both student and committee chair must sign off on the manuscript checklist for users of the APA Publication Manual style form. This form is to be included with the review copy to the Graduate School. See the Graduate School webpage for necessary forms and dissertation guidelines (http://www.memphis.edu/gradschool/current_students/tdguide_preparation.php).

Dissertation Guidelines for Ph.D. Counseling Psychology -- Research Manuscript Format

Doctoral Committee

1. Committee membership. The dissertation doctoral committee consists of four members including the designated committee chair. It is strongly encouraged that at least one member be from outside the core program and students are encouraged to consider members outside the College of Education. The chair is selected first and may make suggestions about committee member selection, but the student has the final choice. If there is a faculty member in or outside the department who is knowledgeable in the area chosen to be studied, it is strongly recommended that said person be placed on the committee.

2. Role of the Committee Chair. The Chair is the primary faculty person responsible for the student's program and research. The chair monitors the progress of the doctoral student, but the student retains the responsibility for her/his academic performance, dissertation research, and compliance with all university rules and regulations.

3. Role of the Committee Member. Each committee member serves as a consultant to the student and committee chair. All committee members share the responsibility for the overall quality of the dissertation. Members participate in the development of the research study, the prospectus, and the dissertation.

4. Committee Selection. Generally, the temporary advisor becomes the chair. Students are encouraged to consider other faculty to be chair when areas of interests change or do not match those of their advisor. Students meet with a number of faculty members in their first year. The 3-person committee needs to be formed by the end of the fall semester first year.

Pre-prospectus

1. Research ideas. Early in the student's program, and by the summer semester of the second year, the student identifies potential dissertation ideas and/or interests. At this point, the doctoral committee should be in place.

2. Research seminar. The doctoral research seminar (CPSY 8203) is designed to facilitate progress towards development of a prospectus.

3. Data collection. Data collection is not to begin until the prospectus has been approved and permission from IRB has been obtained.

4. Enrollment in dissertation hours is to be continuous once work on a prospectus has begun. Students enroll for a minimum of three credit hours of dissertation a semester.

Exceptions to that standard are made only when a student will defend and complete all revisions in the first few weeks of a semester.

Prospectus (also termed proposal)

1. The student's proposal would consist of:

   a. An introduction as would be written in a research article. The introduction would present the problem, questions, hypotheses as well as a literature review. The page length would be approximately 8 – 12 pages. The introduction will likely decrease in the version of the final manuscript that is defended and submitted.

   b. An in-depth review of the pertinent literature presented either in a table or detailed outline. The review documents that the student has conducted a thorough review of the literature and is grounding the proposed study in that literature.

   c. A method section written as it would be for an article submission.

   d. Information concerning the intended journal(s) for submission of the planned research.

   e. A reference list of all citations in the prospectus and appendices with all questionnaires developed, and any other study forms.

2. Prospectus meeting.

   a. A prospectus meeting is scheduled when the chair and the student are satisfied that the proposed research is ready to be implemented. The student schedules the meeting when all members can attend (full committee attendance required). All committee members are to receive the final draft of the prospectus 10 working days before the scheduled meeting. Failure to adhere to this time schedule will result in postponement of the meeting

   b. The prospectus meeting is moderated by the committee chair. The student makes a brief presentation of the proposed research followed by faculty questions and discussion. When all concerns are addressed, the student leaves the meeting while the committee makes a decision to pass the prospectus as is, pass it with required changes specified, or decline to pass until revisions are made and another meeting held. The chair is responsible for circulating the decision and changes, if required, in writing to all committee members and the student.
   c. The student must bring the Thesis/Dissertation Proposal Defense Form to the meeting.

Data Collection and Dissertation Preparation

1. Data collection. Once the prospectus is approved and human subjects permission is obtained, the student may initiate data collection. Students must receive permission from the University IRB even if data will not be collected at The University of Memphis or are archival.

2. Drafting the dissertation. The student and committee chair work closely during data collection and preparation of the dissertation. Committee members may review the rough drafts of Results and Discussion, if the student, chair, and committee members agree. The final form of the dissertation is that of a journal ready manuscript and follow the guidelines

in Section 5.2 of the Graduate School's Thesis and Dissertation Guide (http://www.memphis.edu/gradschool/current_students/tdguide_preparation.php).

Dissertation Defense

- Meeting. When the student and chair deem the dissertation to be in final form, the student schedules the oral defense meeting and meets all university and college requirements.

- The student completes the Doctoral Final Exam Announcement (see #2 on the following page: http://www.memphis.edu/gradschool/current_students/tdguide.php) three weeks prior to the defense and submits it for approval

- Procedures. For the dissertation defense the student would submit the full article ready for submission to a journal (the journal must be specified). The committee would serve in a role similar to an editorial board.

  o The article would be submitted to the committee a minimum of three weeks before the defense date. Within two weeks committee members would submit feedback to the student and chair concerning the article.

  o At the defense the student would make a full presentation about his or her research (as they would for a job talk), and would specifically address all committee member's issues or concerns regarding the manuscript.

  o After the defense presentation, the committee members and others in attendance (including students) may ask questions and discuss the study with the student.

- The committee chair moderates the meeting. Following the discussion, the student and any non-committee members in attendance leave the room and the committee decides to pass, delay decision by suspending the defense until a later date, or fail on the final exam. The student will be asked to rejoin the meeting and will be informed of the decision at the end of the defense.

- Signatures. The student is responsible for bringing the necessary forms and the signature pages of the defense.

- To meet the University deadlines, the final defense must be held no later than 6 weeks before the end of the semester, if the student wishes to graduate that semester.

- The final copies of the dissertation are submitted to the Graduate School by the dates specified in the Schedule of Classes. Both student and committee chair must sign off on the manuscript checklist for users of the APA Publication Manual style form. This form is to be included with the review copy to the Graduate School. See the Graduate School webpage for necessary forms and dissertation guidelines (http://www.memphis.edu/gradschool/current_students/tdguide.php).

- Authorship would always go to the student and major professor in that order. Authorship could also go to certain committee members based on their contribution.

- Submission to a specified journal is required <u>along with implementation of revisions</u> recommended by journal reviewers.

Harassment and Discrimination Statement

Objective

The Counseling, Educational Psychology and Research Department is interested in creating a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. We are committed, therefore, to fostering and maintaining an atmosphere that is free from all forms of discrimination, harassment, exploitation, or intimidation. We have formulated this policy in order to sensitize our students and ourselves to discriminatory behaviors and provide safe procedures through which such behaviors can be explored and dealt with promptly and fairly.

Harassment and discrimination

It is against University policy and is illegal to harass or to discriminate against any member of the University Community based on sex, race, color, national origin, religion, age, disabling condition, and/or veteran status.

In this department, we think it is important to attend also to insensitive or inappropriate behaviors. Such attention is consistent with ACA, APA, CRCC, and other ethical codes that guide the behavior of human service providers. Similarly, our intention is to implement this policy with a spirit of collegiality, mutual respect, and professionalism.

What to do

If you believe you have been the recipient of harassment due to gender, race, or creed OR if you feel that you have been the recipient of insensitivity to your gender, race, sexual orientation, or cultural group, you have several choices of action.

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior seemed inappropriate. Or, you may speak to a faculty member, the department chair or Michael Washington (678-2713), the Director for Institutional Equity on campus. You need to be aware that faculty are agents of the university and MUST report harassment to the Affirmative Action Office. Nevertheless, it is important that you speak to someone you feel comfortable with so that the complaint can be handled promptly and fairly.

In addition, you can speak to a personal counselor at the Student Development Center (678-2067). The personal counselors are trained to help you with your feelings, can inform you of appropriate action, will maintain confidentiality, and can support you through your decision and questions.

Rationale

We are aspiring to a safe and sensitive working and learning environment. We believe appropriate and sensitive speech and behavior result from an evolutionary process involving education and continuing professional development about learning what is appropriate. Since we

are all human and since patterns of discrimination and insensitivity are ingrained, we expect we will all make errors. Therefore, the spirit of this policy is to educate. People are responsible for becoming more aware and learning behavior that is more sensitive. Though we perceive this as a difficult (but possible) task, diversity-sensitive behavior is an important and serious enough issue to merit our attention on both a personal and a professional basis.

Unanimously endorsed January 16, 1991

Important Deadlines in the CPSY Program

There are a number of deadlines for the completion of paperwork and projects. Students are responsible for meeting these deadlines. While students may negotiate with their research advisors/chairs on some deadlines (first or second residency drafts), they should assume the dates presented below are to be followed until their chair informs them otherwise. Program paperwork, practica, final residency drafts, and dissertation deadlines are not negotiable.

Program Paperwork
- Request of coursework waivers. Due to advisor by early October of 1st year.
- Committee form, Program of Studies. Due by November of 1st year. Specific date provided in Foundations class.
- Intent to Graduate, Doctoral Candidacy form, Change of Program of Studies. Due first week of the semester in which you plan to graduate. It's best to do your candidacy form and change of program form before you leave for internship.

Practica
- Practicum applications. Due Feb. 15 for summer practicum, June 15 for fall practicum, and September 15 for Spring Practicum. Turn in to Practicum Coordinator.
- Practicum contracts. Due 4 weeks prior to start of semester in which student in enrolled for Practicum. Turn in to Practicum Coordinator.

Residency Research Project
- Residency research requirements of one authorship or co-authorship on a presentation (minimum) at a regional or national conference and one authorship or co-authorship on a submitted manuscript must be satisfied before prior to proposing the dissertation. Normally this is done in the fall of the third year so research requirements should be satisfied by the end of summer second year. Failure to complete the research requirements will delay the dissertation process.

Dissertation
- Defense of Proposal (prospectus) must occur or be scheduled prior to submission of internship rankings - typically early Feb. of 3rd year.

List of Necessary Forms

1. Thesis/Dissertation Faculty Committee form
   http://www.memphis.edu/gradschool/pdfs/forms/td_committee_form.pdf
2. Doctoral Program of Studies (3 pages). On-line at
   http://www.memphis.edu/cepr/cpsy/forms.php
3. Course Waiver Request form http://www.memphis.edu/cepr/cpsy/forms.php
4. Practicum Application form in the Practicum Handbook
   http://www.memphis.edu/cepr/cpsy/forms.php
5. Practicum Contract form in the Practicum Handbook
   http://www.memphis.edu/cepr/cpsy/forms.php
6. Dissertation Attendance form http://www.memphis.edu/cepr/cpsy/forms.php
7. Dissertation Proposal Defense form (on-line at Graduate School forms page -
   http://www.memphis.edu/gradschool/pdfs/forms/tdproposal.pdf
8. Dissertation Defense Announcement Form
   http://www.memphis.edu/gradschool/current_students/tdguide.php
9. Dissertation – Defense Results
   http://www.memphis.edu/gradschool/pdfs/forms/td_defense.pdf
10. Change of Program form http://www.memphis.edu/coe/pdfs/change-in-program.htm
11. Candidacy form https://academics-s.memphis.edu/gradschool/

Appendix A. Trainee Competency Remediation Plan

Date of Remediation Plan Meeting:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee's performance does not meet the benchmark:
Professional Values/Atticus, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Reflective Practice/Self-assessment/Self-care, Relationships, Scientific Knowledge and Methods, Research/Evaluation, Evidence-Based Practice
Assessment, Intervention, Consultation, Supervision, Teaching, Interdisciplinary Systems, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Trainee's Responsibilities/ Actions	Supervisors'/ Faculty Responsibilities/ Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unsuccessful Remediation

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____
Trainee Name   Date   Training Director   Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Competency Remediation Plan Continued

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):
Date (s):
In Attendance:

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____
Trainee   Date   Training Director   Date

Trainee's comments (Feel free to use additional pages):

This Appendix includes examples to further clarify items or to illustrate possible ways the item may show up in a training setting. This list of examples in not exhaustive, and it may be helpful to create examples that are specific to your training setting.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1A. Integrity - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible Examples: • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct	**Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values** Examples: • Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed • Demonstrates ability to discuss failures and lapses in adherence to professional values with supervisors/faculty as appropriate	**Monitors and independently resolves situations that challenge professional values and integrity** Examples: • Takes independent action to correct situations that are in conflict with professional values • Addresses situations that challenge professional values
1B. Deportment		
Understands how to conduct oneself in a professional manner Examples: • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts	**Communication and physical conduct (including attire) is professionally appropriate, across different settings** Examples: • Demonstrates awareness of the impact behavior has on client, public and profession • Utilizes appropriate language and demeanor in professional communications	**Conducts self in a professional manner across settings and situations** Examples: • Verbal and nonverbal communications are appropriate to the professional context, including in challenging interactions • Flexibly shifts demeanor to effectively meet requirements of professional situation and enhance outcomes
Professional Values and Attitudes continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE

1C. Accountability		
Accountable and reliable Examples: • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills • Plans and organizes own workload • Follows policies and procedures of institution • Follows through on commitments	**Accepts responsibility for own actions** Examples: • Completes required case documentation promptly and accurately • Accepts responsibility for meeting deadlines • Available when "on-call" • Acknowledges errors • Utilizes supervision to strengthen effectiveness of practice	**Independently accepts personal responsibility across settings and contexts** Examples: • Enhances own professional productivity • Holds self accountable for and submits to external review of quality service provision
1D. Concern for the Welfare of Others		
Demonstrates awareness of the need to uphold and protect the welfare of others Examples: • Displays initiative to help others • Articulates importance of concepts of confidentiality, privacy, and informed consent • Demonstrates compassion (awareness of suffering and the wish to relieve it) for others	**Acts to understand and safeguard the welfare of others** Examples: • Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds • Determines when response to client needs takes precedence over personal needs	**Independently acts to safeguard the welfare of others** Examples: • Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment • Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values • Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness
1E. Professional Identity		
Demonstrates beginning understanding of self as professional: "thinking like a psychologist" Examples: • Demonstrates knowledge of the program and profession (training model, core competencies) • Demonstrates knowledge about practicing within one's competence	**Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development** Examples: • Has membership in professional organizations • Attends colloquia, workshops, conferences • Consults literature relevant to client care	**Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice** Examples: • Keeps up with advances in profession
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**

2A. Self as Shaped by Individual and Cultural Diversity (e.g., 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) **and Context**		
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others Examples: • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates dimensions of diversity (e.g., race, gender, sexual orientation)	**Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation** Examples: • Uses knowledge of self to monitor effectiveness as a professional • Initiates supervision about diversity issues	**Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation** Examples: • Uses knowledge of self to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues
2B. Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings Examples: • Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals • Articulates beginning understanding of the way culture and context are a consideration in working with clients	**Applies knowledge of others as cultural beings in assessment, treatment, and consultation** Examples: • Demonstrates understanding that others may have multiple cultural identities • Initiates supervision about diversity issues with others	**Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation** Examples: • Uses knowledge of others to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues with others
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others Examples: • Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals • Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship	**Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others** Examples: • Understands the role that diversity may play in interactions with others • Initiates supervision about diversity issues in interactions with others	**Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation** Examples: • Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues in interactions with others

Individual and Cultural Diversity continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2D.. Applications based on Individual and Cultural Context		
Demonstrates basic knowledge of and sensitivity	**Applies knowledge, sensitivity, and**	**Applies knowledge, skills, and attitudes**

to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	regarding dimensions of diversity to professional work
Examples: • Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflect this knowledge • Seeks out literature on individual and cultural differences to inform interactions with diverse others	Examples: • Demonstrates knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups and communities • Works effectively with diverse others in professional activities • Demonstrates awareness of effects of oppression and privilege on self and others	Examples: • Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others • Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors • Seeks consultation regarding addressing individual and cultural diversity as needed • Uses culturally relevant best practices

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
3A. Knowledge of ethical, legal and professional standards and guidelines		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting Examples: • Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent • Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct)	**Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations** Examples: • Identifies ethical dilemmas effectively • Actively consults with supervisor to act upon ethical and legal aspects of practice • Addresses ethical and legal aspects within the case conceptualization • Discusses ethical implications of professional work • Recognizes and discusses limits of own ethical and legal knowledge • Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent	**Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines** Examples: • Addresses complex ethical and legal issues • Articulates potential conflicts in complex ethical and legal issues. • Seeks to prevent problems and unprofessional conduct • Demonstrates advanced knowledge of typical legal issues, including child and elder abuse reporting, HIPAA,, confidentiality, and informed consent
3B. Awareness and Application of Ethical Decision Making		
Demonstrates awareness of the importance of applying an ethical decision model to practice Examples: • Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) • Demonstrates awareness of an ethical decision making model applied to case vignettes	**Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma** Examples: • Uses an ethical decision-making model when discussing cases in supervision • Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question • Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, practicum settings	**Independently utilizes an ethical decision-making model in professional work** Examples: • Applies applicable ethical principles and standards in professional writings and presentations • Applies applicable ethics concepts in research design and subject treatment • Applies ethics and professional concepts in teaching and training activities • Develops strategies to seek consultation regarding complex ethical and legal dilemmas • Takes appropriate steps when others behave unprofessionally • Identifies potential conflicts between personal belief systems, APA Ethics Code and legal issues in practice

60

Ethical Legal Standards and Policy continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
3C. Ethical Conduct		
Displays ethical attitudes and values Examples: • Evidences desire to help others • Shows honesty and integrity; values ethical behavior • Demonstrates personal courage consistent with ethical values of psychologists • Displays appropriate boundary management	**Integrates own moral principles/ethical values in professional conduct** Examples: • Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Is able to spontaneously discusses intersection of personal and professional ethical and moral issues	**Independently integrates ethical and legal standards with all competencies** Examples: • Demonstrates adherence to ethical and legal standards in professional activities • Takes responsibility for continuing professional development
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
4A. Reflective Practice		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice Examples: Demonstrates openness to: • considering own personal concerns and issues • recognizing impact of self on others • articulating attitudes, values, and beliefs toward diverse others • self-identifying multiple individual and cultural identities • systematically reviewing own professional performance with supervisors/teachers	**Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity** Examples: • Is able to articulate attitudes, values, and beliefs toward diverse others • Recognizes impact of self on others • Self-identifies multiple individual and cultural identities • Is able to describe how others experience him/her and identifies roles one might play within a group • Responsively utilizes supervision to enhance reflectivity • Reviews own professional performance via video or audiotape with supervisors • Displays ability to adjust professional performance as situation requires.	**Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool** Examples: • Monitors and evaluates attitudes, values and beliefs towards diverse others • Systematically and effectively monitors and adjusts professional performance in action as situation requires • Recognizes and addresses own problems, minimizing interference with competent professional functioning

Reflective Practice/Self-Assessment/Self-Care continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4B. Self-Assessment		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies Examples: • Demonstrates awareness of competencies for professional training • Develops initial competency goals for early training (with input from faculty)	**Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills** Examples: • Self-assessment comes close to congruence with assessment by peers and supervisors • Identifies areas requiring further professional growth • Writes a personal statement of professional goals • Identifies learning objectives for overall training plan • Systemically and effectively reviews own professional performance via videotape or other technology	**Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills** Examples: • Accurately identifies level of competence across all competency domains • Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning • Recognizes when new/improved competencies are required for effective practice • Writes a personal statement of professional goals identifying areas for further professional growth, with extended plans to achieving the goals
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care Examples: • Articulates benefits of engaging in self-care • Makes use of opportunities to engage in self-care	**Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice** Examples: • Takes action recommended by supervisor for self-care to ensure effective training • Maintains/alters weekly schedule to allow for self care activities	**Self-monitors issues related to self-care and promptly intervenes when disruptions occur** Examples: • Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors

Reflective Practice/Self-Assessment/Self-Care continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4D. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship Examples: • Demonstrates willingness to admit errors and accept feedback • Acknowledges supervisor's differing viewpoints in supervision	**Effectively participates in supervision** Examples: • Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance • Initiates discussion with supervisor of own reaction to client/patients in session • Seeks supervisor's perspective on client progress	**Independently seeks supervision when needed** Examples: • Seeks supervision when personal problems may interfere with professional activities • Seeks supervision when working with client problems for which he/she has had limited experience to ensure competence of services

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5A. Interpersonal Relationships		
Displays interpersonal skills Examples: • Listens and is empathic with others • Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Receives feedback • Works cooperatively and collaboratively with peers	**Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines** Examples: • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Involved in departmental, institutional, or professional activities or governance • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives	**Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities** Examples: • Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself • Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public

Relationships continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
5B. Affective Skills		
Displays affective skills Examples: • Demonstrates affect tolerance • Tolerates interpersonal conflict • Demonstrates awareness of inner emotional experience • Demonstrates emotional maturity • Listens to and acknowledges feedback from others • Notices and expresses feelings • Demonstrates comfort with a range of emotions • Affect does not overwhelm judgment • Is flexible when things don't go according to plan	**Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively** Examples: • Demonstrates active problem-solving • Makes appropriate disclosures regarding problematic interpersonal situations • Acknowledges own role in difficult interactions • Initiates discussion regarding disagreements with colleagues or supervisors Efforts to resolve disagreements do not escalate negative affect among the parties involved • Seeks clarification in challenging interpersonal communications • Demonstrates understanding of diverse viewpoints in challenging interactions • Provides feedback to supervisor regarding supervisory process • Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference • Accepts and implements supervisory feedback nondefensively • Maintains affective equilibrium and focus on therapeutic task in face of client distress • Tolerates ambiguity and uncertainty	**Manages difficult communication; possesses advanced interpersonal skills** Examples: • Accepts, evaluates and implements feedback from others • Uses affective reactions in the service of resolving disagreements or fostering growth in others • Tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue • Allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues • Works flexibly with patients' intense affects which could destabilize the therapeutic relationship

Relationships continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5C. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills Examples: • Written work is organized, easy to understand, and conveys the main points • Shares opinions with others using language that others can understand • Non-verbal behavior is consistent with verbal communications	**Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language** Examples: • Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc. • Understands terms and concepts used in professional texts and in others' case reports • Communication is understandable, consistent across expressive modalities • Prepares clearly written assessment reports • Presents clinical process to supervisor in a succinct, organized, well-summarized way • Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand • Presents clear, appropriately detailed clinical material	**Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts** Examples: • Demonstrates descriptive, understandable command of language, both written and verbal • Communicates clearly and effectively with clients • Uses appropriate professional language when dialoguing with other healthcare providers • Prepares sophisticated and compelling case reports • Treatment summaries are concise, yet comprehensive

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
6A. Scientific Mindedness		
Displays critical scientific thinking Examples: • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Presents own work for the scrutiny of others	**Values and applies scientific methods to professional practice** Examples: • Uses literature to support ideas in case conferences and supervision • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic process and outcome	**Independently applies scientific methods to practice** Examples: • Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems • Implements appropriate methodology to address research questions
6B. Scientific Foundation of Psychology		
Demonstrates understanding of psychology as a science Examples: • Demonstrates understanding of core scientific conceptualizations of human behavior • Demonstrates basic knowledge of the breadth of scientific psychology • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a topic as needed	**Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)** Examples: • Critically evaluates scientific literature • Demonstrates understanding of intersections across core areas of psychological science	**Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)** Examples: • Accurately evaluates scientific literature regarding clinical issues • Identifies multiple factors and interactions of those factors that underlie pathological behavior

Scientific Knowledge and Methods continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6C. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice Examples: • Understands the development of evidence based practice in psychology (EBP) as defined by APA • Displays understanding of the scientific foundations of the competencies • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a practice-related topic as needed	**Demonstrates knowledge, understanding, and application of the concept of evidence-based practice** Examples: • Applies EBP concepts in case conceptualization, treatment planning, and interventions in consultation with supervisor • Works with supervisor to compare and contrast EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment	**Independently applies knowledge and understanding of scientific foundations independently applied to practice** Examples: • Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization • Independently applies EBP concepts in practice • Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7A. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available Examples: • Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities • Open to scrutiny of one's work by peers and faculty • Writes literature review as part of course requirement • Assists faculty with research projects	**Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology** Examples: • Demonstrates understanding of research methods and techniques of data analysis • Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication • Demonstrates being a critical consumer of research	**Generates knowledge** Examples: • Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research • Uses methods appropriate to the research question, setting and/or community • Consults and partners with community stakeholders when conducting research in diverse communities

Research/Evaluation continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7B. Application of Scientific Method to Practice		
No expectation at this level	**Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs** Examples: • Describes how outcomes are measured in each practice activity • Demonstrates knowledge of program evaluation	**Applies scientific methods of evaluating practices, interventions, and programs** Examples: • Evaluates practice activities using accepted techniques • Compiles and analyzes data on own clients (outcome measurement) • Uses findings from outcome evaluation to alter intervention strategies as indicated • Participates in program evaluation

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8A. Knowledge and Application of Evidence-Based Practice		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology Examples: • Articulates the relationship of EBP to the science of psychology • Identifies basic strengths and weaknesses of different assessment and intervention approaches	**Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences** Examples: • Demonstrates knowledge of interventions and explanations for their use based on EBP • Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting • Investigates existing literature related to problems and client issues • Writes a statement of own theoretical perspective regarding intervention strategies • Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor	**Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences** Examples: • Writes a case summary incorporating evidence-based practice • Presents rationale for intervention strategy that includes empirical support • Independently creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
9A. Knowledge of Measurement and Psychometrics		
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing Examples: • Demonstrates awareness of the benefits and limitations of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction	**Selects assessment measures with attention to issues of reliability and validity** Examples: • Identifies appropriate assessment measures for cases seen at practice site • Consults with supervisor regarding selection of assessment measures	**Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context** Examples: • Demonstrates awareness and competent use of culturally sensitive instruments, norms • Seeks consultation as needed to guide assessment • Describes limitations of assessment data reflected in assessment reports
9B. Knowledge of Assessment Methods		
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam Examples: • Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrates knowledge of initial interviewing methods(both structured and semi-structured interviews, mini-mental status exam)	**Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances** Examples: • Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations • Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams	**Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning** Examples: • Independently and accurately selects, administers, and scores and interprets assessment tools with clinical populations • Selection of assessment tools reflects a flexible approach to answering the diagnostic questions • Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate • Interview and report lead to formulation of a diagnosis and the development of appropriate treatment plan

Assessment continued

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9C. Application of Assessment Methods		
Demonstrates knowledge of measurement across domains of functioning and practice settings Examples: • Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrates awareness of need for selection of assessment measures appropriate to population/problem	**Selects appropriate assessment measures to answer diagnostic question** Examples: • Selects assessment tools that reflect awareness of patient population served at a given practice site • Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)	**Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice** Examples: • Independently selects assessment tools that reflect awareness of client population served at practice site • Interprets assessment results accurately taking into account limitations of the evaluation method • Provides meaningful, understandable and useful feedback that is responsive to client need
9D. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity Examples: • Identifies DSM criteria • Describes normal development consistent with broad area of training	**Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity** Examples: • Articulates relevant developmental features and clinical symptoms as applied to presenting question • Demonstrates ability to identify problem areas and to use concepts of differential diagnosis	**Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity** Examples: • Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem • Demonstrates awareness of DSM and relation to ICD codes • Independently identifies problem areas and makes a diagnosis

Assessment continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
9E. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization Examples: • Discusses diagnostic formulation and case conceptualization in courses • Prepares basic reports which articulate theoretical material	**Utilizes systematic approaches of gathering data to inform clinical decision-making** Examples: • Presents cases and reports demonstrating how diagnosis is based on case material • Makes clinical decisions based on connections between diagnoses, hypotheses and recommendations	**Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment** Examples: • Independently prepares reports based on case material • Accurately administers, scores and interprets test results • Formulates case conceptualizations incorporating theory and case material
9F. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes Examples: • Demonstrates knowledge of content of test reports and progress notes • Demonstrates knowledge of organization of test reports and progress notes	**Writes assessment reports and progress notes and communicates assessment findings verbally to client** Examples: • Writes complete psychological reports • Works with supervisor to prepare and provide feedback regarding findings • Reports reflect data that has been collected via interview	**Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner** Examples: • Writes an effective, comprehensive report • Effectively communicates assessment results verbally to clients • Reports reflect data that has been collected via interview and its limitations
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
10A. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention Examples: • Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing) • Articulates a basic understanding of how assessment guides the process of intervention	**Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation** Examples: • Articulates a theory of change and identifies interventions to implement change, as consistent with the AAPI • Writes case conceptualization reports and collaborative treatment plans incorporating evidence-based practices	**Independently plans interventions; case conceptualizations and intervention plans are specific to case and context** Examples: • Accurately assesses presenting issues taking in to account the larger life context, including diversity issues • Conceptualizes cases independently and accurately • Independently selects intervention(s) appropriate for the presenting issue(s)

Intervention continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
10B. Skills		
Displays basic helping skills Examples: • Demonstrates helping skills, such as empathic listening, framing problems • Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern	**Displays clinical skills** Examples: • Develops rapport with clients • Develops therapeutic relationships • Demonstrates appropriate judgment about when to consult supervisor	**Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations** Examples: • Develops rapport and relationships with wide variety of clients • Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation • Effectively delivers intervention
10C. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies Examples: • Is able to articulate awareness of theoretical basis of intervention and some general strategies • Is able to articulate awareness of the concept of evidence-based practice	**Implements evidence-based interventions** Examples: • Case presentations demonstrate application of evidence-based practice • Discusses evidence based practices during supervision	**Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate** Examples: • Independently and effectively implements a typical range of intervention strategies appropriate to practice setting • Independently recognizes and manages special circumstances • Terminates treatment successfully • Collaborates effectively with other providers or systems of care
10D. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome Examples: • Identifies measures of treatment progress and outcome by name • Is able to articulate an understanding of the use of repeated assessment to guide treatment • Appropriately administers and scores treatment progress and outcome measures	**Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures** Examples: • Describes instances of lack of progress and actions taken in response • Demonstrates ability to evaluate treatment progress in context of evidence based interventions	**Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures** Examples: • Critically evaluates own performance in the treatment role • Seeks consultation when necessary

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
11A. Role of Consultant		
No expectation at this level	**Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)** Examples: • Is able to compare and contrast consultation, clinical, and supervision roles • Is able to describe a consultant's role in a hypothetical professional activity	**Determines situations that require different role functions and shifts roles accordingly to meet referral needs** Examples: • Is able to articulate different forms of consultation (e.g., mental health, educational, systems, advocacy) • Accurately matches professional role function to situation
11B. Addressing Referral Question		
No expectation at this level	**Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions** Examples: • Implements systematic approach to data collection in a consultative role • Identifies sources and types of assessment tools	**Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question** Examples: • Demonstrates ability to gather information necessary to answer referral question • Clarifies and refines referral question based on analysis/assessment of question
11C. Communication of Consultation Findings		
No expectation at this level	**Identifies literature and knowledge about process of informing consultee of assessment findings** Examples: • Identifies appropriate approaches and processes for providing written and verbal feedback and recommendations to consultee • Carries out a mock presentation of findings	**Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations** Examples: • Prepares clear, useful consultation reports and recommendations to all appropriate parties • Provides verbal feedback to consultee of results and offers appropriate recommendations

Consultation continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
11D. Application of Consultation Methods		
No expectation at this level	**Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings** Examples: • Identifies appropriate interventions based on consultation assessment findings • Demonstrates ability to identify collaborative methods across systems, clients, or settings	**Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases** Examples: • Identifies and implements consultation interventions based on assessment findings • Identifies and implements consultation interventions that meet consultee goals

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
12A. Knowledge		
No expectation at this level	**Demonstrates awareness of theories of learning and how they impact teaching** Examples: • Observes differences in teaching styles and need for response to different learning skills • Is able to articulate awareness of body of knowledge to inform teaching and learning	**Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences** Examples: • Demonstrates knowledge of one learning strategy • Demonstrates clear communication skills
12B. Skills		
No expectation at this level	**Demonstrates knowledge of application of teaching methods** Examples: • Demonstrates example of application of teaching method • Organizes and presents information related to a topic	**Applies teaching methods in multiple settings** Examples: • Identifies and differentiates factors for implementing particular teaching methods • Demonstrates accommodation to diverse others (e.g., 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) and context Introduces innovation/creativity into application of teaching method

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
13A. Expectations and Roles		
Demonstrates basic knowledge of expectations for supervision Examples: • Demonstrates knowledge of the process of supervision • Articulates components of effective supervision such as the working alliance	**Demonstrates knowledge of, purpose for, and roles in supervision** Examples: • Identifies roles and responsibilities of the supervisor and supervisee in the supervision process • Demonstrates understanding of supervisor and supervisee roles in relation to client • Demonstrates understanding of vicarious liability of the supervisor	**Understands the ethical, legal, and contextual issues of the supervisor role** Examples: • Articulates a model of supervision and reflects on how this model is applied in practice, • Integrates contextual, legal, and ethical perspectives in supervision vignettes • Writes supervisory contract that accurately reflects roles and expectations of supervisor and supervisee
13B. Processes and Procedures		
No expectation at this level	**Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices** Examples: • Presents goals and related tasks of supervisee's growth and development • Demonstrates ability to monitor and communicate progress on goals	**Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise** Examples: • Prepares supervision contract • Assesses supervision competency • Constructs plans to deal with areas of limited competency • Articulates range of supervision methods available and the utility of such methods • Demonstrates knowledge of the scholarly literature on supervision • Identifies the basic tenets of specific model of supervision

Supervision continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
13C. Skills Development		
Displays interpersonal skills of communication and openness to feedback Examples: • Completes self-assessment (e.g., Hatcher & Lassiter, 2006) • Integrates faculty/supervisor feedback into self-assessment	**Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals** Examples: • Successfully completes coursework on supervision • Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational practice	**Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients** Examples: • Articulates how supervisory relationships may enhance the development of supervisees and their clients • Elicits evaluation from supervisee about supervisory relationship and uses feedback to improve quality of supervision
13D. Supervisory Practices		
No expectation at this level	**Provides helpful supervisory input in peer and group supervision** Examples: • Identifies core skills on which to provide feedback to peers • Demonstrates ability to provide constructive criticism to peers	**Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting** Examples: • Helps supervisee develop evidence based treatment plans • Directs supervisee to literature that may inform case • Provides supervision input according to developmental level of supervisee • Encourages supervisee to discuss reactions and helps supervisee develop strategies to use reactions in service of clients • Presents supervisor of supervision with accurate account of case material and supervisory relationship, seeks input, and utilizes feedback to improve outcomes

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions		
No expectation at this level	**Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals** Examples: • Articulates the roles of other professions in patient care • Awareness of various levels of education and training required for other professions involved in patient care	**Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals** Examples: • Reports observations of commonality and differences among professional roles, values, and standards • Demonstrates respect for and value of contributions from related professions
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts		
Cooperates with others Examples: • Cooperates with others in task completion • Demonstrates willingness to listen to others	**Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning** Examples: • Compares and contrast multidisciplinary functioning and interdisciplinary collaboration • Describes a hypothetical case involving both interdisciplinary collaboration and multidisciplinary functioning	**Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning** Examples: • Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation • Communicates without jargon • Effectively resolves disagreements about diagnosis or treatment goals • Maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions • Supports and utilizes the perspectives of other team members

Interdisciplinary Systems continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level	**Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals** Examples: • Identifies common challenges in delivering collaborative care • Articulates examples from the literature or direct experience on benefits of delivering collaborative care	**Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals** Examples: • Engages in consultation with allied professionals in service of clients • Demonstrates ability to communicate shared goals •
14D. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals Examples: • Expresses interest in developing collaborative relationships and respect for other professionals • Articulates the advantages in patient care afforded by working collaboratively with other disciplines	**Develops and maintains collaborative relationships and respect for other professionals** Examples: • Communicates effectively with individuals from other professions • Demonstrates knowledge of mechanisms necessary to maintain collaborative relationships	**Develops and maintains collaborative relationships over time despite differences** Examples: • Appreciates and integrates perspectives from multiple professions • Effectively relates to other professionals in accordance with their unique patient care roles
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
15A. Appraisal of Management and Leadership		
No expectation at this level	**Forms autonomous judgment of organization's management and leadership** Examples: • Applies theories of effective management and leadership to form an evaluation of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness	**Develops and offers constructive criticism and suggestions regarding management and leadership of organization** Examples: • Identifies strengths and weaknesses of management and leadership or organization • Provides input appropriately; participates in organizational assessment

Management-Administration continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
15B. Management		
No expectation at this level	**Demonstrates awareness of roles of management in organizations** Examples: • Articulates understanding of management role in own organization(s) • Responds appropriately to direction provided by managers	**Participates in management of direct delivery of professional services; responds appropriately in management hierarchy** Examples: • Responds appropriately to managers and subordinates • Manages DDS under supervision, e.g., scheduling, billing, maintenance of records • Identifies responsibilities, challenges, and processes of management
15C. Administration		
Complies with regulations Examples: • Completes assignments by due dates • Complies with relevant regulations; follows established procedures • Responds appropriately to direction provided by managers • Participates in trainings mandated by organization	**Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures** Examples: • Articulates approved organizational policies and procedures • Completes reports and other assignments promptly • Complies with record-keeping guidelines	**Demonstrates emerging ability to participate in administration of service delivery programs** Examples: • Demonstrates emerging leadership in clinical situations or clinical teams • Participates in institutional committees or workgroups • Develops new program offerings or clinical services
15D. Leadership		
No expectation at this level	**No expectation at this level**	**Participates in system change and management structure** Examples: • Provides others with face to face and written direction • Communicates appropriately to parties at all levels in the system • Participates in organizational committees • Participates in institutional planning

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
16A. Empowerment		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention Examples: • Articulates social, political, economic or cultural factors that may impact on human development and functioning • Demonstrates the recognition of the importance of consideration of these factors as part of the therapeutic process	**Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision** Examples: • Identifies specific barriers to client improvement, e.g., lack of access to resources • Assists client in development of self-advocacy plans	**Intervenes with client to promote action on factors impacting development and functioning** Examples: • Promotes client self-advocacy • Assesses implementation and outcome of client's self-advocacy plans
16B. Systems Change		
Understands the differences between individual and institutional level interventions and system's level change Examples: • Articulates role of therapist as change agent outside of direct patient contact • Demonstrates awareness of institutional and systems level barriers to change	**Promotes change to enhance the functioning of individuals** Examples: • Identifies target issues/agencies most relevant to specific issue • Formulates and engages in plan for action • Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client	**Promotes change at the level of institutions, community, or society** Examples: • Develops alliances with relevant individuals and groups • Engages with groups with differing viewpoints around issue to promote change