Graduate Student Manual for
The Collaborative Program in Counseling Psychology

“The Handbook”

The University of Akron

Department of Counseling
Department of Psychology

Effective Summer 2011
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INTRODUCTION

Welcome to the Collaborative Program in Counseling Psychology at the University of Akron!

This Handbook is intended in part to provide detailed information for interested prospective students. Its primary purpose, however, is to serve as the definitive guide for incoming students to the curriculum and policies of the Collaborative Program. We ask that students read it carefully and refer to it as necessary throughout their program experience. Further pertinent information, including the Graduate Bulletin, is available on the Graduate School website (http://www.uakron.edu/gradsch/) and in other college and departmental resources.

This handbook provides the “contract” for the curriculum requirements of the program for newly matriculated students. To the extent that the curriculum is under the control of the program faculty, no changes will be required of students during their tenure in the program. Policy and procedure modifications may be made in response to issues arising in the program, University, and profession. However, individual faculty are not authorized to deviate from the policies and procedures of the Handbook without petition to and approval from the entire CPCP faculty. In contrast to curriculum changes, these policy and procedural modifications may in some cases be communicated and made effective for all students, regardless of the date of their matriculation.

Program Overview

The University of Akron offers a doctoral program in Counseling Psychology that is fully accredited by the American Psychological Association. The Collaborative Program in Counseling Psychology (CPCP) is committed to a multicultural perspective (broadly defined) and follows the scientist-practitioner model of training. The program allows the student a choice of entry options: one through the Department of Psychology in the College of Arts and Sciences for students with a Bachelor's degree (or substantial coursework) in psychology, and one through the Department of Counseling in the College of Education for students with a Master's degree in psychology or a related field. Students in both departments are expected to attain a broad level of scientific competence in the methodology and core areas of psychology: the biological, social, cognitive-affective, and individual bases of human behavior as well as the history and systems of psychology. Counseling psychology course work covers the topical areas of theories of individual counseling, vocational development, ethics, assessment, supervision, diversity issues, and research design. Practice and internship experiences are required of students in both departments and range from skill building in basic psychological assessment and counseling; to actual work with clients; to a year-long, full-time internship in an applied service setting. All students receive exposure to both departments and colleges through shared coursework and faculty involvement with exams and dissertations.

The CPCP provides students with a foundation in the aforementioned substantive areas of psychological theory and research, as well as opportunities for academic training in counseling specialty areas such as psychological assessment, and gerontology. A preventative, developmental, and strength-focused orientation to training and professional practice is
maintained. Graduates typically are employed in teaching or counseling and testing centers in higher education, community mental health agencies, and other educational and health-related settings.

A competent, professional Counseling Psychologist is defined by the Collaborative Program faculty as an individual capable of contributing to the field and to the public through teaching, research, and practice. The dimensions underlying this definition are assessed throughout the program and include, but are not limited to, skill in evaluating and carrying out research, understanding ethics and professional issues, competence in practice and adherence to accepted standards of practice, and the appreciation of human diversity. Research skills are evaluated in coursework as well as in students’ work on thesis (if entering at the Bachelor’s degree level), dissertation and other research projects. Understanding of ethical and professional issues is most specifically evaluated in the Professional, Ethical, and Legal Issues in Counseling Psychology course and in practice. It is also demonstrated by performance in all other courses and in the everyday conduct and practice of all participants in the program. Professional skills and knowledge of standards of practice are most specifically evaluated in practica, but given the manner in which theory, research, and practice are integrated, they are also examined in other courses. Students must demonstrate knowledge of and sensitivity to human diversity in Psychology Core III: Individual Differences, Issues of Diversity in Counseling Psychology, as well as in all of their other courses, their everyday conduct, and most especially in their applied work.

Specific goals and objectives of the Collaborative Program in Counseling Psychology are listed in Appendix A.

**Program Mission Statement**

The philosophy of the Collaborative Program in Counseling Psychology at The University of Akron is ultimately one that values and respects the integrity of all persons. The psychological perspective we take in training students is growth-based in that it focuses on students’ strengths and potentials with respect to their personal and professional development. We believe that this training perspective will prepare students to help clients cope with problems, regardless of their level of complexity, in a way that maximizes their development as unique human beings.

The mission of our program, more specifically, is to facilitate the professional, personal, and ethical development of our students. Our philosophy of training is consistent with the scientist-practitioner model and the Counseling Psychology humanistic tradition. It includes emphases on the appreciation of diversity and on the development of open and critical thought processes. The goals and objectives that follow from this mission statement are presented in Appendix A.

**Multicultural Perspective**

The Collaborative Program in Counseling Psychology at The University of Akron and all members of the CPCP faculty are committed to a multicultural perspective, broadly defined. This commitment is evident in our mission statement, integration of multicultural issues into courses,
applied practice, required course on Diversity Issues in Counseling Psychology (and other elective courses), the Diversity Dialogues student organization, faculty membership in professional organizations (e.g., APA’s Division 45: Society for the Psychological Study of Ethnic Minority Issues; the Association of Black Psychologists; the Association for Multicultural Counseling and Development), our annual program-wide professional development day that focuses on diversity training, and the diversity within the faculty and student body.

Some of the clearest evidence of our commitment to a multicultural perspective comes from a sampling of faculty and student research, much of which has been published in journals such as Journal of Counseling Psychology, The Counseling Psychologist, Journal of Black Psychology, Psychology of Women Quarterly, Journal of Counseling and Development, Sex Roles, and Psychology of Men & Masculinity. Topics have included: African American racial identity development, African American families’ racial socialization in relation to mental health, women’s experiences with racism and sexism, perceptions of heterosexist language in counseling, perceptions of training in gay/lesbian/bisexual issues, perceptions of violence in heterosexual and homosexual relationships, feminist identity development, gender roles and mental health, gender roles and sexual assault, women’s eating-related disturbances, men’s gender role conflict/stress, career development of racial/ethnic minorities, religion/spirituality and well-being, religious and vocational values, and frameworks for multicultural counseling.

GETTING STARTED IN THE CPCP

Financial and Other Assistance

The University awards a number of graduate assistantships and tuition scholarships to qualified students who are in good academic standing. If funds are available, assistantships are normally awarded for up to three years in the Department of Counseling and four years in the Department of Psychology; beyond that, assistantships may be offered if funds allow. An assistantship, in addition to the stipend, provides remission of tuition and fees for up to 15 credits for Fall and Spring terms, and 9 credits for Summer terms. A graduate assistant is contracted to render service to the University through teaching, research, and other duties for 20 hours per week. Possible assistantships within the Department of Counseling include assisting professors with research and with teaching (e.g. Techniques of Counseling, Group Counseling) or working in clinic or administrative positions. Possible assistantships within the Department of Psychology include: teaching (e.g., Introduction to Psychology, Developmental Psychology, Social Psychology, Dynamics of Personality, Professional and Career Issues, Quantitative Methods), research (assisting a professor, usually your advisor), and advising (advising undergraduate psychology students in setting up their schedules, preparing for grad school, etc.). Sometimes it is also possible to obtain an assistantship outside these departments, such as working in the Women’s Studies Department or for the Office of Accessibility. Students with assistantships cannot work more than a total of 8 hours a week at any other outside job(s).

Graduate assistants’ parking permits are partially supported by their home departments for each semester in which they have an assistantship. To obtain a parking permit, fill out the Parking Services online form and Parking Services will forward it to the Counseling Department or
Psychology Department so that it can be approved. You will be notified of when and where to pick up your permit after approval is complete.

Other sources of financial assistance include loans and Work Study funding. Information about student loans can be obtained from the Office of Student Financial Aid. During Summer sessions, students often can obtain funding through the University Work Study program. This funding typically supports research activities with faculty members. The FAFSA must be filled out and submitted prior to applying for Work Study funds. Students must submit the application for Work Study obtained from the Financial Aid office early in the Spring semester.

Students who desire personal therapy are encouraged to pursue this option. In addition to campus and community agencies, there are a limited number of area professionals who have indicated a willingness to see program students at reduced rates. A partial list with more information on this option is included in Appendix B.

Appointment of Advisor

The major advisor is appointed at the time of the student’s admission into the program. The advisor assists the student in developing a course of study and serves as a primary faculty contact and resource to the student throughout his/her time in the program (and sometimes beyond). Students may opt to change advisors in their program subsequent to discussing this matter with both the original and new advisors. Students may change advisors to CPCP faculty in their home Department at any time. CPCP faculty members of either Department may serve as advisor after Department of Counseling students have an approved Program Course Distribution plan and Department of Psychology students have completed their Master’s thesis requirement. All students will always have a core CPCP faculty member as Advisor. After discussion with this advisor, and with approval of program faculty, students can select a dissertation chair (or Co-Chair) from among University of Akron faculty with a doctorate in psychology and Graduate Faculty II status. Information about program faculty is included in capsule form in Appendix C.

Although a student is assigned an individual advisor, students should also understand that the faculty as a whole feel a sense of responsibility for the development of each CPCP student. Students should feel free to consult with any CPCP faculty in ways that might facilitate their professional development. In line with this sense of collective responsibility for student/program well-being, faculty also consult with one another on an ongoing basis. In this regard, each student should understand that information he/she shares with one faculty member may be shared with other faculty if it is deemed to be important for the continued well-being of the CPCP or the members of our community. Of course, faculty do not share all information (e.g., information not relevant to professional issues or training), but when sharing information can enhance program integrity and/or inform the comprehensive review of each student, information known by one faculty member can be shared with other faculty members.
Development of a Student’s Course of Study

Following their admission to the program, students should be in contact with their advisors to begin developing their course of study. In the Department of Counseling, a Program Course Distribution form must be completed by the end of the first semester. A student’s course of study must be in accord with Program, Department/College, and University requirements and be formally approved by the student’s advisor. It is the student’s responsibility to ensure that coursework taken will meet requirements for graduation in addition to any certification and/or licensure sought.

The program curriculum is described below and a hypothetical basic schedule of full-time study for students is offered in Figure 1. (Both the Counseling and Psychology Departments also have an additional Graduate Student Manual, so students should consult the handbook for their respective department.) This basic schedule incorporates the best judgment of the faculty as to the most educationally sound sequence of required coursework and graduate training. It is provided as a way to maximize the benefit students realize from their coursework. Students are encouraged to follow this plan if at all possible. Students also are advised that in registering for courses that are dual-listed (i.e., both 3750 and 5600), they should register for the course under their own department code (i.e., 3750 for Psychology and 5600 for Counseling).

Transfer of Credits

If a student enters with relevant graduate coursework from an accredited college or university, some of these credits may be transferred to fulfill CPCP requirements. Such transfers typically involve substantial numbers of credit hours for students entering with a Master’s degree (up to 30 from a single Master’s program) and are more rare for other students. Approval for requests that such coursework be used to fulfill program requirements rests with the student’s advisor and, for required counseling psychology coursework (all courses cross-listed as 3750/5600), the instructor of the course at The University of Akron. The Graduate Bulletin further specifies the procedures and guidelines for this process (see http://www.uakron.edu/gradsch/).

Expectations for Professional Involvement

Students should be aware that optimal professional development during the graduate school years requires more than completion of program requirements. Students are expected to become student affiliates of relevant professional associations, particularly the Society for Counseling Psychology (Division 17) of the American Psychological Association, and they are encouraged to involve themselves in professional association activities (e.g., conferences). Active involvement in Departmental and Program activities is an equally important aspect of professional development. Part of the graduate school experience is attendance at departmental colloquia; these are scheduled variably in the Department of Counseling and occur typically on Fridays at noon in the Department of Psychology. These events may include presentations of students’ doctoral dissertation proposals, outside speakers, or other special presentations. If at all possible, students should try to attend these programs.
Numerous important CPCP events also take place. These include Brown Bag/Brown Napkin talks sponsored by the Counseling Psychology Graduate Student Organization, diversity-related presentations and discussions sponsored by the CPCP student group Diversity Dialogues, and Town Hall meetings sponsored by the program faculty. Involvement in as many of these program activities as possible is strongly encouraged. To minimize schedule conflicts, a program common hour has been identified when no required courses are held. That hour is Wednesdays from noon to 1:00 p.m.; students should make every effort to keep this time slot open in their schedules for program events. In addition to taking advantage of these extracurricular activities, students are encouraged to seek out additional avenues for research, practice, teaching, and community service involvement. Although involvement in these types of activities is generally desirable, students should consult with their advisors to ensure that their commitments are developmentally and professionally appropriate and manageable.
# REQUIREMENTS

## Curriculum

The CPCP curriculum is designed to provide the student with sound training in counseling psychology by adhering to the scientist-practitioner training model espoused by the American Psychological Association. Students are provided with a grounding in the substantive content areas of biological, cognitive-affective, social, and individual bases of behavior and history and systems. Counseling Psychology course work includes theories of individual counseling and vocational development, assessment, professional and ethical issues, issues of diversity, supervision, research design, and extensive practica. Psychometric and statistical course work is also required. Integration of theory, research, and practice is emphasized. Faculty information included in Appendix C identifies courses typically taught by each Collaborative Program faculty member.

## Credits

### Required Psychological Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>3750:610</td>
<td>Psychology Core I: Social Psychology</td>
<td>2</td>
</tr>
<tr>
<td>3750:620</td>
<td>Psychology Core II: Cognitive Psychology</td>
<td>2</td>
</tr>
<tr>
<td>3750:630</td>
<td>Psychology Core III: Individual Differences</td>
<td>2</td>
</tr>
<tr>
<td>3750:640</td>
<td>Psychology Core IV: Biopsychology</td>
<td>2</td>
</tr>
<tr>
<td>3750:650</td>
<td>Psychology Core V: Social Cognitive Psychology</td>
<td>2</td>
</tr>
<tr>
<td>3750/5600:718</td>
<td>History and Systems in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>3750/750</td>
<td>Advanced Psychological Tests and Measures</td>
<td>2</td>
</tr>
<tr>
<td>Human Development: 3750: 727 Psychology of Adulthood and Aging</td>
<td>4 or Or 5600: 648 Individual and Family Life-Span Development</td>
<td>3</td>
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</table>

### Required Counseling Psychology Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3750/5600:707</td>
<td>Supervision in Counseling Psychology I*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:709</td>
<td>Introduction to Counseling Psychology*</td>
<td>2</td>
</tr>
<tr>
<td>3750/5600:710</td>
<td>Theories of Counseling and Psychotherapy*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:711</td>
<td>Vocational Behavior*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:712</td>
<td>Principles and Practice of Intelligence Testing*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:713</td>
<td>Professional, Ethical, &amp; Legal Issues in Counseling Psychology*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:714</td>
<td>Objective Personality Evaluation*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:715</td>
<td>Research Design in Counseling I*</td>
<td>3</td>
</tr>
<tr>
<td>3750/5600:717</td>
<td>Issues of Diversity in Counseling Psychology*</td>
<td>4</td>
</tr>
<tr>
<td>3750/5600:796</td>
<td>Counseling Psychology Practicum (4 cr., repeated 2 times)*</td>
<td>8</td>
</tr>
</tbody>
</table>

### Internship

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NC</td>
<td></td>
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### Department of Counseling Requirements

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5600:651</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>5600:675/676</td>
<td>Practicum in Counseling I/II</td>
<td>8</td>
</tr>
<tr>
<td>5600:702</td>
<td>Advanced Counseling Practicum (4 cr., repeated 2 times)</td>
<td>8</td>
</tr>
<tr>
<td>5100:741</td>
<td>Statistics in Education</td>
<td>3</td>
</tr>
<tr>
<td>5100:743</td>
<td>Advanced Educational Statistics</td>
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### Department of Psychology Requirements

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3750:672</td>
<td>Counseling Practicum (2 cr., repeated 4 times)</td>
<td>8</td>
</tr>
<tr>
<td>3750:673</td>
<td>Counseling Practicum Lab (2 cr., repeated 4 times)</td>
<td>8</td>
</tr>
<tr>
<td>3750:795</td>
<td>Advanced Counseling Practicum (4 cr., repeated 2 times)</td>
<td>8</td>
</tr>
<tr>
<td>3750:601</td>
<td>Psychological Research Using Quantitative &amp; Computer Methods I</td>
<td>4</td>
</tr>
<tr>
<td>3750:602</td>
<td>Psychological Research Using Quantitative &amp; Computer Methods II</td>
<td>4</td>
</tr>
<tr>
<td>3750:699</td>
<td>Master’s Thesis (minimum hours)</td>
<td>1</td>
</tr>
<tr>
<td>3750:899</td>
<td>Doctoral Dissertation (minimum hours)</td>
<td>12</td>
</tr>
<tr>
<td>3750/5600:xxx</td>
<td>Electives (minimum hours, may not be practica or IR&amp;R)</td>
<td>6</td>
</tr>
</tbody>
</table>

### Other Requirements

**Fulfillment of the Graduate School Foreign Language Requirement:** Typically 8 credit hours beyond those listed above (see following section for details).

**TYPICAL TOTAL MINIMUM HOURS INCLUDING FOREIGN LANGUAGE REQUIREMENT:**
- 114 (Counseling) / 117 (Psychology)

*For cross-listed courses (those offered under both 5600 and 3750), students should register for the course number corresponding to their departmental affiliation (5600 for Department of Counseling students and 3750 for Department of Psychology students). In cases where additional sections of cross-listed courses are offered as a service to students in other degree programs, CPCP students must take the sections taught by Collaborative Program faculty. Deviations from the above requirements may be made only with the approval of the CPCP faculty.

**A basic schedule of class offerings and expectations about when courses are to be typically taken is available in Figure 1 at the end of this document.**

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**Ph.D. Language Requirement**

The language requirement must be fulfilled as listed in the Graduate School Bulletin. The Graduate School allows the requirement to be met via demonstrated reading knowledge with the aid of a dictionary of two foreign languages (Plan A); demonstrated comprehensive knowledge of one approved foreign language without the aid of a dictionary (Plan B); and demonstrated competence in appropriate research skills, as specified by the student's department (Plan C). Because strong research skills are a critical component of the scientist-practitioner model and are necessary to successful completion of the doctoral dissertation, Plan C is the typical and recommended way of meeting the foreign language requirement in the CPCP. In the both the Departments of Counseling and Psychology, demonstrated competence in appropriate research...
skills is operationalized as successful completion of 8 credit hours of coursework in research methods and data analysis beyond that required in the CPCP curriculum. Possible additional courses include Multivariate Statistics, Structural Equation Modeling, Hierarchical Linear Modeling, Factor Analysis, and courses in qualitative research methods. In the Department of Counseling, Plan C may also be operationalized, in rare cases, by a professional publication demonstrating competence in appropriate research skills. A student interested in pursuing this alternative should submit his/her request and a copy of the publication to his/her advisor. The advisor will forward the material to the CPCP faculty. If 2/3 or more of the faculty approve the request, the publication may be used to meet the language requirement. For further details about the language requirement, Department of Counseling students are referred to the Requirements and Procedures Manual of the Doctoral Programs in Education, and Department of Psychology students are referred to the Psychology Department Graduate Student Manual.

**Electives**

The faculty of the Collaborative Program encourage students to select elective credits that will be consistent with their career interests and goals. Coordinating electives that lead to a coherent subspecialty can take place in accordance with each student’s advisor and in consultation with other CPCP faculty members. Students may want to consider graduate certificate programs (See Appendix D) as they go about planning their elective choices.

**Practicum Requirements**

In the Department of Counseling, each student is required to complete a minimum of four semesters of practicum depending on the coursework brought into the program; eight semesters of practicum are required in the Department of Psychology. Students in the Department of Counseling begin their practicum training in, typically, their second year by seeing clients in the Department of Counseling's Clinic for Individual and Family Counseling or a community site. Students in the Department of Psychology see clients in the Counseling Clinic in the Department of Psychology in their first and second years. Practicum students in the Psychology Department Clinic are required to assist in the running of the Clinic for a certain number of hours each week. In their third year practicum, students in the Department of Psychology begin seeing clients at a community site. For the final year of practicum (3rd year for Department of Counseling, 4th for Department of Psychology), all students work in community sites. Students often work at the Counseling Center on campus, but many other sites are available in the community and region. Wherever taken, the final year practicum requires a total of 300 hours, of which 120 are to be client contact hours and 90 are to be group and individual supervision.

At a minimum, a student’s practicum experiences must total 400 clock hours, 150 of which must be in direct client contact and 75 of which must be in individual supervision. Students need to be aware that a number of internship sites require substantially more than the minimum 400 clock hours of practicum experience. To broaden their clinical experience and hours, some students, in consultation with their advisors, seek supplemental practicum placements at community sites in addition to their required practica. It is important that all of practicum experience, both masters- and doctoral-level, be documented in students’ program files. There is a 20 hour a week limit for participation in practica.
To facilitate practicum placement, the program’s Practicum Coordinator will distribute each year a list of available required and supplemental practicum sites, brief site descriptions and contact information, and application policies, procedures, and timelines. It is not the Practicum Coordinator’s responsibility to ensure practicum placement for individual students. For a required practicum, a student should seek placement in consultation with the instructor(s) for the practicum and his/her advisor. For a supplemental practicum, a student should seek placement in consultation with his/her advisor, who will serve as faculty liaison for the field placement. The advisor will generally seek the input of the most recent practicum instructor to help assess the student’s readiness for the supplemental practicum settings and activities of interest.

Master’s Thesis

Students in the Department of Psychology begin work on this project upon entrance to the Collaborative Program. This requirement may be fulfilled by completing either a traditional thesis project or a thesis waiver project, which is more similar to a professional journal article. The details of completing these options are included in the Psychology Department’s Graduate Student Manual.

The Dissertation

The student is expected to develop a doctoral dissertation that meets the standards of the home department, the Collaborative Program in Counseling Psychology, and the Graduate School. The university dissertation guidelines are available online at: http://www.uakron.edu/gradsch/gdlnThesDiss.php

A dissertation committee shall be formed prior to dissertation topic approval. The dissertation committee shall be composed of not fewer than five members, including the student’s dissertation advisor. Students should discuss formation of the committee with their CPCP advisor prior to approaching prospective committee members. With prior approval of program faculty, students can select a dissertation chair (or Co-Chair) from among University of Akron faculty with a doctorate in psychology and Graduate Faculty II status.

The majority of the members of the committee, the committee chairperson, and the Graduate School representative must hold Level II Graduate Faculty status. At least one faculty member must be from each department of the Collaborative Program. One of the members of this committee (the Graduate School representative) must be from outside the student’s home department and the Collaborative Program; this member should be chosen to contribute an outside perspective or area of expertise to the project. The student and his or her advisor (and chair if they are not the same person) determine together the members of his/her committee. Final composition, however, must be approved by the Dean of the Graduate School. The advisor submits the names of the committee members to the Dean of the Graduate School for approval prior to the first committee meeting. The core CPCP faculty advisor for the student will be a member of the dissertation committee.
The dissertation topic must be judged by the student’s dissertation committee to be appropriate for the specialty of counseling psychology. The proposal, consisting of chapters 1, 2, and 3, must be approved by the student’s committee prior to the student commencing data collection and/or analysis. A copy of the dissertation proposal, as approved by the committee, shall be kept on file in the department until the dissertation is successfully defended. The committee guides the student in her/his research and writing. Final decisions pertaining to the dissertation and oral examination rest with the committee. The student must present the proposed dissertation project at a CPCP colloquium. The University of Akron Committee for the Protection of Human Subjects must approve all research pertaining to human subjects prior to the beginning of data collection.

The student must maintain orderly progress toward the completion of the dissertation and is required to establish a target date for completion of the dissertation. This target date commitment shall be given to the Committee. Students who do not complete their dissertation within FOUR years of passing the Comprehensive Examination must retake the Exam.

The dissertation must be submitted to the Dissertation Committee and Graduate School representative at least two weeks prior to the scheduled dissertation examination. The ensuing oral examination is scheduled for two hours. To pass the oral defense of the dissertation, the student must receive an overall vote of “pass” as defined in the student’s department. Verification, in writing, of the satisfactory completion of the dissertation and oral examination, along with the names of dissertation committee members, is filed by the major advisor with the Graduate School when the dissertation is successfully defended.

After committee approval, and after all suggested corrections have been made, the dissertation is submitted to the Graduate School for final format review. Please note that the deadline for this review is approximately 6 weeks prior to the end of the semester. Students are advised to check all deadline dates for the semester in which he/she intends to graduate.

**Scheduling Thesis and Dissertation Committee Meetings**

In consideration of other demands and plans of department faculty at other times of the year, the normal policy of the Department of Psychology and the Department of Counseling CPCP program will be to schedule committee meetings for thesis or dissertation proposals or defenses during the regular 9-month academic year. This time includes the first day of the semester through the last day of finals week, for Fall and Spring semesters, but excludes days on which class meetings or examinations are not regularly scheduled (e.g., weekends and breaks).

Exceptions to this policy require a successful petition to the faculty by the student who wishes to schedule at another time. The petition should be made well in advance of the desired meeting time. Criteria to be considered in evaluating a CPCP student’s petition for a summer committee meeting include: 1) the extent to which prior progress on the thesis or dissertation was planful; 2) the extent to which hardship would be experienced if the meeting did not take place in the summer; and 3) the schedules of committee members.
The Comprehensive Exam

The Comprehensive Examination is typically taken as the student nears completion of his/her coursework requirements (in consultation with her/his advisor, usually at the beginning of their third year in the program for Department of Counseling students and the beginning of their fourth year for Department of Psychology students). The Exam consists of a written part and an oral part and is conducted under the supervision of the Comps Co-Chairs. In the fall semester of each year, a comps memo is circulated specifying examination dates and current examination policies and procedures. The written portion of the Comprehensive Exam is currently offered on the Thursday and Friday prior to the start of Fall semester. Students must register to take the written portion of the Exam with a Co-Chair by a date specified in that year’s memo.

Registration for the exam must include the following:

- A statement of intent to take the exam
- A statement of preference for writing the exam in longhand or on a computer
- A statement of any other special circumstances or needs

Those students who register and who do not take the Exam receive a grade of fail unless approval of a legitimate excuse is given prior to the Exam. Students who wish to withdraw their registration should first consult with their advisors and then submit to the Comps Co-Chairs written documentation of the reason for their desired withdraw from the exam.

Students will have two opportunities to pass each portion of the exam. Any student who fails either written or oral examinations twice will be dismissed from the training program. Students who fail their first attempt to pass the written portion of the exam will be expected to sit for their second attempt to pass the written portion of the exam at the next regular administration. If a student passes the written exam but fails her/his first attempt to pass the oral exam, s/he is only required to again attempt to pass the oral exam. A second attempt to pass the oral examination may not be scheduled sooner than six months or later than twelve months after the first failed attempt.

Statement of Purpose

The comprehensive examination is an opportunity for the student to demonstrate an ability to integrate broad and specific knowledge of the field of counseling psychology from a scientist-practitioner perspective. This knowledge derives from coursework, professional activities (e.g., organizational membership, conference attendance), broad reading in the field of counseling psychology, and practical experience (e.g., providing therapy/assessment, conducting research, receiving/providing supervision).

Integration, roughly, involves reasoned synthesis, application, and communication from a scientist-practitioner perspective -- of knowledge gained from empirical research, theory, practical experience, and ethical considerations in the field of counseling psychology. We take our cue from Wechsler's broad definition of “intelligence,” tailoring
it to counseling psychology. We expect students to be intelligent counseling psychologists, in the sense that they are able “to act purposefully, think rationally, and to deal effectively with [their professional counseling psychology] environment” (Wechsler, 1958). Students will have the opportunity to demonstrate such abilities in their written and oral responses.

Specific comprehensive exam practices may be revised from year to year; the following summarizes those currently in place.

Written Examination

Since this is a professional qualifying exam, counseling psychology material will be emphasized, but other courses (e.g., required courses such as statistics and electives such as marriage and family or aging) could provide support in any answer. In addition to material from required courses (which includes an historical perspective), students will be expected to demonstrate their familiarity with the current professional literature. The reading list will include the following and questions will be derived from these sources:

- Material from required course syllabi (this means any material contained in the reading lists from all courses/practica)
- The past three years of Journal of Counseling Psychology
- The past three years of The Counseling Psychologist
- The past one year of The APA Monitor
- The past three years of American Psychologist (excluding all reports, obituaries, letters to the editor, and awards materials; but students will remain responsible for judging the relevance of regular articles and comments)
- The Comps Committee will select and communicate to students (in writing by January 31) an updated list of relevant articles from the past three years of Journal of Counseling and Development.

Four broad content areas for the exam are defined in order to help students organize their thinking and plan their study programs with regard to the material specified above; these are NOT to be considered as sections of the exam. The Exam is integrative and will not be tied directly (or limited) to material learned in any specific course or courses. Neither will the questions be tied directly to material covered in non-required courses (e.g., students could include projective techniques in their answers to an assessment/diagnosis question or could include family or group theories in their answers to an intervention question, but could not be faulted if they failed to do so because these are not required courses), except as such material is addressed in required courses/journal literature. The content areas are as follows:

- THEORY (counseling/therapy/personality, vocational, supervision and multicultural theories, etc.)
- RESEARCH (design, statistics, critical review, etc.)
- PRACTICE AND INTERVENTIONS (case studies, diagnosis/assessment, intervention techniques, etc.)
ETHICS/PROFESSIONAL ISSUES (ethical principles, state statutes, case law [e.g. Tarasoff], current issues such as education and training, diversity, etc.)

Faculty are far less interested in students’ ability to memorize content and list citations (authors and dates) than we are in students’ ability to construct thoughtful, integrative, high-quality responses. To emphasize this point, the use of study summaries in the Exam setting was initiated. Based on data derived from our observations of students’ past use of study summaries, we provide the following information about their intended development and use.

The process of synthesizing and integrating material for comprehensive exams occurs over time, beginning with each student reading the relevant literature and making decisions about which articles to include and which to exclude. In general, initial forays into the material will be very inclusive. However, with the focus on trends in relation to the four broad areas covered in the exam and increasing familiarity with the literature, initial study notes and guides would be expected to become more and more condensed, culminating in relatively brief documents perhaps better characterized as study summaries. These study summaries, rather than replacing the need for having a command of the material, can be used to stimulate retrieval of the information in the testing situation. As such, we offer the following guidelines for Comprehensive Examination study summaries:

- Summaries will be limited to 40, one-sided pages with a minimum of 10 point font and 1-inch margins
- Summaries will not contain original material such as abstracts, Psych Info or other search engine abstracts, complete articles, ethics codes, etc.
- Summaries may include actual APA reference citations and student generated brief summaries of literature

Again, we reiterate that the faculty do not want students spending a great deal of precious study time memorizing facts and names and dates (although extensive deep study undoubtedly will be marked by such familiarity with the literature), rather students should understand that the true purpose of the Comprehensive Examination is:

- to assess in a standardized manner a student’s independent ability to understand, interpret and synthesize the recent professional literature, and then to answer questions regarding this literature in a manner that is consistent with the scientist-practitioner model of training we espouse.

We hope students’ access to their study summaries may relieve some anxiety associated with the perceived need to memorize large quantities of information, while retaining the intended demand characteristic that students produce high quality original answers to complex professional questions.

The written portion of the Comprehensive Examination will be created by the entire faculty. The questions will encompass the broad domain of counseling psychology. All questions will be graded by more than one reader, so they are intended to be
"generalist" questions sampling the knowledge-base of any competent counseling psychologist regardless of additional special interests and/or competencies. *Examples of the questions given during the written Exam are included in Appendix E.* (Students possessing special interests and/or competencies of course could use these to enhance their answers.) Each answer will be read by two members of the Comprehensive Examination reading committee; disagreements will be negotiated and/or additional readers will score the question. All results must be approved by the entire faculty.

Students will answer 8 questions representing the content domains described above--2 in each of the four sessions of the two-day exam. Each of the four sessions will include at least 3 questions, with students choosing 2 to answer. Students may choose to write their answers in longhand or to use computers; in either case, however, only "typed" answers will be accepted for grading in order to ensure anonymity. Students will have until noon of the Monday following the written portion of the Exam to submit their typed answers to Susan White in the Psychology Department office for distribution for grading. Specific guidelines on allowable edits in original answers will be provided in the comps memo. Copies of each student's original answers will be collected after each of the four sessions and kept on file. Readers will receive copies of answers on the Tuesday following the exam and will complete their evaluations within a month's time. Readers will meet to reconcile discrepancies, if any. The faculty will then meet in order to approve the results; the date for this meeting will be announced. Only after this vote will they open the envelope with the examinees' identifying information. After this meeting, advisors will inform their advisees of their Exam results and discuss preparation for orals.

What follows are five general guidelines for evaluating comprehensive examination answers. These five general areas may be given different consideration depending on the question, but should serve as standards to which all comprehensive examination answers can aspire, and parameters upon which they will be evaluated.

- First, and foremost, good answers respond to the question. Regardless of the other criteria, good answers reply to the stimuli presented and demonstrate a general understanding of the important issues presented in the question.
- Second, good answers present accurate knowledge of counseling psychology literature and considerations. Good answers demonstrate that this knowledge base has both depth (i.e., employing of specific literature with appropriate citations) and breadth (i.e., articulating conceptual considerations).
- Third, good answers exhibit the integrative thinking indicative of a scientist-practitioner attitude. In other words, the answer is thoughtful in that it integrates both scientific thinking and real-world implications. Good answers demonstrate critical thinking rather than simple rote information regurgitation.
- Fourth, good answers communicate ideas in a clear, organized, and coherent fashion.
- Fifth, good answers are consistently professional. Regarding this guideline, we ask such questions as: *Does the answer show any lapses in ethical reasoning? Is the factual information accurate? Are there essential considerations which have been overlooked within the answer?*
Grading for the written portion of the exam will be on a scale of 1 to 5. Results for the exam as a whole (not for individual questions) will be reported to students, by their advisors, in the following ranges:

- Pass with Honors (3.95 to 5 and no failed questions)
- Pass (2.95 to 3.94, with no more than 2 failed questions)
- Fail (1 to 2.94 and/or 3 or more failed questions)

Although we encourage students to do their very best on each item, we also understand that a student will probably write better responses to some items than to others. It is possible for a student to obtain low scores on two items and still pass the overall exam. Specifically, for an overall score of “pass” on the exam, a student must (a) have an average score of “pass” across all items and (b) have a minimum of 6 items with a score of “pass.”

Students who fail the exam as a whole are entitled to make a written request (within one week of being notified of their performance [i.e., pass/fail] on the written exam) to the Comps Co-Chairs for informational feedback (i.e., rationale for scoring). Similarly, students who fail selected items, but not the exam, may request feedback on those items within one week of receipt of their performance feedback. No scores will be changed and feedback will consist of a brief summary of general strengths and weaknesses. The feedback process will be funneled through the advisor.

Oral Examination

Students must pass the written portion of the Exam in order to be eligible to sit for orals. The oral portion of the exam is intended to allow students to demonstrate their professional demeanor and their ability to "think on their feet." Students are expected to behave just as they might behave in a job interview, demonstrating their knowledge, competence, professionalism, ethics, judgment, etc. The purpose of the oral exam is not remediation for the written exam, but rather a scholarly exchange of ideas between the student and her/his committee. It is an opportunity for the student to demonstrate his or her ability to engage in spontaneous scholarly dialogue and to think through and communicate about complex professional, scientific, and practice issues. Contrary to some common misconceptions, discussion of relevant clinical issues or the posing of clinical vignettes or clinically-oriented questions have always been and remain a viable direction for any orals committee process.

Oral exams are scheduled by the Comprehensive Exam committee co-chairs and under usual circumstances will take place shortly after the written results are certified and shared with students. Oral exams are scheduled for 90 minutes and exams for all students will take place within a few days of one another, depending on the number of examinees taking orals. Oral examination committees are comprised of three core CPCP faculty members, one of whom will be the examinee’s advisor. The other two members of the committee will be determined by the Comprehensive Exam committee co-chairs. The full orals committee will include representatives of both departments.
Oral exams for all students will be roughly equivalent in structure. Of course, the content of each oral exam will depend on the particular committee and the flow of ideas, thereby making the oral exam a somewhat unique experience for each student. Nevertheless, the focus of the exam will not be on questions already answered in the written exam.

In order to help all involved to understand better the purpose and process of orals, the major elements that make up a solid oral exam performance have been operationalized. Students’ performance is evaluated on the following 8 items/domains:

1. Presentation, poise, professional behavior, anxiety management, good balance of openness and confidence but without defensiveness/overconfidence.
2. Thoughtful integration of theory, research and practice; a scientist-practitioner approach; appropriate engagement in scholarly dialogue.
3. Demonstration/communication of clear identity as a counseling psychologist.
4. Demonstrated ability to think on one’s feet; flexibility and openness of thinking; demonstrated response to immediacy of process and dialogue in the oral exam.
5. Ability (or willingness to try) to translate academic issues into real-world applications; ability to build critically on current paradigms or solutions by applying one’s own thinking.
6. Demonstrated ability to bring one’s own thinking to bear on controversial issues, and possibly to move beyond merely socially desirable answers.
7. Demonstrated knowledge of and sensitivity to diversity issues (e.g., issues of race, ethnicity, gender, class, sexual orientation, disability, others).
8. Demonstrated understanding of ethical and professional issues, relevant ethical codes, etc.

**Internship**

The internship is an integral component of the total educational focus of the Collaborative Program in Counseling Psychology at The University of Akron. The philosophy behind the inclusion of the internship year within the training curricula is to allow for the application of knowledge and practice of skills acquired during training within an environment consistent with the intern’s future employment aspirations. The internship placement provides a context that is central to the purpose of the internship experience. Secondarily, the internship requirement meets the mandates of internship training suggested by the American Psychological Association and fulfills licensing requirements for predoctoral hours. Students are considered to be ready for internship when they have finished the last practicum, completed all formal course work, passed their written and oral Comprehensive Examination, and have a positive current comprehensive evaluation (see Student Review and Retention). In addition, students must have defended successfully their dissertation proposal prior to October 1 of the year they are applying for internship in order for the Training Director to certify them as ready for internship.

The importance of the internship mandates the serious consideration of the site selection. The student should start planning for the internship at least one year prior to the proposed starting date, and the student’s major advisor should be consulted at this point and thereafter. Students are encouraged to apply to a range of internship sites in order to enhance their opportunity for
an offer from one or more of the sites. Application to APA approved pre-doctoral internships is recommended, and all internship sites must be members of the Association of Psychology Predoctoral Internship Centers (APPIC; http://www.appic.org/). The internship is usually a full-time experience or a half-time experience at the same site for no more than two years. The candidate must be supervised by individuals who meet the requirements of their State Board of Psychology and must receive at least 2 hours of formally scheduled individual supervision per week. The primary emphasis of the internship site should be on training. Finally, some other features to look for in an internship site include the following:

1. Intensive and extensive experiences with training activities that are an integral part of the internship program
2. Adequate administrative support
3. Communication between the internship site and the Collaborative Program
4. A clearly designated professional who is responsible for the program
5. Systematic reviews of the internship site by the staff of the internship site
6. Materials available which describe the internship
7. Adequate facilities, office space, etc.
8. Other interns involved in the program
9. The site provides services that fit the student's career goals.

After narrowing down possible sites according to how well they meet the needs of the individual student, the student should discuss the list with his/her advisor. The next step is to formally apply to the chosen internship sites and to inform the Co-Training Director responsible for coordinating internship of needed letters and forms certifying the student's readiness for the pre-doctoral internship. Assistance is available, but it remains the responsibility of the student to make sure that all steps necessary in obtaining her/his internship are completed.

Students are reminded of the importance of following the APPIC rules for internship applications (including timely and proper completion of the APPIC Application for Psychology Internships) and interviews. Selection decisions are made via APPIC computer matching process and students receive periodic information updates about current match policies on the CPCP listserv. Once the student has accepted an internship offer, he/she must notify the Co-Training Director responsible for coordinating internship. This notification should include the official name of the site, address, telephone number, and the name of the training director of the site. Please note that once the internship has been successfully completed, the student is responsible for filing documentation of completion with the Co-Training Director of the Collaborative Program and ensuring the certificate has been received.
Advancement to Doctoral Candidacy

Doctoral Candidacy is a recognition by the Graduate School that the student has reached the denouement of his/her academic course of study. Typically, this recognition comes near the end of the student’s program when she or he is moving toward presenting her/his dissertation proposal. This recognition brings with it a listing of all remaining requirements left to be completed before graduation. Please note that doctoral students need to take a minimum number of dissertation credit hours (15 in the Department of Counseling, 12 in the Department of Psychology) to graduate. Students in the Department of Counseling may begin taking these credits in consultation with their advisor; students in the Psychology department should begin taking dissertation credits as soon as they finish their Master’s thesis; Advancement to Candidacy forms must be submitted no later than February 15 for Summer commencement, no later than May 15 for the December commencement and no later than September 15 for the May commencement in the year which the student plans to graduate. These forms are available online at http://www.uakron.edu/gradsch/forms.php.

A student is usually recommended for admission to candidacy for the doctoral degree following satisfactory completion of:

1. doctoral course work and the residency requirement;
2. foreign language requirement;
3. official transfer of applicable graduate courses completed at another university;
4. a grade average of “B” or better in all completed graduate work applicable to the degree;
5. written and oral comprehensive examination.

Enrollment Requirements and Limits

Once admitted to the program, students are expected to enroll on a full-time basis during the academic year. Some required coursework is offered only in the summer session, and students are expected to be involved in program activities (e.g., research) in the summer. Students who do not meet the minimum enrollment requirements will be considered inactive and will have their status in the program evaluated by CPCP faculty. Subsequent to completion of all course work, students are required to be continuously enrolled until graduation for at least 1 credit hour each Spring and Fall. Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, will be enrolled retroactively and charged tuition and late registration fees for all semesters in which they were not in compliance. Finally, please note that the Graduate School enforces a 10 year time limit for the completion of all doctoral requirements. Details of this requirement are specified in the Graduate Bulletin. Each student should also be aware that, if he/she fails to submit a final copy of his/her dissertation to the Graduate School within four years of successfully meeting the Comprehensive Exam requirement, that student will be required to retake the exam.