

**Graduate Student Handbook for
The Collaborative Program in Counseling Psychology
The University of Akron**

School of Counseling, College of Health Professions
Department of Psychology, College of Arts & Sciences

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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. The program was established in 1983, and is accredited by the American Psychological Association, with the next site visit scheduled for 2019. 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 School 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 other counseling specialty areas. 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 advocacy, practice,

research, and teaching. 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 practice, 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 their 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, specific courses such as Diversity Issues in Counseling Psychology, Psychology of Oppression, and Multicultural Counseling, 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 School 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 for up to 15 credits for Fall and Spring terms, and 12 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 School 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 School 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 School 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 School 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.

CURRICULUM REQUIREMENTS

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.

Psychology Core

Biological Basis of Behavior (1 required)

3750: 780	Psychopharmacology: A Primer for drugs, brain, & behavior (3)	<u>Typically Offered</u> Summer – every other year
3750: 780	Developmental and Functional Neuro (4)	Fall – every other year

Cognitive and Affective Bases of Behavior (1 required)

3750:780-004	Psychology of Cognition and Emotion (4)	Fall every other yr (varies w/Social)
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Social Basis of Behavior (1 required)

3750:780-005	Social Psychology (3)	Fall – every other yr (varies with Cog)
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History Systems (required)

3750/5600: 718	History and Systems in Psychology (2)	Fall
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Development (1 required)

5600:648	Development (3)	Fall, Spring, Summer (most take summer)
3750:727	Psych of Adulthood and Aging (4)	Fall

Psychological Measurement (required)

3750/5600: 750 (b)	Tests and Measures (2)	Fall
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Counseling Psychology Core

3750/5600: 709	Intro to Counseling Psych	Fall
3750/5600: 710	Theories: Counseling & Psych (4)	Spring
3750/5600: 713	Ethics (4)	Fall
3750/5600: 711	Vocational Behavior (4)	Spring every other yr (varies w/Psychopath)
3750/5600: 777	Psychopathology (4)	Spring every other yr (varies w/ Voc)
3750/5600: 78	Prevention/Outreach/Consult (4)	Summer every other yr
3750/5700:707	Supervision in CP (4)	Summer

Diversity (2 courses required)

5600:646	Multicultural Counseling (3) (prereq for Div)	Fall, Spr, Sum (most take summer of Y1)
3750/5600: 717	Issues of Diversity (4)	Spring
3750: 780-005	Oppression (4) (pre-req diversity)	Spring – every other year

Practicum and Professional Practice Core

3750:672	Counseling Practicum (psychology Y1) (4)	Fall and Spring
3750:673	Counseling Practicum Lab (psychology Y2) (4)	Fall and Spring
5600:702	Advanced CP Prac (Counseling Y1)(4)	Spring
3750:796/	Counseling Psych Prac (1 st External Prac) (4)	Fall and Spring

5600:702	(2 nd year counseling/ 3 rd yr psych)	
3750/5600: 796	Counseling Psych Prac (2 nd External Prac) (4)	Fall and Spring
	(3 rd year counseling/4 th yr psych)	
3750/5600: 712	Princ/Prac: Indiv Intel Test (4)	Fall
3750/5600: 714	Objective Personality Assessment (4) (prereq IQ)	Spring

Research Methodology and Statistics Core

3750/5600: 715	Research Design in Couns 1 (3)	Fall
3750: 601	Psych Rsch: Quan&Com Meth 1(4)	Fall
3750:602	Psych Rsch: Quan&Com Meth 2 (4)	Spring
3750:780	Multivariate Statistics (4)	Spring
	<u>Need additional 4 credits in upper-level statistics</u>	
	Multivariate (4)	Spring
	Qualitative (3)	Sociology or Education Dept. TBD
	HLM/MLM (4)	Every other Summer
	Applications of Quant. Statistical Methods (4)	Every other Summer

ADDITIONAL 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 School 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.

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 School 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, School 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.

Practicum Requirements

In the School 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 School of Counseling begin their practicum training in their first year by seeing clients in the School 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 three to four 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 School 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 a minimum of 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. The CPCP has adopted the national board of counseling psychology programs (CCPTP) universal minimum requirements for applying to internship (see Appendix D).

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 can best be discussed with each student's advisor, as well as being found in Psychology Department 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 on line 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 The 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 (statement of the problem), 2 (review of literature), and 3 (proposed methods), 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 School 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 School 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. 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. In no case will students be allowed to postpone sitting for their second attempt to pass the written portion of the exam longer than the second regular administration after a failure occurs (two years). 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. Sample questions from previous years are available to all students.

Written Examination

Since this is a professional qualifying exam in counseling psychology, material from this body of literature will be emphasized. However, material which informs the answers (e.g., classes, professional conferences, other professional journals) 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. Therefore, although we expect historical and contemporary counseling psychology literature to inform students' answers, we will not limit students' review of material to any specific body of professional literature. In choosing their literature to inform their answers, students should keep in mind the overall purpose of the Comprehensive Examination:

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 define four broad content areas for the exam in order to help students organize their thinking and plan their study programs with regard to the material specified. The four broad areas are:

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

Grading

Grading for the written portion of the exam will be on a scale of 1 to 5. Results for the exam by content areas (not for individual questions) will be reported to students, by their advisors, in the following ranges:

- Full Pass With Honors (3.95 to 5 and no failed questions)
- Full Pass (2.95 to 5, with no failed questions)
- Partial Pass With Remediation (2.95 to 5 in areas, with no more than one content area with a failed answer)
- Fail (1 to 2.94 in 2 or more content areas).

Although we encourage students to do their best on each item, we also understand that a student will probably write better responses to some items than to others. We have attempted to make it possible for a student to obtain low scores on one item and still pass at least a portion of 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 content areas and (b) have a minimum of 4 items with a score of "pass." Students who have a Partial Pass With Remediation (PPWR) would be determined by a student having one content area in which his/her score was below a passing level of 2.95. This exam result allows students to remediate that one failed content area rather than having to retake the entire exam. Remediation of a specific content area will be specified by the comprehensive examination committee (most likely answering questions on that content area similar to the method used for the overall examination) and will take place within 2 to 8 months of the original examination. Failure

to pass the remediation will result in the student needing to retake the entire exam at the next available sitting.

Students who fail one content area, or 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). 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.

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?

Oral Examination

Oral exams are scheduled by the Comprehensive Exam committee co-chairs and under usual circumstances will take place on the Thursday and Friday after the faculty meets to certify the exam results. A similar procedure will be undertaken with students who successfully remediate their one failed content area. Oral exams are scheduled for 90 minutes, and 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.

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.

In accordance with published policy, 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. A student who fails a first attempt to remediate one content area will be given a second attempt to remediate that one area. In no case will students be allowed to postpone sitting for their second attempt to pass the written portion of the exam longer than the second regular administration after a failure occurs (two years). 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.

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. Secondly, 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

Predocutorial 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 School of Counseling, 12 in the Department of Psychology) to graduate. Students in the School 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.*

Leave of Absence

If, for personal reasons, a student cannot meet the continuous enrollment requirement, the student should apply for a leave of absence by submitting a letter of request to her/his advisor in advance of the semester for which leave is sought. The student must receive approval for the leave from the doctoral advisor, CPCP faculty, and appropriate department chair. The approved request will then be forwarded to the Dean of the Graduate School for final review, approval, and filing in the student’s Graduate School record. **The ten year time limit for completion of the doctoral degree is not extended for students who are granted a leave of absence.**

Student Review and Retention

For some years, reviewing CPCP student competence has been undertaken in accord with The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and subsequently adopted in principle by the Council of Counseling Psychology Training Programs (see Appendix E). In the spring of 2006, the CPCP faculty developed and approved, in keeping with professional standards, a program statement regarding CPCP student competence (see Appendix G) and in the spring of 2007, the CPCP faculty adopted the “Counseling Psychology Model Training Values Statement” as a narrative guiding the program (See Appendix H). Current students should be aware that the statement represents an articulation, rather than an expansion, of

long held standards and expectations for student functioning. Students should be thoroughly familiar with the Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code2002.pdf>), which serve as a primary guideline for reviewing student behaviors.

Effective student review is by definition comprehensive in nature, so in accord with the recommendation of the Council of Chairs of Training Councils, the CPCP faculty have adopted the following statement: “Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular communication about students’ performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student’s progress (CCTC, 2007).”

In keeping with the philosophy and general objectives of the Collaborative Program in Counseling Psychology, Student Review is an agenda item of all regular Collaborative Program faculty meetings. Concerns related to such things as a student’s academic progress, ethical behavior, and/or personal fitness to be a counseling psychologist may be raised by any faculty member. In addition, once a year the CPCP faculty meet to review the progress of all counseling psychology students. Students are evaluated based on their performance in coursework, clinical activity, research endeavors, and assistantship assignments; involvement in appropriate professional development activities; and ethical conduct and other behaviors and characteristics as relevant to a comprehensive review of competence.

By the end of spring semester each year, all CPCP students must prepare and submit to their advisors a written self-evaluation. The format for this self-evaluation is provided in Appendix I. Failure to provide this evaluation constitutes inadequate progress and may result in loss of assistantship or dismissal. Along with the self-evaluation, students are to submit to their advisors a completed annual data collection form (see Appendix F). This form is used to facilitate the completion of various program reports.

Written evaluation is given to each student regarding performance in graduate classes and clinical activity, performance in required research activity, teaching proficiency (or other assistantship responsibilities), performance in additional non-required research activity (e.g., presentations, publications, assistance with grant proposals), and professional development (e.g., student initiative and independence, program/department citizenship). Where appropriate, feedback will also be provided about other behaviors and characteristics relevant to a comprehensive evaluation of student competence. On occasion, students may be advised that the faculty recommend personal psychotherapy as an avenue for professional development. At such time, resources will be discussed with the student under review.

The procedures for dealing with students whose performance falls below that expected by the program are usually specific to the area(s) in question. For example, if the performance is a low grade in a class, then the teacher of record will interact with a student to establish a remediation plan. Where the performance relates to an off-site clinical activity, the supervisor of record will intervene and report behaviors that are of concern to the academic instructor. All three (student,

supervisor, and instructor) will review the activities and establish a plan to work with the student to bring their behaviors up to acceptable standards.

When student performance is not related to specific courses, faculty are still expected to make direct interventions related to any specific behavior that falls below that expected by the program (e.g., hearing a student talking about a client in a public place) and to report this to the student's faculty advisor and the CPCP faculty as a whole in the annual student evaluation session.

At times a student's overall performance can fall below that expected by the program even though any single individual action is not violating a program standard (e.g., not completing expected work on time). The pooling of individual experiences can bring a student's overall performance to the collective attention of the CPCP faculty. This takes place as part of the annual student evaluation session (e.g., the student has been consistently tardy with a number of obligations), although it can take place through faculty discussion at any time during the year. After the accumulation of incidences that individually did not require specific intervention, but which, collectively merit attention, then that student's faculty advisor will set up a meeting with the student to provide her/him with information regarding specific behaviors of concern. Feedback regarding these behaviors is also noted in the student's annual evaluation letter. In some instances, a follow-up meeting with the Co-Training Directors is undertaken to convey with consistency and conviction the concerns about the student activity. These sessions also become an opportunity to establish plans to rectify problem situations. If these courses of action do not result in favorable outcome, CPCP faculty meet and establish a remediation plan that is specific to the situation and student. This plan is then delivered by the Co-Training Directors, along with the student's advisor, and a behavioral intervention strategy is devised, discussed, agreed to, and implemented. In a situation where the student does not then reach a level of performance satisfactory to the program, further faculty action (again, specific to the situation under review), with great attention to student rights, is undertaken.

Dismissal of students from the program may occur when remediation is not possible, when recommended remediation efforts are not successfully undertaken by the student in question, or when dangerous behaviors or gross violations have occurred.

Policy and Procedure Petitions

If extraordinary circumstances result in a student perceiving undue hardship in relation to the application of a CPCP policy and/or procedure, a petition may be made to the program faculty for the policy/procedure to be waived or modified. Such petitions are generally issued through a student's academic advisor and are considered on a case-by-case basis. Petitions are approved by majority vote of the CPCP faculty.

GRIEVANCE PROCEDURES

There is a web site designed to assist The University of Akron community in gathering the information it needs about The University of Akron Rules and Regulations at <http://www.uakron.edu/ogc/rules>. Rule 3359-24-02, “Grievance Procedures for Graduate Students,” is applicable in this section of our CPCP Handbook. What follows is specific application of the University procedures within the CPCP.

Purpose

The procedures set forth in this document are intended to provide graduate students in the Collaborative Program in Counseling Psychology with a formal channel of appeal and redress of grievances arising out of their academic relationships with faculty or other graduate students in the Program. These procedures are to be applied only after the student has attempted to resolve the problem through a conference with the faculty member or student involved and the graduate advisor.

The following procedures are intended to precede a graduate student’s recourse to Graduate School grievance procedures, but not to replace these procedures as alternatives for the student.

Definitions

A graduate student in the Collaborative Program in Counseling Psychology is any person pursuing graduate study within the program during the current year. This includes students on internship and those who are otherwise not currently enrolled who are, nevertheless, engaged in working toward a degree (e.g. doctoral candidates completing dissertations).

Grievance Committee

The Grievance Committee is the entire faculty of the Collaborative Program in Counseling Psychology. The Grievance Committee selects the *ad hoc* Hearing Committee.

Hearing Committee

The Hearing Committee will be chosen by the Grievance Committee and will be comprised of one faculty member from each Department and a graduate student in the Collaborative Program who is approved by the graduate student bringing the grievance, unless the graduate student bringing the grievance waives his or her right to have a student member on the Hearing Committee. Each member receives one vote. None of the members of the Hearing Committee will be principals in the grievance. The Hearing Committee shall be organized anew each time a grievance is brought.

Procedure

1. Any graduate student who believes that he or she has valid grounds for a grievance shall attempt to resolve the problem at its most basic level. It is incumbent upon the student to redress orally the complaint with the faculty member or other student involved. If no resolution is achieved which is satisfactory to the student, then the student conveys the complaint in writing to the person with whom the student has the complaint. If this fails to yield a satisfactory result, the student then submits the written memo and a written petition to the Grievance Committee to establish a Hearing Committee to adjudicate his or her grievance. The student should include in the petition a written statement of the grievance setting forth clearly and specifically the allegations.

2. Upon receipt of the statement of grievance, the petitions, and supporting materials, the Grievance Committee shall ascertain the applicability of the grievance.

3. The Committee shall submit to a Training Director of the Collaborative Program, within 48 hours of receipt of the grievance, the statement of the grievance and recommendations as to whether a Hearing Committee should be convened. If the grievance charges one of the Training Directors of the Collaborative Program, the grievance and recommendations will be submitted to the other Training Director or the Graduate Dean and *University of Akron Grievance Procedures for Graduate Students* will be followed.

4. If the Training Director(s) of the Collaborative Program judge(s) the grievance to be with merit, she or he shall notify the Grievance Committee in writing that a Hearing Committee should be constituted. The Hearing Committee shall be organized in no less than one week of the Training Director's determination.

5. If the Training Director of the Collaborative Program judge(s) the grievance to be without merit, the Grievance Committee shall vote by secret ballot whether to abide by that decision. If a majority is in favor of continuing with the grievance procedure, then the Hearing Committee shall be organized in no less than one week. If the Grievance Committee judges the grievance to be without merit, the complainant will be given a copy of *The University of Akron Grievance Procedures for Graduate Students* for his or her consideration. The student shall hand deliver his/her petition to any faculty representative on the Hearing Committee.

6. It is the responsibility of the Chairperson of the Hearing Committee to notify in writing all parties involved in the grievance within 48 hours. This notification shall include the following information: that a grievance has been filed, the nature of the grievance, and the parties involved.

7. If the charged party in that grievance admits the validity of the grievance, the Hearing Committee Chairperson shall waive the hearing and shall direct the appropriate resolution in consultation with the Hearing Committee.

8. If the party charged in the grievance denies the validity of the grievance, the Hearing Committee shall conduct the hearing.

Hearing Procedure

1. The hearing must take place within two weeks of the Hearing Committee's formation.
2. At least 72 hours prior to the hearing, the Hearing Committee Chairperson shall deliver to the Hearing Committee members and the parties involved:
 - a. the student's written statement of the grievance.
 - b. written notification of when and where the Hearing Committee will meet.
 - c. a copy of the *Grievance Procedure for Graduate Students in Counseling Psychology* and all relevant documents.
3. Each party shall be required to appear in person before the Hearing Committee to present his/her case. Witnesses may be called for each party to present evidence on his/her behalf. Each party may also bring one individual solely for support during the hearing.

4. All parties shall be entitled to an expeditious hearing. In urgent cases in which it is alleged that a regulation, administrative decision, or action threatens immediate and irreparable harm to any of the parties involved, the Hearing Committee shall expedite the hearing and the disposition of the case.
5. The burden of proof shall be on the complainant and the standards of justice and fair play shall prevail in the adjudication of violations and grievances.

Decisions and Actions

1. The Hearing Committee shall decide as follows: (a) there has been a violation of the complainant's rights, or (b) there has been no violation of the complainant's rights.
2. In cases where a violation has occurred, the Hearing Committee shall recommend an appropriate and expeditious resolution to the entire faculty of the Collaborative Program in Counseling Psychology.
3. The entire faculty of the Collaborative Program, exercising its judgment, shall act on the implementation of that resolution stipulated by the Hearing Committee.
4. If no violation is determined to have occurred, the graduate student will be given a copy of *The University of Akron Grievance Procedures for Graduate Students* for his/her consideration.

DIVERSIONS

The University of Akron is located in the downtown area of Akron, Ohio, a city with a population of 212,000. Akron boasts multiple recreational opportunities for sports such as hiking, biking, fishing, boating, and even Alpine and cross country skiing. Area residents enjoy easy access to an extensive Metro Park system; the scenic Cuyahoga National Recreation Area; and many local ponds, lakes, and streams. Within a short drive, residents of Akron also have access to Lake Erie and all the recreational opportunities that go with close proximity to such a huge natural wonder.

The city of Akron also offers all of the conveniences of a major American metropolitan area, including a number of major shopping malls; a wide selection of good restaurants; the E. J. Thomas Performing Arts Hall which hosts a variety of music, dance, and theater events year-round; and an art museum known for its contemporary art collection. The campus is also home to the acclaimed Ohio Ballet and the Akron Symphony Orchestra. During the summer months, the Blossom Music Center offers outdoor concerts with nationally known artists of all genres.

Approximately 30 miles north of Akron is the city of Cleveland, providing area residents with easy access to professional sporting events; the world-renowned Cleveland Orchestra at Severance Hall; and many other music, theater, and museum offerings, including the Rock and Roll Hall of Fame Museum.

Finally, should the need for a temporary change of locale arise, the interstate system provides ready access to the nearby cities of Columbus, Toledo, Youngstown, Pittsburgh, and beyond.

APPENDIX A

Goals and Objectives of the Collaborative Program in Counseling Psychology

The goals that follow from the Collaborative Program in Counseling Psychology mission statement are presented in more detail below.

Program Goals and Objectives

The goals that follow from our program philosophy and educational model are:

1. To develop broadly competent, critically thoughtful, psychological scientists who have the knowledge of and the ability to apply basic and advanced research methods.
2. To develop competent, critically thoughtful, psychological practitioners who integrate theory, research and experiential knowledge to assess accurately conditions, promote well-being, alleviate distress, and increase personal and organizational functioning.
3. To develop professionals who are aware of relevant ethical standards and guidelines, who are able to engage in ethical decision-making, and who are ethical in their functioning as professionals.
4. To develop professionals who are sensitive to, who appreciate, and who promote a multicultural perspective, broadly defined.
5. To develop professionals who will actively identify with and are committed to the profession and positive traditions of Counseling Psychology.

The objectives that illustrate how we assess our success in meeting each of these goals are summarized below.

GOAL 1

To develop broadly competent, critically thoughtful, psychological scientists who have the knowledge of and the ability to apply basic and advanced research methods.

Objectives:

- Students show a solid grasp of major theories and bodies of research in Counseling Psychology by passing their coursework and the Comprehensive Examination
- Students have knowledge of and are able to apply basic and advanced research methods (i.e., ability to define a research problem, formulate theory-based hypotheses, formulate a suitable method for testing those hypotheses, implement the method/collect the data, analyze the data, and interpret the results); that is, students have conducted independent and scholarly research, from idea to a publication-quality manuscript, by the end of their Ph.D. program
- Students demonstrate broad scientific competence in the areas of psychology covering both core (biological, social, cognitive-affective, and individual bases of human behavior) and specialty (theories of counseling and psychotherapy, vocational psychology, personality assessment, research design, group counseling, counseling supervision, diversity issues, and ethics) inquiry by successfully completing their program of study
- Many students engage in research projects in addition to those required in their academic program
 - Outcome and minimum level of achievement 1: Students pass basic and advanced research courses with a grade of B or better.

- Outcome and minimum level of achievement 2: Students complete dissertations within four years of passing comprehensive exam.
- Outcome and minimum level of achievement 3: Students present a research proposal at colloquium.
- Outcome and minimum level of achievement 4: Students publish or present their research at one local, state, or national conference.

GOAL 2

To develop competent, critically thoughtful, psychological practitioners who integrate theory, research, and experiential knowledge to assess accurately conditions, promote well-being, alleviate distress, and increase personal and organizational functioning.

Objectives:

- Students show the ability to form a solid therapeutic relationship with clients and to counsel effectively with them
- Students are proficient in the practice of one or more models of counseling/therapy and career counseling as demonstrated in their practica and internship evaluations
- Students demonstrate competent assessment skills in the ability, personality, and vocational domains
- Students' practice is informed by their reading of the research
- Students maintain an appropriate professional demeanor in their practice and behave responsibly with regard to record keeping and case consultation
 - Outcome and minimum level of achievement 1: Students pass all practicum courses (Students receive a grade of Credit/No Credit for practicum courses.)
 - Outcome and minimum level of achievement 2: Student successfully complete an APA or APICC accredited internship.
 - Outcome and minimum level of achievement 3: Students obtain employment in a variety of clinical settings.
 - Outcome and minimum level of achievement 4: Students present on empirically supported interventions in their practicum classes.

GOAL 3

To develop professionals who are aware of relevant ethical standards and guidelines, who are able to engage in ethical decision-making, and who are ethical in their functioning as professionals.

Objectives:

- Students know the APA ethics code and all relevant specialty guidelines
- Students behave ethically in their work in practica and on internship
- Students successfully respond to ethics aspects of questions on their Comprehensive Examination
 - Outcome and minimum level of achievement 1: Students pass the ethics class with a grade of B or better.
 - Outcome and minimum level of achievement 2: Students' pass the IRB's CITI exam.
 - Outcome and minimum level of achievement 3: Students score at the national mean or better on the subtest of ethics/legal and professional issues of the state licensing exam.

GOAL 4

To develop professionals who are sensitive to, who appreciate, and who promote a multicultural perspective, broadly defined.

Objectives:

- Students acknowledge and behave with consideration for their clients', colleagues', students', and others', diversity, and treat all people with respect and dignity
- Students are familiar with and implement appropriate practice guidelines (e.g., *Guidelines for Providers of Psychological Services to Ethnic, Linguistic and Culturally Diverse Populations*)
- Students show an understanding of major issues related to diversity in their coursework and performance on the Comprehensive Examination
- Students examine cases or research questions from varied cultural perspectives
 - Outcome and minimum level of achievement 1: Students pass sections on diversity of the comprehensive exam with a score of 3 or higher.
 - Outcome and minimum level of achievement 2: Students pass the course on diversity with a B or better.
 - Outcome and minimum level of achievement 3: Students pass with a mean score equal to or higher than the national mean on the social and multicultural subtest of the state licensing exam.

GOAL 5

To develop professionals who actively identify with and are committed to the profession and positive traditions of Counseling Psychology

Objectives:

- Students join APA and Division 17 or other professional bodies consistent with the identity as a Counseling Psychologist
- Students join the Counseling Psychology Graduate Student Organization
- Students subscribe to and read Counseling Psychology journals and publications
- Students attend and may present at professional meetings relevant to Counseling Psychologists (e.g., APA, regional conferences, relevant specialty conferences)
- Students who publish do so in outlets read by Counseling Psychologists
- Students participate in the program's mentoring activities
 - Outcome and minimum level of achievement 1: Students join APA, Division 17 and other professional bodies consistent with the identity of a counseling psychologist.
 - Outcome and minimum level of achievement 2: Students subscribe to and read counseling psychology journals and publications.
 - Outcome and minimum level of achievement 3: Students attend and present at professional meetings relevant to counseling psychologists (e.g., APA, regional conferences, relevant specialty conferences).
 - Outcome and minimum level of achievement 4: Students who publish do so in outlets read by counseling psychologists.

APPENDIX B

Therapy Opportunities for CPCP Students

The faculty of the Collaborative Program wish to inform you about resources available during your graduate training. We hope that you take advantage of all your opportunities for personal and professional development during and subsequent to your graduate training.

Psychotherapy can be useful during graduate school. Sometimes students express interest in receiving their own psychotherapy and we support these endeavors. Students should know that, as long as they are enrolled at the University, they are eligible to receive psychotherapeutic services at The University of Akron Counseling Center. However, receiving services at the Center can sometimes be awkward for students who hope to take advantage of the training opportunities available there (or have done their training there), and may also impact the objectivity of the training staff at the Center.

As students look outside the University, however, they can feel perplexed because of their limited financial resources to pay for private services.

With these considerations in mind, we have contacted psychologists practicing in the local area, INCLUDING THOSE who graduated from our program, and asked if they would provide psychotherapy to students at a reduced fee. Several psychologists in the area have offered to see students as clients for a reduced fee—these names are available upon request. Students can also explore agencies in this area, including the Kent State University Counseling and Human Development Center (see below) which offers free counseling to our students. Other agencies which are available to provide services at a sliding scale fee including Portage Path Community Mental Health Center (also a practicum placement option for CPCP students so take this into consideration when deciding whether to seek services), and Family Services of Summit County.

Please feel free to talk with any faculty member about these or other concerns.

Counseling and Human Development Center

Kent State University

325 White Hall, College of Education, Kent, Ohio 44242

<http://chdc.educ.kent.edu/about.htm>

Phone: 330-672-2208

Rate: Free for CPCP students (make sure to tell them this when you call)

APPENDIX C

Core CPCP Faculty

Dawn M. Johnson, Ph.D., Counseling Psychology, The University of Kentucky, 2001. She joined the faculty of the University of Akron in 2008 after completing a post doc at Brown School of Medicine and employment as a licensed psychologist at Summa Health Systems of Akron, Ohio where she coordinated the Summa-Kent Center for Treatment and Study of Traumatic Stress. Her research program addresses PTSD and battered women's experiences/treatment, and she has received in excess of \$1 million dollars to treat battered women suffering from PTSD. Typical publication outlets include the *Journal of Interpersonal Violence*, *Behavior Therapy*, *Journal of Traumatic Stress*, *Women and Health*. Dr. Johnson teaches Objective Personality Evaluation, Practicum classes, and serves as Practicum Coordinator.

Ronald F. Levant, EdD, Clinical Psychology and Public Practice, Harvard University. Before joining the faculty at The University of Akron in 2009, he served as dean and professor at the University of Akron and at Nova Southeastern University. He also served on the faculties of Boston, Rutgers, and Harvard Universities, as a clinician in independent practice, and as a clinical supervisor in two hospital settings. His theoretical orientation integrates elements of client-centered, Bowen family systems, and feminist theories. He is pursuing several lines of investigation in the psychology of men and masculinity. He serves as Editor of *Psychology of Men and Masculinity*. Publication outlets include *Psychology of Men and Masculinity*, *Professional Psychology: Research and Practice*, and *Sex Roles*. He teaches the second year practicum.

John E. Queener, Ph.D., Counseling Psychology, The University of Akron, 1995. He joined the faculty of The University of Akron in 1996. Before joining the faculty here, he was employed at the counseling center at the University of Virginia. His theoretical perspective is holistic with a multicultural emphasis. His research interests include multicultural issues, career development, racial identity development and gender issues in supervision. Publication outlets include *Journal of Black Psychology*, *Career Development Quarterly*, *Counselor Education and Supervision*, and *Journal of Counseling and Development*. He currently teaches Multicultural Counseling and Counseling Psychology Practicum and serves as a Co-Director of Training for the CPCP.

Suzette L. Speight, Ph.D., Counseling Psychology, The Ohio State University, 1990. She joined the faculty of the University of Akron in 2008 after serving as a tenured Associate Professor and Director of Training for the Counseling Psychology Program at Loyola University in Chicago. Her research program includes a focus on racism and physical and mental health, including racism and stress as they relate to suicide for African Americans. Typical publication outlets include the *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Journal of Counseling and Development*, *Journal of Career Assessment*, and *Journal of Black Psychology*. Dr. Speight teaches the Professional, Ethical, & Legal Issues in Counseling Psychology course, Psychology of Oppression, practicum and serves as a Co-Director of Training for the CPCP.

Charles A. Waehler, Ph.D., Counseling Psychology, Northwestern University, 1989. He joined the faculty of The University of Akron in 1989. His theoretical orientation is psychodynamic and humanistic. His professional interests include projective techniques, personality assessment, therapeutic assessment, counseling process and adult development. Publication outlets include: *Journal of Personality Assessment*, *The Counseling Psychologist*, *Journal of Counseling Psychology*, *Teaching of Psychology*, *Psychotherapy*, and the *Journal of Counseling and*

Development. Dr. Waehler currently teaches Counseling Psychology Practicum, Introduction to Counseling Psychology, and Psychopathology. He also is a member of a local group practice-- Cornerstone Comprehensive Psychological Services, Inc.

Ingrid J. Weigold, Ph.D., Counseling Psychology, Texas Tech University, 2007. She joined the faculty of The University of Akron in 2008 following a position as staff therapist at the Counseling Center at Texas Tech University. Her core area of research has been related to college student development. Within this area, her interests include those related to human strengths, academic and personal growth, eating disorders, international student mental health, anxiety, career exploration and general wellbeing. Publication outlets include: *Journal of Counseling Psychology*, *Sex Roles*, and the *Journal of Psychological Inquiry*. Dr. Weigold teaches Theories of Counseling, Research Design, and practicum courses.

Appendix D

Council of Counseling Psychology Training Programs

Expectations for Internship Eligibility

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent) by internship application.
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
 - a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author, or
 - b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Adopted by CCPTP February 9, 2013

APPENDIX E

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

I. Overview and Rationale

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

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

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical,

This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know – prior to program entry, and at the outset of training – that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure – insofar as possible – that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

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

(a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g. knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) 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).

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

psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

APPENDIX F

Informed Consent Regarding CPCP Student Competence

The Collaborative Program in Counseling Psychology (CPCP) is charged with the dual task of nurturing the development of psychologists-in-training and ensuring the standards of the profession of psychology. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The policy for this provision of the training experience is articulated in the *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* document included in the student handbook. This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004, and subsequently adopted in principle by the CPCP in October, 2004.

In order to ensure the promotion of human welfare and the standards of the profession, all CPCP students will abide by relevant ethical codes and demonstrate developmentally appropriate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. The CPCP faculty do their best to ensure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, research participants, etc., are not allowed to train for or enter the profession. Certain types of probation, suspension, or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to warrant major concern regarding whether the student is emotionally, interpersonally, or ethically unsuited for current study in the discipline of psychology and eventual entry into the profession of psychology. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status produces inappropriate activities along the lines of impairment, incompetence, ethical misconduct, academic misconduct, or problematic behaviors (see attached for definitions and examples of these terms).

As described in the CPCP Student Handbook, the overarching goal of the CPCP is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional community. In addition to developmentally appropriate technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Students are expected to be familiar with the Program goals and to work with faculty toward ensuring that their academic and professional development is consistent with the achievement of these goals. Faculty monitor student progress to assess student competence and also to identify deficiencies. Faculty assist students in remediation of deficiencies where possible, but dismissal of the student from the program may occur when remediation is not possible, or a student is unwilling to attempt recommended remediation(s).

It is important for students to understand and appreciate that academic competence in professional psychology training activities (e.g., doctoral and internship programs) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic and professional performance, development, and functioning of students.

Consistent with this policy, students should know that faculty and supervisors evaluate, within a developmental framework, their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, students they teach, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (b) self-awareness, self-reflection, and self-

evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, students, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning), and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

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

The purpose of this statement is to inform students that evaluation occurs as stated previously, but it also serves to emphasize that the program's evaluation processes and content have as their primary goals: (a) facilitating student development; (b) enhancing student self-awareness, self-reflection, and self-assessment; (c) emphasizing strengths as well as areas for improvement; and (d) assisting in the development of remediation plans when necessary. Students should also know that the program's evaluation process involves more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). Finally, negative evaluations always include opportunities for remediation—provided that the faculty and supervisors conclude that satisfactory remediation is possible for a given student.

In conclusion, by signing this document you are entering into an agreement to allow the CPCP faculty to assess your academic and professional development in relation to the goals of the CPCP and the standards of the profession of psychology, in accord with the explanations herein. You have the right to not enter into this agreement, which would result in your not being admitted into the CPCP at The University of Akron. This agreement will be in effect during the complete time when a student is enrolled in the CPCP (e.g., from admission to graduation).

Student Signature

Date

Adopted by CPCP faculty 3/3/06

Competence Definitions

Impairment is defined as an interference in professional functioning. Impairment is typically reflected in an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning. Impairment typically involves a decrease in level of skill or functioning. Problems typically become identified as impairments:

when they include most of the following characteristics: (a) The [student] does not acknowledge, understand, or address the problem when it is identified, (b) the problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training, (c) the quality of services delivered by the [student] is consistently negatively affected, (d) the problem is not restricted to one area of professional functioning, (e) a disproportionate amount of attention by training personnel is required, and/or (f) the [student's] behavior does not change as a function of feedback, remediation efforts, and/or time. (Lamb et al., 1987, p. 599).

When addressing impairment issues, faculty will assess the themes identified in Gizara and Forrest (2004), regarding whether: “(a) the [student's] behavior was either professionally harmful or deficient, (b) the behavior was a clear pattern, and (c) the behavior was not resolving” and “a ‘noticeable shift’ in the [student's] level of performance.

Examples:

A student demonstrates consistently angry interactions with clients and shows no ability to refrain from these non-constructive activities even after remediation has been attempted.

A student has a substance abuse problem which cannot be brought under control.

Incompetence. As a program we recognize that competence “depends on habits of mind, including attentiveness, critical curiosity, self-awareness, and presence. Professional competence is developmental, impermanent, and context-dependent” (Epstein & Hundert, 2002, p. 228). In general, “professional competence” involves: “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (p. 227). Incompetence is defined as a lack of achievement of developmentally appropriate competence, which may include either professional or interpersonal skill, or academic deficiency. Overholser and Fine (1990) also state that “incompetence occurs when professionals continue to provide services that they are not fully capable of performing” (p. 462).

Examples:

A student provides psychological services (e.g. teaching, research, counseling) without appropriate professional supervision.

A student is unable to learn and exercise appropriate counseling skills.

A student demonstrates multiple instances of gross inappropriate interpersonal conduct.

Ethical misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2002) are not followed. This code is intended to provide both the general principles and the decision rules to cover situations often 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 so that they do not knowingly participate in or condone unfair discriminatory practices.

Examples:

A student engages in an exploitive dual relationship with a client or research participant.

A student misrepresents her/his professional credentials or training in order to increase personal gain (e.g., secure an internship).

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Examples:

A student cheats on an examination.

A student collaborates with others on a course assignment which has been designated as a project to be completed by each student independent from others.

A student submits a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas.

For further information about The University of Akron's policies regarding academic conduct, please consult the following sources <http://www.uakron.edu/studentlife/sja/SJAaca.php> (Academic Honesty); or <http://www.uakron.edu/studentlife/sja/docs/code1.pdf> (Student Code of Conduct).

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 other persons' 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 impairment or incompetence status [c.f., Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296].

Examples:

A student has strong negative emotional reactions to client concerns and is willing to examine these conflicts in personal psychotherapy.

A student consistently doesn't follow the guidelines specified within departmental or program guidelines.

Appendix G

Counseling Psychology Model Training Values Statement Addressing Diversity¹

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

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

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

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences,

attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

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

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

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

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

APPENDIX H

Annual Self-Evaluation Format**Name:****Mailing Address:****Date:**

1. Please attach a current vita
2. Please provide a brief bullet point summary and self-evaluation of activity in the following areas for the time period **Summer 201X-Spring 201X [year from the past summer through the current spring]**:

- 1. Academic and Practicum/Internship Performance**
 - a. courses taken and grades received
 - b. practica/internship plans, settings, and performance
 - c. comprehensive exam plans and/or performance
- 2. Master's Thesis Waiver/Dissertation Progress**
- 3. Assistantship (if applicable) activities and performance**
 - a. research/scholarly activity (list any publications, presentations, grants, submissions, works in progress)
 - b. teaching
 - c. other
- 4. Other scholarly activities (list any publications, presentations, grants, submissions, works in progress)**
- 5. Teaching and Training Activities (beyond assistantship)**
- 6. Service and Professional Development Activities**
 - a. any clinical experience/service outside of practica/internship
 - b. offices held in student and/or professional organizations
 - c. participation in extracurricular program and department activities
 - d. attendance at professional conferences or workshops
 - e. other contributions to the profession, department, or program
 - f. honors/awards/recognitions

Other (anything else you think is important to include)

APPENDIX I

Annual Data Collection Form

Complete for summer 201X-Spring 201X [year from the past summer through the current spring].

Name: _____

3. Ethnicity:

4. Subject to the Americans with Disabilities Act: Yes No

5. Foreign National: Yes No

6. Member of Professional or Research Society: Yes No N/A

7. Author or Co-Author of Papers or Workshops at Professional Meetings: Yes No N/A

8. Author or Co-Author of Articles in Professional or Scientific Journals: Yes No N/A

9. Involved in Grant-Supported Research: Yes No N/A

10. Involved in Teaching: Yes No N/A

11. Involved Part-time in Supervised Practicum Training on or off Campus: Yes No N/A [If yes, complete item 12. Otherwise go on to item 13.]

12. Practicum Hours (received during supervised formal academic training and credit or which were program-sanctioned training experiences)

Intervention and Assessment Hours: Total actual clock hours spent in direct service to clients/patients. (Time spent gathering information about the client/patient, but not in the actual presence of the client/patient should be recorded under Support Activities.): _____

Support Hours: Total number of hours spent on activities outside the counseling/therapy hour while still focused on the client/patient (e.g. chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation and report writing, etc.) Also, include hours spent at a practicum setting in didactic training (e.g. grand rounds, seminars): _____

Supervision Hours: Total number of hours spent in supervision. Supervision is divided into one-to-one, group, and peer supervision/consultation: _____

13. Did you take comps during this time period? If yes, indicate outcome: Fail Pass Honors Pass

14. Did you apply for internship during this time period? If yes, indicate outcome:

___ Placed at an accredited site. How had you ranked this site? (e.g. 3rd) _____

___ Placed at an unaccredited site. How had you ranked this site? (e.g. 3rd) _____

___ Not placed

15. Did you complete your dissertation during this time period? Yes No

16. If you graduated during this time period (or expect to do so this spring), have you accepted a postgraduate position? No Yes If yes, please specify title and setting:

Figure 1

Recommended Curriculum Sequencing

Please note in course planning that this schedule does NOT include electives, dissertation hours, and required courses in the School of Counseling that students have typically completed in their Master's programs. Courses that students typically use to fulfill the foreign language requirement are also not included (with the exception of the Spring year 3 statistics course listed for Department of Psychology students).

Insofar as possible in scheduling, the open time on Wednesdays from noon to 1:00 p.m. should be reserved for attendance at program events.

4 year psych/3 year counseling sequence

Suggested Sequence (Psychology) – bolded courses are required to be taken as scheduled/non bolded are flexible offerings you can fit in based on when offered and what works for you

Year 1

Fall - 15	Spring - 16	Summer –6+
3750:672 Counseling Practicum (4)	3750:672 Counseling Practicum (4)	Intersession 3750: 780: Psychopharm (3) (if offered take Y1 or Y2) Practicum (2) (Continues through summer 1)
3750/5600: 750 (2b) Adv Psych Tests & Measures (2)	3750/5600: 711 Vocational Behavior (4) or 3750/5600: 777 Psychopathology (4)	Summer 1 5600: 646 Multicultural Counseling (3) (must take this summer or fall) 3750/5600:780 Prevention/Outreach/Consult (4) (take Y1 or Y2 when offered) Continue Practicum from Intersession
3750/5600: 709 (2b) Intro to Counseling Psych (2)	3750/7600: 710 Theories: Counseling & Psych (4)	Summer 2 5600:648 Individual and Family Development (3)
3750/5600: 715 Research Design in Couns (3)	3750/5600: 602 Psych Rsch: Quant Comp Methods II (4)	
3750/5600: 601 Psych Rsch: Quan & Com Meth 1 (4)		

Year 2

Fall – 14 or 15	Spring - 16	Summer 4+
	3750/5600: 717 Issues in Diversity (4)	Interession 3750: 780: Psychopharm (3) (if offered take Y1 or Y2)
3750:780 – Cognitive or Social (3 or 4)	3750/5600: 711 Vocational Behavior (4) or 3750/5600: 777 Psychopathology (4)	Summer 1 3750/5600:780 Prevention/Outreach/Consult (4) (if not taken Y1) -or- Applications of Quantitative Methods (offered every other year)
3750/5600: 713 Prof,Eth & Leg Iss: CP (4)	Multivariate (4)	Summer 2 5600:648 Individual and Family Development (3) (if not already taken) HLM (offered every other year)
3750: 673 Counseling Practicum Lab (4)	3750: 673 Counseling Practicum Lab(4)	
3750/5600: 718 History and Systems in Psych (2)		

Year 3

Fall – 11-12	Spring - 12	Summer 4+
3750:780 – Cognitive or Social (3 or 4)	Elective or IRR (4) (or could take Developmental instead of summer)	Interession
3750:796 Counseling Psychology Practicum(4)	3750:796 Counseling Psychology Practicum (4)	Summer 1 3750:5700: 707 Supervision (4) (spans over 8 weeks)
3750/5600:712 Princ/Prac: Indiv Intel Test (4)	3750/5600: 714 Objective Personality Assessment (4)	Applications of Quantitative Statistical Methods (offered every other year)
		Summer 2 HLM (offered every other year)

Year 4

Fall - 12	Spring	Summer
3750:796 Counseling Psychology Practicum (4)	3750:796 Counseling Psychology Practicum (4)	Any classes delayed from previous summers (e.g., HLM, Applications of Quant. Statistical Methods)
Any classes pushed back	Oppression or other electives	
Diss Credits	Any classes pushed back	
	Diss Credits	

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Suggested Sequence (Counseling) bolded courses are required to be taken as scheduled/non bolded are flexible offerings you can fit in based on when offered and what works for you. If you have transferred in a specific course, please work with your advisor to determine alternatives for that semester. Some semesters are heavily booked assuming that students will have transferred in one or more of the courses offered that semester. Students who do not come in with an applied masters and/or who do not receive approval for transferring in some required courses may need additional time to complete the program.

Year 1

Fall – 16 or 17	Spring – 16 (students typically transfer in either psychopathology or theories)	Summer
3750/5600: 750 (2b) Adv Psych Tests & Measures (2)	3750/5600: 711 Vocational Behavior (4) or 3750/5600: 777 Psychopathology (4)	<u>Interession</u> 3750: 780: Psychopharm (3) (offered every other year)
3750/5600: 709 Intro to Counseling Psych (2a) (2)	3750/7600: 710 Theories: Counseling & Psych (4)	<u>Summer 1</u> 3750/5600:780 Prevention/Outreach/Consult (4) (take Y1 or Y2) -or- Applications of Quantitative Statistical Methods (if offered)
3750/5600: 715 Research Design in Couns (3)	3750/5600: 602 Psych Rsch: Quant Comp Methods II (4)	<u>Summer 2</u>
3750/5600: 601 Psych Rsch: Quan & Com Meth 1 (4)	3750:702 Counseling Psych Practicum(4)	
3750/5600: 718 History and Systems in Psych (2)	3750/5600: 717 Issues of Diversity (4)	
3750:780 – Cognitive or Social (3 or 4)		

Year 2

Fall – 16	Spring - 16	Summer
3750/5600: 713 Prof,Eth & Leg Iss: CP (4)	3750/5600: 711 Vocational Behavior (4) or 3750/5600: 777 Psychopathology (4)	<u>Interession</u> 3750: 780: Psychopharm (3) (offered every other year)
5600: 702 Advanced CP Practicum (4)	5600: 702 Advanced CP Practicum (4)	<u>Summer 1</u> Or 3750/5600:780 Group (4) -or- Applications of Quantitative Statistical Methods (if offered)

		3750:5700: 707 Supervision in CP (4) (spans 8 weeks)
	3750/5600: 714 Objective Personality Assessment (4)	Summer 2 HLM (if offered)
3750/5600:712 Princ/Pract:Indiv Intel Test (4)	Multivariate (4)	
3750:780 – Cognitive or Social (3 or 4)	Oppression (offered every other year)	

Year 3

Fall - 10	Spring - 8	Summer
3750/5600:796 Prac (4)	3750/5600:796 Prac (4)	Any classes didn't take in summer years 1 or 2
3750:780 – Cognitive or Social (3 or 4) (if not already taken)	Multivariate (if did not take in Y2)	
	Oppression (offered every other year)	
Diss Credits	Diss credits	