University of Utah – Counseling Psychology
**2006 Accreditation Self-Study**

DOMAIN A – PROGRAM ELIGIBILITY

A1. The Ph.D. Program in Counseling Psychology (CP) at the University of Utah offers doctoral education and training in psychology in order to prepare students for the practice of professional psychology, as indicated on the Transmittal Page and in Table 1 (Tables appear in a section following the Self-Study Report and before Appendices).

A2. The Counseling Psychology Program resides in the Department of Educational Psychology, in the College of Education, University of Utah, which is fully accredited by the Northwest Association of Schools and Colleges, as indicated on the Transmittal Page.

A3. The Counseling Psychology Program is one of three doctoral programs in the Department of Educational Psychology. It has been accredited continuously since 1957 and is represented directly in the budgets of the department and the university. Approximately 45 doctoral students are enrolled currently for whom the program provides ongoing opportunities for meaningful interaction, support, and socialization into the discipline and profession of psychology. The overall mission of the University of Utah is "to educate the individual and to discover, refine, and disseminate knowledge . . . create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met." In this regard, teaching, research, and public life are a highlighted part of its mission. "Free inquiry is zealously preserved; diversity is encouraged and respected; critical examination and creativity are promoted; and intellectual integrity and social responsibility are fostered." Based on this mission statement, the Counseling Psychology Program's commitments to the discovery, refinement, and dissemination of knowledge through the scholarly components of the program of study, along with the scientist-practitioner model, are congruent with the University's mission. In addition, our commitments to diversity and social responsibility promote the University's mission. (See *University of Utah Mission Statement,* Appendix A.)

The College of Education's mission statement further emphasizes the creation of "a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced outcomes for all students" and "the integration of outstanding teaching, research, and community outreach." The College's values support the philosophy and values of the Counseling Psychology Program, particularly in the areas of "high quality, nationally recognized research"; diversity of students and faculty and an emphasis on preparing students to work effectively with diverse populations; collaborative relationships among faculty and students in the College; and the use of technology to improve learning. (See *College of Education Mission Statement,* Appendix A.)

The Department of Educational Psychology's Mission Statement indicates a commitment to the provision of: (1) ". . . knowledge . . . to translate a range of research validated practices into functional educational services for individuals from early childhood through late adulthood" and (2) ". . . research [as the core of] effective instruction and training of licensed and credentialed students." The Counseling Psychology Program has a commitment to training practitioners and researchers whose work is grounded in evidence and empirical data, as well as preparing students to become licensed psychologists and researchers in academic and other settings (See *Department of Educational Psychology Mission Statement,* Appendix A.)

The Counseling Psychology Program is represented in the institution's mission statement and operating plan in a manner designed to enable the program to achieve its goals and objectives (see Domain B). The Counseling Psychology Program resides in the Department of Educational Psychology along with an APA-accredited School Psychology Program that offers Ph.D. and M.S. degrees; a Learning Sciences Program that offers a Ph.D. degree, a master's in statistics (M.Stat.), and an M.Ed. in Instructional Design and Educational Technology. The Counseling Psychology Program is part of the Counseling/ Counseling Psychology division within the department, which also offers a master's program offering M.Ed. and M.S. degrees in Professional Counseling and an M.Ed. degree in School Counseling. The schematic below is a visual representation of the Counseling and Counseling Psychology program in relation to the overall departmental structure.
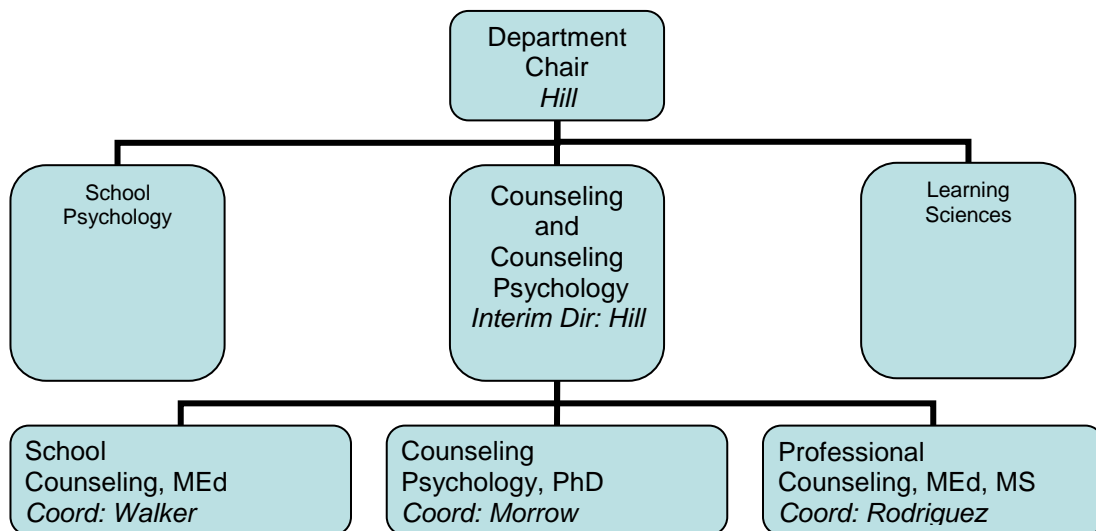
The Counseling Psychology Program utilizes resources from these other departmental programs and, in turn, provides service in the form of curriculum, faculty advising, and governance to these departmental programs (see Domain C). The Counseling Psychology Program enrolls a sufficient number of students to justify the facilities the program uses (e.g., departmental space, college computer resources, the University Counseling Center, library facilities, affiliated training sites, etc.) (See *Graduate Studies in Educational Psychology Informational Brochure,* Appendix, B.)

A4. In order to meet program requirements students must complete a minimum of at least four full-time academic years of graduate study including completion of a one-year full-time predoctoral internship (or two years half-time) prior to awarding the degree. At least three academic training years beyond the bachelor's degree must be in full-time residence in the program. (See *Counseling/Counseling Psychology Program: Ph.D. Counseling Psychology Professional Specialty Program Handbook 2006-07* (Appendix C: Program Handbook, pp. C-24-25) In practice, students enrolling with a bachelor's degree can complete the Ph.D. in five years (including the one-year full-time predoctoral internship). Students who enroll with a relevant master's degree can complete the program in four years.

A5. The program is committed to and engages in actions that indicate respect for and understanding of cultural and individual diversity. Consistent with the University of Utah's Mission Statement, the Counseling Psychology Program approaches the issue of diversity in the following way: "Diversity is encouraged and respected . . . . The University is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual is provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life" (Appendix A). The University of Utah's nondiscrimination statement, to which the Counseling Psychology Program and Department of Educational Psychology adhere, prohibits discrimination on the basis of "race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran." (See *Office of Equal Opportunity and Affirmative Action "Nondiscrimination and Disability Access Statement"* and *Equal Opportunity and Nondiscrimination Employment Policy 2-6,* Appendix D, p. 1; also found in Appendix C: Program Handbook, Appendix C).

As noted in Domain B, the fourth principle in the Counseling Psychology Program's philosophy addresses individual and cultural diversity both in terms of building a faculty and student body that represent diversity, as well as providing training that ensures competency in issues of diversity and multiculturalism. In addition, to ensure that all students are treated fairly and have recourse should they feel challenged regarding this fundamental right, at the beginning of the program students receive the Code of Student Rights and Responsibilities (see Appendix E; also found in Appendix C: *Counseling Psychology Program Handbook*) which includes the Student Bill of Rights, Standards of Academic Performance, and Standards of Behavior that are uniformly applied to all students enrolled at the University of Utah.

The extent to which the Counseling Psychology Program addresses issues of cultural diversity is explained in depth in terms of the training of professional competencies (Domain B), as well as with regard to overall program functioning (Domain D). However, by way of overview of the various procedures we use to enhance diversity, the Counseling Psychology Program is actively involved in the recruitment of students and faculty who are culturally diverse. We require courses that have a focus in diversity (e.g. Multicultural Counseling, Social Psychology of Human Diversity) and actively work to infuse diversity and multiculturalism into our courses. We have included diversity requirements throughout our practicum training sequence, including demonstrations that students have obtained direct service hours working with culturally diverse clients. The Program has mechanisms to address problems related to diversity and discrimination and is actively working to clarify these procedures, which will be highlighted throughout the self-study materials.

A6. The Program utilizes a number of formal written policies and procedures documents that govern academic admissions and degree requirements; administrative and financial assistance; student performance, evaluation, feedback, advisement, retention and termination decisions, and due process and grievance procedures for students and faculty. It has policies and procedures that are consistent with those of the University of Utah and with guidelines of the Council of Graduate Schools in the United States that pertain to faculty and student rights, responsibilities, and personal development. It also has developed a set of its own policies that are contained within the Counseling Psychology Program Handbook (Appendix C), which is updated yearly. These policies and procedures documents include:

- Graduate Studies in Educational Psychology Informational Brochure (Appendix B) Department and Program Admissions Information (Appendix B)
- Information for Prospective Counseling Psychology Applicants (Appendix B, pages B-31ff.)
- The Counseling Psychology Program Handbook (Appendix C)
  - Standards for Predoctoral Internships (Appendix A of Program Handbook)
  - Counseling Practicum Policies and Procedures (Appendix B of Program Handbook)
  - Doctoral Qualifying Examination Policies and Procedures (Appendix C of Program Handbook)
  - Ethical Principles of Psychologists and Code of Conduct (APA 1992; Appendix D of Program Handbook)
  - University of Utah Code of Student Rights and Responsibilities (Appendix E of Self Study; also Appendix E of Program Handbook, which may be found in Appendix C of this Self Study)
  - Department of Educational Psychology Supervisory Committee Guidelines (Appendix F of Program Handbook)
  - Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs (Appendix G of Program Handbook)

- ▪ The University of Utah Graduate Student Policies (see http://www.utah.edu/graduate_school/gspolicies.html). (Applicable policies are found in Appendix G of the Self-study. It is also referred to in the Program Handbook.)
  - ▪ Counseling Psychology Program, Evaluation of Student Performance and Related Student Appeals (Program Handbook, pages C-26-28) and Policies and Procedures for Addressing Other Grievances (Program Handbook, pages C-31-32).
- Faculty Handbook (Appendix F of self-study)
- The University of Utah General Catalog 2005-2006 (Selected excerpts, Appendix E of self-study) (http://www.acs.utah.edu/GenCatalog/index.html)
- Guidelines for Retention, Promotion, and Tenure (Department of Educational Psychology; University of Utah) (Appendix H of self-study)

The *Counseling Psychology Program Handbook*, the *Educational Psychology Department Informational Brochure,* the *Department and Program Admissions Information,* and the *Information for Prospective Applicants* address academic admissions and degree requirements, as well as administrative and financial assistance. The *Counseling Psychology Program Handbook,* including the *Doctoral Qualifying Examination Policies and Procedures* addresses issues of performance evaluation, feedback, advisement, and retention. The *University of Utah Faculty Handbook* and the *University of Utah Code of Student Rights and Responsibilities* address issues of termination decisions, due process, and grievance procedures for students and faculty. These policies and procedures are consistent with those of the Department of Educational Psychology and the University of Utah College of Education as they pertain to faculty and student rights, responsibilities, and personal development. The *Department of Educational Psychology* and *College of Education Retention, Promotion, and Tenure Guidelines* inform faculty of expectations for retention, promotion, and tenure. The *University of Utah General Catalog,* contains additional information and links concerning admissions, grading, tuition, financial assistance, thesis and dissertation requirements, and requirements for graduation. Students are directed to this catalog in the *CP Program Handbook* and on the web. The department maintains a website (**http://edps.ed.utah.edu/**) that includes a section for the doctoral Counseling Psychology Program (**http://edps.ed.utah.edu/programs/CP/CPProgram.htm**) that currently includes some of the above information. We are in the process of updating and elaborating the Counseling Psychology section, and this project should be completed prior to the site visit.

DOMAIN B - PROGRAM PHILOSOPHY, OBJECTIVES, CURRICULUM PLAN

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

The Counseling Psychology (CP) program has a clearly specified philosophy of education and training consistent with the mission of the University of Utah and appropriate to the science and practice of psychology. The Program Philosophy, Goals, Objectives, and Curriculum Plan as they appear below are taken from *The Counseling Psychology Program Handbook* (Appendix C), which is provided to all entering students and prospective students. The model the program has implemented in the past and continues to espouse is a Scientist-Practitioner Model.

B1. Describe comprehensively your program's educational philosophy and training model. Detail the general goals and objectives that emanate from your model. Elaborate on the model, goals, objectives, and means by which an integration of science and practice is achieved.

The Program publicly states, in its Program Handbook and Information for Prospective Students, an explicit scientist-practitioner philosophy and model of education and training by which it prepares students for research and practice of psychology. The goals and objectives of the program stem directly from the elaborated training model and principles described below. The integration of science and practice (Principle 3) is clearly illustrated. For clarity, we have also included the specific competencies associated with each of the principles. These competencies are consistent with and built specifically on each of the principles and designed to prepare counseling psychology students for entry-level practice. They include an understanding of professional issues, including ethical, legal, and quality assurance principles. Throughout Domain B, different aspects of the overall training model are included. *The model, principles, goals, objectives, competencies, learning experiences, assessment procedures and expected outcomes are found in a single document in Appendix J.*

The program must also demonstrate how it is clearly different from other accredited training programs in professional psychology within the institution.

The Counseling Psychology Program offers a unique niche in the array of professional psychology programs at the University of Utah inasmuch as its disciplinary roots are distinct from the existing APA-accredited School Psychology and APA-accredited Clinical Psychology programs at the University of Utah. Our educational philosophy and training model below illustrates our distinctiveness as a counseling psychology program in our focus on counseling psychology as a specialty in psychology, our focus on optimal human functioning and adaptive developmental processes, and our encouragement of students to develop identities as counseling psychologists. Thus, the Counseling Psychology Program adheres to the distinctive foci of counseling psychology as a field, including an integration of science and practice; a focus on normal developmental processes; research and practice in relation to psychotherapy processes and outcomes; and centralizing multicultural knowledge, awareness, and skills. The program attempts to achieve competency in both science and professional practice in the general context of a life span model of normative human development. At the University of Utah, the Clinical Psychology Program is housed in a department of Psychology as opposed to Counseling Psychology, which has its home in the College of Education. Clinical psychology's greater focus on psychopathology distinguishes it from our program's focus on a coping model of human distress. Whereas School Psychology has its focus in the schools and on children, the Counseling Psychology Program's emphasis is on college-age and adult populations. This does not imply that our program excludes interest in younger populations or in psychopathology; in fact, some of our core faculty have special interests and competencies in these areas. However, our focus on

younger populations tends to be more community than school based (though a few students pursue field practica in schools, which we view as appropriate, given our location in a College of Education); and, though grounded in an understanding of assessment and diagnosis of psychopathology, throughout the program students are exposed to a broader framework of assessment with a particular focus on environmental issues that contribute to distress.

Two important sub-sections follow. The first describes the educational philosophy, values, and principles that serve as a foundation for our program. The second elaborates the goals, objectives, and expected student competencies that define our scientist-practitioner education and training model.

Program Principles of Education and Training

The scientist-practitioner education and training model of the Doctoral Program in Counseling Psychology emphasizes education in the science of psychology and the application of the professional specialization of counseling psychology. Our program=s training and education plan is based on seven overarching principles:

I. **Science:** The first principle concerns scholarly inquiry in psychology in a variety of professional contexts as it relates to the specialty of counseling psychology. The science of psychology encompasses knowledge about developmental, cognitive/affective, social/cultural, individual, and biological aspects of human functioning, processes of change, and the history and systems of psychology. In addition, it emphasizes basic knowledge in statistical methods and research design.

II. **Practice:** The second principle concerns the professional practice of psychology. We espouse a training paradigm that is sensitive to larger public health and policy issues (e.g., managed care, cultural diversity, and education). This training paradigm includes individual and group intervention theory and application, educational and clinical assessment and diagnosis, consultation and supervision, and evidence based approaches to evaluating the efficacy and effectiveness of interventions.

III. **Integration of Science and Practice:** The third principle concerns the integration of science and practice. The science and professional practice of counseling psychology are conceptualized as interdependent processes wherein science guides professional practice and, in turn, is influenced by demands from the professional arena to meet contemporary health needs.

IV. **Individual and Cultural Diversity:** The fourth principle addresses individual and cultural diversity, including, but not limited to, age, color, ethnicity, gender, language, national origin, race, religion, sexual orientation, ability/disability, and socioeconomic status. In addition, this principle promotes discussion, research, and intervention related to social justice issues. We view this principle as integral to all of the other principles that support our philosophy.

V. **Optimal Human Functioning and Adaptive Developmental Processes:** The fifth principle emphasizes optimal human functioning and adaptive developmental processes

that focus on assets and strengths of the person, group, and community. Although we recognize that part of the science of psychology involves understanding and skill development in conceptualizing, diagnosing, and treating psychological problems and issues, our program also emphasizes normative human functioning in all of its variation and diversity. This focus on optimal human functioning includes examining the individual from a developmental context that emphasizes normative maturational processes.

VI.   Professional Identity and Development. The sixth principle concerns our program=s commitment to providing opportunities for students to develop a professional identity in the broader field of psychology and more specifically as a counseling psychologist. It includes a commitment to lifelong learning and professional development, and it is designed to support students developing specializations in areas of personal and professional interest. This principle reflects the reality that graduates of counseling psychology programs, including our own, develop highly diverse professional and academic pursuits and, using counseling psychology as their foundation, generate careers in a wide array of professional applications and academic and research areas.

VII.   Ethics, Professional Standards and Legal Issues. The seventh principle reflects our commitment to training in professional integrity and ethical behavior. This commitment includes adherence to the APA Code of Ethics as well as relevant guidelines in the field.

We recognize that these principles, and the goals and objectives discussed below, are neither discrete nor separate domains. Although they are addressed separately, we view them as an integrated whole.

Program Goals, Objectives, and Related Competencies

Based on our program philosophy described above, seven corresponding program goals operationalize these principles. From these goals we have derived a number of objectives and associated competencies, learning activities, assessment procedures, and expected student outcomes. The various components of our training model are enumerated below.

Goal #1: Science. Produce graduates who understand and apply various inquiry skills, thus demonstrating that research and scholarly activities are integral to their professional identity. We expect our students to acquire knowledge and competence in the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this goal, we expect our students to accomplish the following:

Objective 1A: Students will be exposed to the current body of knowledge in the behavioral science core of psychology. *Competencies:* To accomplish this objective, students will demonstrate substantial knowledge of and competence in the developmental, biological, cognitive/ affective, and social aspects of behavior, and the history of the discipline of psychology.

Objective 1B: Students will be exposed to the current body of knowledge in strategies of psychological inquiry and will be able to identify and apply diverse inquiry strategies

to various research questions of relevance to counseling psychology. ***Competencies:*** To accomplish this objective, students will (1) demonstrate substantial knowledge of and competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in the field of psychology; and (2) demonstrate skills in advanced research methods appropriate to conducting their thesis and dissertation research.

Objective 1C: Students will be involved in the research process from initial matriculation through successful completion of the Ph.D. ***Competencies:*** To accomplish this objective, students will (1) demonstrate the ability to conduct research; and (2) demonstrate practical experience in presenting research findings and other scholarship in contexts such as professional conferences, peer-reviewed journals, and other scholarly outlets.

Goal #2: Practice. Produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology. To attain this goal, we expect our students to accomplish the following:

Objective 2A: Students will acquire knowledge in the scientific, methodological, and theoretical foundations of psychological practice including areas such as individual differences in behavior, human development, and human problems or distress. ***Competencies:*** To accomplish this objective, students will demonstrate substantial understanding of and competence in the body of knowledge in theories and methods of assessment and diagnosis, effective individual and group intervention, consultation, supervision, and evaluation of the efficacy of such services.

Objective 2B: Students will acquire an appreciation and understanding of the practice of counseling psychology and its connection to the broader field of psychology. ***Competencies:*** To accomplish this objective, students will (1) demonstrate knowledge of psychology as an applied discipline, and (2) recognize the distinguishing characteristics of the specialty of counseling psychology and its place in the broader field of psychology.

Objective 2C: Students will develop awareness, knowledge, and skills in the application of counseling practice, including diagnosis, assessment, conceptualization, appropriate interventions, and outcome evaluation. ***Competencies:*** To accomplish this objective, students will become proficient as entry-level psychologists capable of (1) conducting counseling and psychotherapy and evaluating client progress and outcomes, and (2) diagnosing problems and conceptualizing clients' issues, conducting formal assessments, and integrating those assessments into a conceptualization of client status accompanied by an appropriate treatment plan.

Goal #3: Integration of Science and Practice. Produce graduates who are skilled in integrating scientific principles and knowledge with professional practice to more effectively address the needs of individuals, families, groups, organizations, and public policy issues. To meet this goal, we expect students to develop knowledge and skills enabling them to accomplish the following:

Objective 3A: Students will engage in practice that reflects and is informed by the changing and expanding scientific knowledge base, investigating the evidence applicable to clinical practice. *Competencies:* To accomplish this objective, students will (1) articulate the implications of evidence-based practice to the delivery of counseling, psychotherapy, and related professional services; (2) be able to access, understand, and critically evaluate relevant psychological and mental and behavioral health research literature; and (3) apply their scientific knowledge of research on psychotherapy interventions to professional practice.

Objective 3B: Students will understand the integration of science and practice in psychology as a discipline and in the specialty of counseling psychology, with attention to the necessity of research being informed by practice and practice by research. *Competencies:* To accomplish this objective, students will conduct research that is guided by clinical practice to best meet the needs of individuals, organizations, and public mental health.

Goal #4: Individual and Cultural Diversity. Produce graduates who have the awareness, knowledge, and skills necessary to address issues of human diversity (defined broadly) and multiculturalism and who are capable of advocating for the needs and issues of underrepresented populations. To meet this goal, we expect our students to accomplish the following:

Objective 4A: Students will demonstrate awareness, knowledge, and skills related to human diversity and multicultural counseling. *Competencies:* To accomplish this objective, students will (1) demonstrate knowledge and integration of theory and research in human diversity and multicultural counseling in their assessments and interventions with various culturally diverse clients, (2) exhibit awareness of multicultural principles in their interactions with faculty and students, and (3) competently apply multicultural theory and scholarship to their own research.

Goal #5: Optimal Human Functioning and Adaptive Developmental Processes. Produce graduates who are committed to facilitating optimal human functioning and adaptation across the lifespan. To meet this goal, we expect our students to accomplish the following:

Objective 5A: Students will become knowledgeable about theories of life span development and optimal human functioning. *Competencies:* To accomplish this objective, students will demonstrate substantial understanding of contemporary theories of optimal human functioning, normative life-span maturational processes, and application of these concepts to research.

Objective 5B: Students will implement models of optimal human functioning and human adaptation and development in their work as students and professionals. *Competencies:* To accomplish this objective, students will apply their understanding of positive coping, lifespan development, and adaptation into the practice realm. Students will demonstrate not only specific knowledge, but skill and sensitivity in implementing intervention approaches that incorporate this critical information.

Goal #6: Professional Identity and Development. Produce graduates whose professional identity is that of a counseling psychologist and who have begun to develop knowledge and skills in one or more special proficiency area(s) that complement their core identity as counseling psychologists and that facilitate their entry and subsequent careers as academic or professional psychologists. Given that our program operates within a college of education, we espouse an educationally based model of continuing education and professional development. To meet this goal, we expect our students to do the following:

> **Objective 6A: Graduates of the program** will engage in a process of continuing education that contributes to personal and professional development. *Competencies:* To accomplish this objective, students will (1) develop habits of lifelong learning and personal and professional development that continue into their professional lives and (2) develop skills to engage in continuing scholarly inquiry, knowledgegeneration, and the dissemination of knowledge across the course of their professional careers.

> **Objective 6B:** Students will have developed a base of knowledge and competency in one or more designated special proficiency area(s) that will supplement their counseling psychology foundation. Graduates will be involved in continuing professional education and training activities in areas directly and indirectly related to this special proficiency. *Competencies:* To accomplish this objective, students will (1) gain didactic and applied experiences that support such specialization and (2) continue as graduates to obtain further education and training that demonstrate professional interests and growth in emerging areas of the discipline and profession of psychology.

> **Objective 6C:** Students will demonstrate career trajectories consistent with the profession of counseling psychology. For example, graduates will be employed as postdoctoral fellows, academic faculty members, or practitioners of professional psychology (pending licensure attainment) following the completion of their APA-accredited internship and graduation, leading to licensure as professional psychologists. *Competencies:* To meet this objective, graduates will perform career-related activities consistent with those identified in professional counseling psychology.

Goal #7: Ethics, Professional Standards and Legal Issues. Produce graduates who consistently apply accepted standards of ethical and professional conduct to their work and who are committed to the continuing development of psychology as a profession and human science. To meet this goal, we expect our students to accomplish the following:

> **Objective 7A:** Students will demonstrate professional competency in applying the ethical and professional standards for psychologists to their work in clinical and research settings. *Competencies:* To accomplish this objective, students will demonstrate competence in applying the established ethical principles and practices in all facets of their professional work.

> **Objective 7B:** Students will maintain accountability to ethical and legal standards in their state and/or jurisdiction. *Competencies:* To accomplish this objective, graduates will, in a timely manner (1) acquire any additional postdoctoral trainee requirements of

their state or provincial jurisdiction, and (2) subsequently obtain professional licensure as a psychologist.

<div align="center">References</div>

American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist, 55,* 1440-1451.

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58,* 377-402.

American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist, 59*, 236-260.

The program's philosophy, educational model, and curriculum plan should be substantially consistent with the mission, goals, and culture of the program's sponsor institution.

As articulated in Domain A (p. 1), the Counseling Psychology Program's philosophy, educational model, and curriculum is consistent with the mission, goals, and culture of the University of Utah. Our education and training model reflects the university's commitments to the "discovery, refinement, and dissemination of knowledge" through the scholarly components of the program of study, along with the scientist-practitioner model. In addition, our commitments to diversity and social responsibility promote the University's mission. (See *University of Utah Mission Statement,* Appendix A.)

The program's philosophy, educational model, and curriculum plan must be consistent with psychological practice based on the science of psychology, which, in turn, is influenced by the professional practice of psychology.

Our philosophy, educational model, and curriculum plan are consistent with the principle of psychological practice that is based on the science of psychology which, in turn, is influenced by the professional practice of psychology. This is illustrated in particular in principles I-III (Science, Practice, and the Integration of Science and Practice) above and the associated Goals (1-3) and objectives. For example, our course on research in counseling psychology is a focused integrative experience in examining issues related to evidence-based practice.

The program's philosophy, educational model, and curriculum plan must be consistent with the principle that training is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training

Our curriculum plan is designed so that students are initially exposed to introductory experiences followed by increasingly complex and challenging learning experiences and tasks. For example, in the area of research, students are exposed to Quantitative Methods I and II in their first year of study. In the second year, they take Advanced Research Design. They may also take additional courses in advanced research methods (e.g., hierarchical linear modeling, qualitative research) depending on their emerging research designs. Along with these curricular experiences, students take part in research teams guided by faculty for at least the first four semesters of their doctoral

program. In these teams, more advanced students mentor newer ones, and faculty provide education in a variety of research processes (e.g., writing a literature review, institutional review board policies and procedures) as well as engaging students in hands-on experience with research from the beginning of their programs. Students conduct thesis, then dissertation research in a sequential manner. In the area of practice, students are exposed to course work in counseling theories and skills, as well as diagnosis, in their first semester, followed by an initial preparatory practicum, where they see a limited number of clients under close supervision. In their second year, they work with regular clients at the University of Utah Counseling Center, again under close supervision but with clients who demonstrate a wide variety of problems and developmental issues. During this second year, they also complete coursework in Ethics and Standards and Personality Assessment. Clients are screened so that practicum counselors work with clients appropriate to their developmental and skill levels. Following this year-long intensive core practicum, students take advanced field practica where they are expected to function more independently (but still under supervision), which further prepares them for their predoctoral internship. Each incoming cohort receives a specific program of study that provides this sequence and to which students are expected to adhere. A copy of the 2006-2007 incoming cohort program of study may be found in the Program Handbook (see Appendix C, pp. C-43-44).

B2. In narrative form, please respond to the above items and describe fully your education and specific training objectives, including the specific competencies that you expect of your graduates.
Our education and training objectives, including specific competencies that we expect of our graduates, are outlined in detail above. The goals, objectives, and competencies were built directly from the overarching program philosophy, training model, and principles. The competencies are also consistent with the substantive area of counseling psychology and include an understanding of professional issues including ethical, legal, and quality assurance principles. In particular, professional issues and ethics are covered in a required ethics and standards course and in all practicum courses as well as infused in a number of other required courses (e.g., foundations of counseling psychology). Quality assurance principles are addressed specifically in courses on program evaluation and consultation, as well as research in counseling psychology, and infused in practica.

B3. The Counseling Psychology Program's Curriculum Plan:
In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

> **(a) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis . . .**
> The program's curriculum plan is summarized in the Program Handbook (see Appendix C, pp. C-33-38). This Handbook summary follows a somewhat different

organizational pattern than the outline of required content areas presented in the *Accreditation Guidelines and Principles* (i.e., Domain B3). Following is a brief listing of <u>required</u> courses and related learning experiences that expose all students in our program to the current body of knowledge in each of the "breadth of scientific psychology" content areas.

- <u>Biological Aspects of Behavior:</u>
  EDPS 7160, Neuropsychological Bases of Behavior (3) **or**
  PSY 6700, Neuropsychology (3)

- <u>Cognitive and Affective Aspects:</u>
  EDPS 7510, Cognition, Learning, and Behavior (3) **or**
  EDPS 7425, Emotion and Motivation (3)

- <u>Social Aspects:</u>
  EDPS 7550, Social Psychology of Human Diversity (3)

- <u>History and Systems:</u>
  EDPS 7080, History and Systems of Psychology (3) **or**
  PSY 7508, History and Systems of Psychology (3)

- <u>Psychological Measurement:</u>
  EDPS 7300, Psychometric Theory (3)

- <u>Research Methodology:</u>
  EDPS 7400, Advanced Research Design (3)
  EDPS 6960, Special Topics-Research Seminar (4)
  Participate for at least 4 semesters on a faculty research team
  Masters' thesis
  Doctoral dissertation

- <u>Techniques of Data Analysis:</u>
  EDPS 7010, Quant Meth I: Foundations of Inferential Statistics (3)
  EDPS 7020, Quant Meth II: ANOVA and Multiple Regression (5).
  (Students planning projects using special research methods/techniques also are required to take the relevant specialty course, e.g., EDPS 7420, Qualitative Research in Psychology; EDPS 7410, Single Subject Research Design; EDPS 7570, Multivariate Statistics or advanced special seminars on Structural Equation Modeling, Meta-Analysis, Hierarchical Linear Modeling, etc.)

(b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: individual differences

in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics . . .
Following is a brief listing of the <u>required</u> courses and related learning experiences that expose all students in our program to the current body of knowledge in each of the content areas listed under the "scientific, methodological, and theoretical foundations of practice" in counseling psychology.

- <u>Individual Differences</u> are emphasized in a number of required courses including, but not limited to: EDPS 6051, Life Span Development: Early to Late Adulthood; EDPS 7360, Multicultural Counseling; EDPS 7130, Cognitive Assessment; EDPS 7180, Personality Assessment; EDPS 7330, Career Development Theory and Assessment; EDPS 7550, Social Psychology of Human Diversity; and EDPS 7600, Diagnostic Adult Psychopathology

- <u>Human Development</u>:
  EDPS 6051, Life Span Development: Early to Late Adulthood (3)

- <u>Dysfunctional Behavior/Psychopathology</u>:
  EDPS 7600, Diagnostic Adult Psychopathology (3)

- <u>Professional Standards and Ethics</u>:
  EDPS 7220, Ethics and Standards in Psychology (3)
  Doctoral Qualifying Examination (Ethics is one of 6 areas covered in the written exams)

(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions . . .
Following is a brief listing of the <u>required</u> courses and related learning experiences that expose all students in our program to the current body of knowledge in each of the content areas listed under "diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures)."

- <u>Theories and Methods of Assessment and Diagnosis</u>:
  EDPS 7130: Cognitive Assessment (3)
  EDPS 7180, Personality Assessment (3)
  EDPS 7330, Career Development Theory and Assessment (3)
  EDPS 7600, Diagnostic Adult Psychopathology

- <u>Effective Intervention</u>:
  EDPS 6200 Counseling Theories & Procedures (3)

EDPS 6210 Counseling Skills (3)
EDPS 6710 Practicum in Counseling (3)
EDPS 6360, Multicultural Counseling (3),
EDPS 7200, Foundations of Counseling Psychology (3)
EDPS 7350, Group Counseling Theory and Application (3)
EDPS 7710, Practicum in Counseling Psychology (3 + 3)
EDPS 7770, Field Practicum (4-6, i.e., at least 2 years)
EDPS 7890, Internship Preparation Seminar (1)
EDPS 7790, Internship in Counseling Psychology (1 + 1)

- Consultation and Supervision:
   EDPS 7460, Program Evaluation and Consultation (3)
   EDPS Supervision Theory and Practice (3)
   Also, consultation is a part of many practicum placements
   A Supervision Practicum elective is also available

- Evaluating the Efficacy of Interventions
   EDPS 7430, Research in Counseling Psychology (3)
   Also, the topic is covered in selected other courses, e.g., EDPS 7200, Foundations of Counseling Psychology; EDPS 7710, Practicum in Counseling Psychology, etc.

- Doctoral Qualifying Examination written exams cover 3 topics directly relevant to this G & P content area, namely Assessment, Interventions, and Evaluating the Efficacy of Interventions.

(d) Issues of cultural and individual diversity that are relevant to all of the above . . .
Exposure to the body of knowledge in the broad area of cultural and individual diversity is accomplished through a variety of mechanisms: (1) Students are required to complete EDPS 6360, Multicultural Counseling and EDPS 7550, Social Psychology of Human Diversity. (2) Diversity topics are infused into a number of required courses, including preparatory and core practica. Diversity topics are highlighted in a number of the course syllabi found in Appendix I. (3) Multicultural counseling and human diversity is one of 6 topics covered specifically in the written doctoral qualifying examinations. See Domain D.2 for additional information concerning this topic.

(e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge . . .
Program faculty work consistently to help students develop these essential attitudes, first and foremost, through the examples they provide by modeling such values in their professional and personal lives. Many courses reflect the dynamic nature of the discipline and profession of psychology and thus reinforce the need for continual learning and scholarly inquiry. Other activities that reinforce these values include the required involvement of students in faculty research groups and strong

encouragement to participate regularly in professional seminars and to present scholarly work at regional and national conferences and through submission of articles to scholarly journals.

Summary of Program Model Including Learning Activities, Assessment Procedures, and Expected Outcomes

At this point the reader is referred to Appendix J of this self-study where the program's complete education and training model is summarized. Included are the goals, objectives, and competencies described in earlier sections of this Domain B narrative. The various learning activities associated with each objective are described, and these descriptions serve to elaborate the summary information about the curriculum plan just presented under Domain B.3. Finally, the assessment procedures and expected learning outcomes associated with each objective are detailed and represent an overview of information that will be discussed under Domain F of the self study.

B4. Practicum Sites and Nature of Training

Describe in the narrative the practicum sites used by students, the nature of the training provided in them, practicum availability, and the other content noted in B4 a-d.

Practicum coursework and face-to-face training is graded and developmental with the goal of helping the student acquire the skill and knowledge to become a competent practicing professional. As can be seen from the Counseling Psychology Program's curriculum sequence there are several levels of practicum training: (1) a preparatory or "prepracticum" experience that occurs for students in the second semester of their program of study; (2) an intensive core practicum experience that occurs during the student's second year; and (3) advanced field practicum training that occurs in the third through fourth years of the program and beyond.

The "Prepracticum" (EDPS 6710, Practicum in Counseling)

The pre-practicum experience is designed to provide a beginning experience in counseling to 1st year students who matriculate with no prior supervised counseling training. A didactic counseling skills course provides the background and basic principles in counseling. In this course, EDPS 6210, Counseling Skills, students receive instruction in counseling processes and techniques. Role-play experiences augment classroom instruction. This course is offered during the fall semester of students' first year. After students have studied counseling processes and experimented through role-play situations, they enroll in the "prepracticum" (EDPS 6710) where they apply these new skills in actual counseling situations.

EDPS 6710 is designed as a beginning supervised counseling experience in which students interview a small number of clients over the course of a semester. Clients are currently recruited from undergraduate and non-degree graduate courses, although plans are underway to expand the client base to include individuals from the community. Client interventions typically focus on increased self-awareness, life transitions, relationships, career planning, and decision-making. Clients who report problems of a severe nature are not appropriate for this beginning counseling experience and are referred to the University Counseling Center or elsewhere. In EDPS 6710, supervision is done in-house

by program faculty. All counseling sessions are videotaped and reviewed during supervision sessions. Student counselors are observed by licensed faculty supervisors and receive both individual and group supervision from their instructor as well as from more advanced doctoral students.

The "Core" Practicum (EDPS 7710, Practicum in Counseling Psychology): The Counseling Psychology Program conducts its core year-long doctoral practicum in the University Counseling Center. The CP program has had a long and close relationship with the University of Utah Counseling Center (UCC) that has extended over five decades. UCC is the primary career and life planning service agency on the university campus and also has as its mission meeting the psychological and behavioral health needs of the student body, faculty, and staff at the University of Utah. Its stated purpose is to provide "developmental, preventive, and remedial services and programs that promote the intellectual, emotional, cultural, and social development of students, staff, and faculty**."** The structure and function of UCC is described below:

> UCC Description: The UCC has 6 training programs that include psychology interns, psychiatry residents, master's trainees in social work and professional counseling, and doctoral practica in counseling and clinical psychology. It is accredited by the International Association of Counseling Services (IACS), and the Psychology Internship Training Program is accredited by the American Psychological Association (APA).
>
> UCC staff members who serve as primary supervisors for practicum counselors and interns have been licensed in the State of Utah as Psychologists for two or more years and are present in the agency 30 or more hours each week. This includes the following three individuals who also are members of the Counseling Psychology Program Committee:
> > Lauren Weitzman, Ph.D., Director
> > Frances Harris, Ph.D., Associate Director, Director of Training
> > Lois Huebner, Ph.D., Associate Director, Director of Clinical Services
>
> In addition, the following staff members, who have auxiliary faculty appointments in the Department, are also licensed psychologists (for two or more years) and are available to provide primary or secondary supervision:
> > Glade Ellingson, Ph.D., Staff Psychologist
> > Julio Espinoza, Ph.D., Staff Psychologist
> > Brian Riedesel, Ph.D., Staff Psychologist
>
> Two staff members are currently registered as Psychology Residents with the Utah Psychology Licensing Board, pursuing licensure as psychologists, and consult with practicum counselors on a periodic basis:
> > Rob Davies, Ph.D.
> > Scott McAward, Ph.D.

As UCC is a multidisciplinary agency, a number of other credentialed professionals contribute to the training of our students as well:
> Melanee Cherry, Ph.D., MSW, LCSW
> Cindy Harling, MSW, LCSW
> Rob Hunsaker, M.Ed., LPC
> Jen Mijangos, MSW
> Kris Nelson, MSW, LCSW
> Mike Smith, MD

Core Practicum Description (EDPS 7710, Practicum in Counseling Psychology)
The Core Practicum is conducted within the framework of a weekly 3 credit hour course taught by a Counseling Psychology core faculty member that is held on-site at UCC. EDPS 7710 includes didactic and case-consultation components as well as consultation for student counselor concerns that range from learning about UCC procedures to exploring various professional development topics. The course includes an introduction to clinical assessment and the use of the DSM IV in the fall semester, with a focus on case conceptualization and treatment planning during spring semester. Both semesters include a focus on special populations and diversity issues.

As part of the course, students complete approximately 480 total hours of direct client service during the core practicum year. They are supervised individually by a Counseling Psychology Program core faculty member who is the licensed legal supervisor of record. They also receive consultation/supervision from a psychology intern trainee at UCC, who also receives supervision from UCC licensed staff. Each week, in addition to the regular class meeting, student practicum counselors participate in approximately 5 direct-service hours (4 regular client hours plus 1 intake), 2 hours of supervision, 1 hour of UCC professional team meeting, and the remaining 8 hours per week in consultation, paperwork, and professional development activities. Each practicum counselor is assigned to a UCC team which is composed of multidisciplinary UCC senior staff (psychologists, licensed clinical social workers, and psychiatrists), CP Program faculty, as well as intern and practicum trainees in counseling and clinical psychology, social work, psychiatry, and masters counseling programs. Teams meet one hour per week for case disposition as well as providing intake and emergency coverage during their team day.

The CP / UCC Faculty Collaboration
The working relationship between UCC and the Counseling Psychology Program is long-standing, and UCC has been the primary core practicum training site for the Program for at least four decades. The activities of the core practicum are coordinated by the Practicum Coordinating Committee (PCC), which is made up of the fall and spring semester Practicum instructors, the program faculty and UCC supervisors, the UCC Director, the UCC Training Director, and the UCC Clinical Director (some of these roles overlap). The PCC meets monthly to discuss policy and procedures related to practicum training as well as evaluate the ongoing activities of the practicum and progress of its students.

The CP Program's core practicum collaboration is part of a larger set of agreements in which CP Program faculty members are connected integrally to UCC staff. For example, Dr. Weitzman, the UCC Director, holds a ¼ time appointment as an Adjunct Professor in the Department. Dr. Harris (UCC Associate Training director) is funded through the university to teach a regular course in the CP program each year and holds the rank of Adjunct Professor in the Department. Dr. Huebner (UCC Associate Clinical Director) has periodically taught EDPS 7460, Program Evaluation and Consultation, and also hold the rank of Adjunct Professor in the Department. Also, there have been opportunities in the past for licensed (of license eligible) core faculty in the CP program to provide clinical services at UCC in exchange for UCC staff teaching courses for the CP Program. This cooperative exchange has occurred informally for a number of years. We believe this is a unique arrangement for collaboration that provides maximum benefit to students in developing their professional skills in preparation for the field practicum training experience and the predoctoral internship. It also benefits faculty who participate in a number of ways, including obtaining supervised hours towards licensure, allowing faculty to continue to experience engagement in practice (thus benefiting students by its application in course work), and enjoying the collegial environment provided by UCC.

The Field Practicum Description (EDPS 7770, Field Practicum)
The Field Practicum is designed to provide training in community and applied settings that enhance further the student's development of professional skills and competencies and support preparation for the predoctoral internship and subsequent employment at the postdoctoral level. Field Practicum occurs after students have successfully completed the pre- and core practicum requirements. The Field Practicum experience differs from the core practicum in several ways: (1) It occurs in a wider range of training sites (i.e., various community mental health agencies, university-based service agencies, and behavioral health placements including the School of Medicine), and (2) there is greater heterogeneity in the mode and context of supervision although one hour per week of individual supervision is the minimum requirement for a field practicum site. As described in the Counseling Psychology Program Handbook, there is a clearly articulated policy for supervisor qualifications for the Field Practicum, and students follow a specific procedure for placement in field practicum sites. There is also an ongoing process for evaluating the quality of supervision as well as the training that students receive at each site (see Program Handbook, Appendix B and this Self Study, Domain C3f). The faculty coordinator of the field practicum is a core faculty member. Ted Packard was the Field practicum supervisor from 1999 through 2004 and Carla Reyes, Ph.D., is current the field practicum coordinator.

Field practicum sites are varied, as illustrated in the program handbook. They include independent practice, eating disorders treatment, Granite School District Gear Up Program, behavioral health programs in medical centers, faith-based counseling centers, group homes, community mental health centers, Veteran's Administration hospital, forensic sites, campus agencies, and university counseling centers. Gear Up, for example, is a grant-driven program that provides counseling and consultation services to a variety of junior high and high school and their parents. Practicum students provide crisis intervention, individual, family and group counseling for students identified at risk for

dropping out of school or not continuing their education beyond high school by teachers, administration, or self-referrals. Veterans' Affairs has a number of different opportunities for our students such as individual and group counseling, specific training at a post-traumatic stress clinic, and intensive neuropsychological assessments. The University of Utah Women's Resource Center provides feminist multicultural training and supervision and typically trains 1-2 of our Ph.D. students per year.

Students are required to complete a minimum of 1,000 total hours across core and field practica of supervised counseling experience, at least 400 hours of which must be in providing direct services to clients, with at least 200 additional hours of individual and small group supervision. In practice, most students accumulate practicum hours considerably in excess of these minimums. Students keep detailed practicum activity logs that are verified at the end of each semester by their individual supervisors. Field supervisors also submit completed evaluation forms to the field practicum coordinator at the end of each semester, and copies of these documents are found in Appendix T. In order to complete practicum requirements, the students are asked to document in their activity logs that the following activities are part of the minimum 400 hours of direct service: (1) At least 60 contact hours (15%) with clients from diverse and underrepresented groups broadly defined. (2) At least 60 hours (15%) in direct service activities which emphasize the development of assessment and diagnostic skills. (3) That students co-lead at least 3 counseling, psychotherapy, and/or psychoeducational groups as part of the overall requirement.

Over the past few years the most frequently used practicum training sites have been the University of Utah Counseling Center where the core practicum occurs, Salt Lake Valley Mental Health, and the Women's Resource Center at the University which operates a specialty counseling clinic for women from the university and the community. Table 2 in the Self Study, and the compilation of field practicum sites under Domain C3f, provide comprehensive information about these sites. The field practicum coordinator develops and maintains relationships with these agencies and performs site visits to meet with student and supervisor to increase communication and the liaison position between the student and site. Each new site is reviewed and approved annually as field training sites by the Counseling Psychology Committee.

Field practicum placements extend for the entire academic year, with students typically spending one to two days per week in the agency. Student placements are arranged during the prior spring semester and involve a systematic procedure that is outlined in Appendix B of the CP Program Handbook (Appendix C in the Self Study). Students who matriculate with a bachelor's degree take field practicum in the third and fourth years (and sometimes beyond) after satisfactory completion of the core practicum at the University of Utah Counseling Center. Students who enroll in the program with a prior master's degree that included satisfactory completion of a year-long counseling practicum sometimes participate in field practicum activities during their first and third years. The field practicum program is managed in a flexible fashion, and students occasionally enroll in more than one experience at the same time or initiate a new placement part way through the academic year.

The Psychology Licensing Board of the Utah State Division of Occupational and Professional Licensure requires that all matriculated graduate students who provide psychological services as part of their training must be "supervised by qualified faculty, staff, or designee" and the practicum activities must be "a defined part of the training program." This policy is applicable to either unpaid traditional practica or paid part-time mental-health related work and accounts for the mix of paid and unpaid field practicum placements in which Counseling Psychology students are enrolled as detailed in Table 2.

A required component of field practicum is attendance at a biweekly Professional Issues Seminar by all pre-internship students enrolled for field practicum credit. Six such meetings take place each semester, with each lasting two hours. The objectives of the Professional Issues Seminar include (a) increasing students' awareness of managed care and behavioral health marketplace issues; (b) providing information about current job opportunities for program graduates; (c) creation by each student of a flexible long-range career development plan; (d) acquainting students with contemporary issues and opportunities not regularly represented in doctoral curricula but of importance to psychology practitioners, teachers, researchers, and students; (e) providing an environment for students to continue to stay connected to other students in the program and networking opportunities with professionals in the field; and (f) discussing specific examples of interventions and techniques of counseling in the various field practicum settings. All Counseling Psychology students and faculty are invited to the seminars; attendance is required of all pre-internship field practicum enrollees. The field practicum coordinator develops and implements the Professional Issues Seminar.

B.4.a. Place students in settings that are clearly committed to training; supervise students using an adequate number of appropriate professionals; and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures.

The pre-practicum, core practicum, and field practicum place student training as a top priority. For the pre-practicum and practicum, course syllabi contained in Appendix I describe the various training experiences including training in special issues and populations; basic and advanced processes of diagnosis, assessment, and treatment; and applications of evidence-based practice procedures. The Field Practicum sites are more varied with respect to the experiences they provide. For this reason the Field Practicum coordinator maintains ongoing communication with field practicum sites in order to ensure that training meets the CP program's standards for practicum experiences. These standards include requiring (1) that the setting provides bona fide counseling, psychological and/or mental/behavioral health services, and (2) that students receive at least one hour per week of individual supervision by a licensed mental health professional (usually psychologists, occasionally a social worker or professional counselor) with at least 2 years of post-licensure experience.

Given the breadth of Field Practicum sites, a system of quality control is essential, and for this reason the CP program has developed procedures for evaluating Field Practicum sites for critical areas that involve relevance and quality of training. This evaluation method

involves regular student evaluations of each site. Students complete a site/supervisor evaluation form at the conclusion of each semester; a copy of this evaluation form can be found in Appendix T of the Self Study. Also, the Field Practicum coordinator conducts periodic reviews of each site. During this review the FP Coordinator interviews the director of the site as well as critical supervisors to ensure that the site is in compliance with appropriate laws and regulations for practice and pre-doctoral training, as well as issues that might be pertinent to quality training (e.g., sufficient patient flow to justify placing an intern at the site). A detailed description of this Field Practicum evaluation process, along with a comprehensive summary of student ratings of their field practicum placements, can be found in the self study under Domain C3f.

B.4.b. Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of the practicum experience.

As has been described above, students' education and training is integrated throughout the program, there is a continuing emphasis on the necessary relationship between practice and science, and theory, skills, and practice are part of a coherent whole. Courses that students take prerequisite to and concurrent with the core practicum include Foundations of Counseling Psychology, Counseling Sills, Career Development Theory and Assessment, Diagnostic Adult Psychopathology, Ethics and Standards, Group Theory and Application, Personality Assessment, and Multicultural Counseling. Students are exposed to evidence-based practice throughout these courses and in practicum, as well as in the capstone course, Research in Counseling Psychology, usually taken fall semester of the 3rd year. All practica (prepracticum, core, and field) are related to courses or seminars taught by core faculty in which students discuss their practicum experiences.

B.4.c. Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives.

Course sequencing, duration, nature, and content are designed to fulfill program goals and objectives in the areas of practice (Goal 2) and integration of science and practice (Goal 3). An examination of the goals, objectives, and learning activities discussed previously illustrates how our practicum experiences are appropriate for and consistent with program goals and objectives.

B.4.d. Describe and justify the sufficiency of practicum experiences required of students in preparation for internship.

As indicated in Table 8 and discussed under Competencies 2A, 2B, and 2C in Domain F1a of the self study, students in our program are consistently successful in gaining internships, even in a time of increasing supply-demand problems. We attribute this in part to the quality, variety, and sufficiency of their practicum experiences. The fact that local internship sites regularly are matched with our students is additional evidence that sites who are well acquainted with us view our students' training as more than sufficient. Although the program requires only 1000 total hours of practicum with a minimum of 400 hours of direct service to clients, students typically accumulate in excess of 2000 hours.

The CP training director coordinates the internship application process. This is done through various mechanisms including teaching an internship application seminar (EDPS 7890, Internship Preparation in CP), consulting individually with students through the application process, writing letters of support to accompany student applications, and communicating with the internship training directors during the internship training year.

Please outline the achievement levels that the program requires for its students to maintain good standing and to progress satisfactorily through/complete the program. Describe how these achievement levels are consistent with the program's goals and the competencies it expects its students to acquire. In addition, describe how the program ensures that these achievement levels are met by students.

The minimum achievement levels required by the program for its students to maintain good standing and to progress satisfactorily through and complete the program are outlined in detail in Appendix J of the self study to which the reader is again referred. Specific information on minimum achievement levels is presented under each educational objective in the paragraphs titled "Assessment Procedures…" and "Expected Outcomes…" Brief descriptions of the various student evaluation procedures follow.

Course Evaluations

Many of the training competencies are met through required (and elective) Counseling Psychology coursework. Students in the Counseling Psychology Program must earn a grade of B- or above in all required course work and must carry a B (3.0 on a scale of 4) average throughout the program. Students are evaluated both on their overall GPA and any individual courses in which they may have lower than a B- or an Incomplete at the yearly student evaluation. Students are rated in every semester of preparatory and core practica and must receive overall ratings of "at level" in order to pass these practica. To pass their subsequent field practicum work, students must receive ratings from their primary supervisor of at least "meets expected level of performance" across several evaluation domains. Copies of the practicum evaluation forms can be found in Appendix T of the self study.

Doctoral Qualifying Examination

Students typically take the Doctoral Qualifying Examination (''prelims'') during the second semester of their third year in the program. A full outline of the examination process is contained in the Doctoral Qualifying Examination Manual in Appendix L, along with copies of the most recent questions and the written prelim evaluation form. Students are examined in written form on five domains: Measurement and Assessment; Vocational Psychology and Career Development; Intervention Theories in Counseling Psychology; Research on Psychological Interventions; and Ethical, Legal, and Professional Issues in Psychology. Multicultural competency as a sixth examination area is infused across the five other content areas. In addition, students sit for an oral examination patterned after ABPP oral specialty certification examinations. For this, they submit a paper articulating their theoretical orientation to psychotherapy, a synopsis of their practice experiences, and a case conceptualization. At the oral examination, they present a 20-minute segment of video- or audiotaped case, and faculty members ask them questions related to various aspects of their presentations. A table containing pass-fail-retake information appears in Appendix L and in Domain F1a of this self study.

Included in Appendix L are the current written prelim exam evaluation form and an oral examination evaluation form that we used for the first time in spring, 2006.

During the 2006 spring semester, in response to anecdotal student and faculty concerns that the written prelim examination lacked interrater reliability and was getting more difficult over time, Drs. Packard and Minami conducted an analysis of written prelim results from 1998 through 2005. The report of this analysis may be found in Appendix L. The weighted Kappa coefficient of .716 was impressive evidence for scoring reliability. Further analysis demonstrated that when variability across students was taken into consideration, there was little evidence to suggest that the scoring across raters was consistently unreliable or that the written prelim examination was systematically becoming more difficult over the past 7 years ($F = 1.056$, $p = .410$). However, the percentage of failures/retakes on individual written areas was higher during 2004-2005. We plan to review our doctoral qualifying exam procedures, and this informal study, in greater depth at our annual CP faculty retreat scheduled during August, 2006.

Annual Review of Student Performance
All students are evaluated yearly at the annual student evaluation meeting of the faculty at the end of the spring semester. A Student Self-Evaluation form is sent electronically to students a few weeks prior to the evaluation meeting. A copy of this form is included in Appendix M (Student Evaluation). Students return the form to the Training Director, who, with the help of the student's advisor, updates a data sheet for faculty use in the meeting. Each student is presented to the faculty by her or his advisor, with additional information provided by other faculty, and an evaluation summary (Appendix M) is completed to accompany the annual evaluation letter. The Department Chair and Director of the Counseling/ Counseling Psychology Program write the evaluation letter. Students who are deemed "at risk" (problems with grades, research progress, multicultural competence, ethical and professional standards, or personal competency) also are reviewed at the end of each fall semester. Personal and professional competency evaluation is guided by *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* developed by CCTC and found both in the Program Handbook and in Appendix M (Student Evaluation) of this self-study. Students are expected to complete program requirements in a timely manner (3 years maximum to complete their masters' thesis and degree and 7 years maximum to complete their Ph.D. program).

Assessment of Other Activities
The Student Self-Evaluation form completed annually by students includes questions about professional activities such as memberships in professional organizations, authorship on presentations at professional conferences and on professional journal articles, involvement in grant-supported research, teaching, and service delivery. Similar information was also requested in the recent Alumni Survey (see Appendix N and the narrative under Domain F1a) and is illustrated on Table 4 under "Student Professional Activities since Enrollment in the Program." As illustrated in Table 4, almost all of our students over the past 7 years have been members of professional organizations. Of note is the presentation and publication record of our 2005-06 first-year cohort, whose professional contributions in these areas are equal to or exceed those of the oldest cohorts after only one year in the program. We believe that this record corresponds with our activities supporting research in the program and expect that this will continue.

As can also be seen in Table 4, our students are successful in obtaining predoctoral internships. When students have not received placements, the usual reason has been that they applied very narrowly (e.g., were geographically restricted, applied to less than a handful of sites, or had not exerted serious effort in applying). We believe this reflects both the quality of our practice training and our commitment to mentoring students for internship.

DOMAIN C - PROGRAM RESOURCES

C1a. Identifiable Program Faculty and Designated Psychology Leader:
Dr. Morrow is the designated Training Director for the program. She works in concert with Dr. Hill who, in addition to his role as department chair, coordinates the activities of the masters' level and doctoral counseling/counseling psychology programs. Seven faculty members are designated as "Core Faculty" in the Counseling Psychology (CP) Program. The listing of these core faculty, including their titles and contribution to the CP Program, is summarized in Table 3. In terms of FTE, three faculty (Morrow, Minami, and Reyes) are 1.0 FTE, one is .75 FTE (Burrow-Sanchez, who devotes .25 FTE contributing to School Counseling), and two are .60 FTE (Hill, who devotes .40 FTE to duties as the Department Chair and Rodriguez, who devotes .40 FTE to training coordinator duties in the Professional Counseling Master's program). One recent addition who will begin fall 2006, Gore, will be .90 FTE in CP, bringing the total to 5.85 FTE core faculty. Gore was hired as an Associate Professor (with tenure) to replace Ted Packard, who completed his phased retirement from the department as of July 1, 2006 but will continue as interim Dean of College through at least fall semester, 2006. All core faculty members are licensed psychologists (with the exception of Minami, who is accruing post-doctoral hours and plans to seek licensure in the coming academic year). All core faculty members are graduates of APA-Accredited doctoral programs. Of the 7 core faculty, five are graduates from doctoral programs in Counseling Psychology (Hill, Minami, Morrow, Burrow-Sanchez, Gore), one is from a combined APA-Accredited Counseling/School/Clinical Psychology doctoral program (Reyes), and one is from an APA-accredited clinical psychology doctoral program (Rodriguez). Core faculty abbreviated vitae may be found in Appendix R, along with the training director's full vita.

In addition, 11 individual faculty members are designated as "Associated Program Faculty" (See Table 3). These include Walker, a full-time clinical faculty member, whose primary role is coordinating the School Counseling M.Ed. program. Dr. Walker, a graduate of an APA-accredited Combined Counseling/School/Clinical Psychology program, is a licensed psychologist and school counselor. Walker devotes just under one-third of her time (30%) contributing to the CP program. Weitzman, Harris, and Huebner are full-time staff at the University Counseling Center, where the Counseling Psychology 2nd year core practicum occurs. They each give 10% time to the Counseling Psychology program, including attendance at the regular bi-monthly program faculty meetings. Packard who has been completing a phased retirement. Foxley, the former Commissioner of Higher Education in the State of Utah, holds a "Regents Professorship" which allows her to designate her faculty appointment at any institution of higher education in the State of Utah. She selected the University of Utah's Counseling Psychology Program within the Department of Educational Psychology, from which she earned her Ph.D. in 1968. Drs. Kircher, Woltz, Olympia, Pompa, and Gardner are members of allied

department programs, although they have a significant responsibility in teaching core Counseling Psychology program courses. In total, these "Associated Program Faculty" contribute an additional 1.8 FTE to the CP Program. Associated Program Faculty vitae are also found in Appendix R.

Finally, 55 individuals are designated as "Other Contributors"; their primary roles in this regard are occasionally teaching single courses on an ad hoc basis, serving as licensed supervisors in various field practicum and local internship settings, and/or occasionally serving as members of students' thesis or dissertation committees. These contributors are a broad and diverse group of faculty who are actively supportive of the CP program. The abbreviated vitae of "Other Contributors" whose service to the program has been designated as "substantial" (i.e., they regularly or currently teach courses, supervise our students, or serve on thesis and dissertation committees) are included in Appendix R.

C1b. Function as an integral part of the academic unit:
With respect to its overall organization and structure, the Department of Educational Psychology houses three doctoral-level programs in Counseling Psychology, School Psychology, and Learning Sciences. Both the Counseling Psychology and School Psychology doctoral programs are accredited by the American Psychological Association (APA); the Counseling Psychology program has been continuously accredited for almost five decades. The doctoral program in Learning Sciences focuses on the science of learning and the application of theories of learning and cognition to education. All three doctoral programs were recently evaluated as excellent as part of an internal Graduate Council review implemented in 2002 by the Graduate School.

In addition to these three doctoral programs, master's-level training occurs in five specialty areas, namely: (a) School Psychology, (b) Professional Counseling, (c) School Counseling, (d) Instructional Design and Educational Technology, and (e) an interdepartmental master's program in statistics. The Professional Counseling and School Counseling training occurs within a broader Counseling and Counseling Psychology (CCP) program structure created in 2002 to provide a context for training that coordinates the Ph.D. and professional master's-level curriculum. This organizational structure is described below.

The Counseling and Counseling Psychology program is composed of the Ph.D. Program in Counseling Psychology, a School Counseling (SC) M.Ed. Program that meets the State of Utah Office of Education curriculum standards for licensure in School Counseling, and an M.Ed./M.S. program in Professional Counseling (PC) that meets the Utah Professional Counseling Licensing Board's curriculum standards for licensure as a Professional Counselor. Hill (who is also the Department Chair) coordinates the various CCP programs while three designated training directors, Morrow (CP), Walker (SC), and Rodriguez (PC), manage the specialized sub-units.

The various tasks that make up the operation of the Counseling Psychology Ph.D. program are managed and overseen by the Counseling Psychology Training Director (Morrow), who also ensures there are sufficient faculty resources (drawn primarily from the core and associated faculty) for any given Counseling Psychology task. These tasks include student evaluations, admissions, internship preparation, ongoing APA-accreditation maintenance (e.g., the annual report), and the administration of the doctoral comprehensive examination. Although such duties

are part of the oversight role of the Counseling Psychology Training Director, the workload for some of these tasks is distributed across other core faculty members. The Counseling Psychology Training Director maintains responsibility for ensuring these tasks are conducted appropriately. Tasks performed exclusively by the Counseling Psychology Training Director (and not distributed to other core faculty in the past 7 years) include internship preparation and maintenance of APA Accreditation through the completion of annual reports.

C1c. Are sufficient in number:
The 7 Core and 11 Associated Faculty members are sufficient for the academic and professional training and evaluation tasks required for the Counseling Psychology program. Collectively, sufficient faculty support the Counseling Psychology doctoral training program that, as of fall semester 2006, consists of 45 students (39 returning and 6 newly matriculated students). Assuming that the primary responsibility for advising and supporting students rests with the 7 core faculty (5.85 FTE), this yields a current faculty to student ratio of 1 faculty member to 7.7 students. Across the past 7 years, the number of students admitted into the Counseling Psychology program has ranged from 5 to 8. This admission rate translates into approximately one new advisee per core faculty member per year. During the 2005-2006 academic year, the Counseling Psychology Program graduated 9 students.

The process by which faculty work together to function as an academic unit is exemplified in the operation of three central program tasks: annual student evaluations, student admissions, and the administration of the bi-annual Doctoral Qualifying Examination. Each activity is described in detail elsewhere in the self study.

C1d. Theoretical perspectives and academic and applied experiences:
The Counseling Psychology Program's goals and objectives, outlined in Domain B, are met by an eclectic faculty with varied experiences and personal and professional characteristics. Core faculty members represent a mix of professional training. Burrow-Sanchez operates predominantly from a cognitive-behavioral perspective. His interest in substance abuse also blends behavioral, psychosocial, and family systems perspectives; and, as noted in the core curriculum, his teaching of practice courses is in these areas. Hill's area of expertise is in aging and adult development. His skills include behavioral and cognitive-behavioral approaches to therapy, although he also has expertise in the interpersonal process model. He teaches the adult development and aging course, which emphasizes developmental theory and its integration with practice. Minami specializes in process and outcome research and espouses a broad-based theoretical orientation inclusive of existential, solution-focused, and cognitive-behavioral approaches to counseling. He teaches the research in counseling psychology course, which reexamines the evidence claimed as empirical support for the efficacy and effectiveness of psychotherapy. Morrow's background and training are in integrative, interpersonal, multicultural, and feminist models of psychotherapy; in this regard she brings this dimension to practical training. She currently teaches the core practicum and provides students with formative training in psychotherapy and counseling. Rodriguez provides specific expertise in diagnosis and the utilization of diagnosis in treatment planning. She teaches the diagnostic issues in psychotherapy course. She advocates empirically supported and developmentally appropriate approaches with an emphasis in cognitive, behavioral, and experiential foundations. Reyes emphasizes early childhood developmental models in psychotherapy and has expertise in play

therapy. She practices an integrative multicultural feminist theoretical orientation as it relates to the treatment of children, adolescents, and adults, particularly with at risk underserved populations. Reyes is the second instructor of the core practicum. Gore has expertise in career and student transition issues and brings added credibility to the vocational/career counseling component of the program. His research in the area of social cognitive theory and self-efficacy provides a strong theoretical grounding for his vocational expertise, and his use of sophisticated research methodologies will enhance the offerings of the department as a whole. Packard continues to teach the Ethics and Standards course, integrating into the class his experiences as a recent chair of the APA Ethics Committee.

C1e. Demonstrate competence and congruent credentials
As noted above, all core faculty (with the exception of Minami who is recognized as a psychology resident by the Division of Occupational and Professional Licensing in Utah) are licensed psychologists in the State of Utah. All faculty members exemplify the scientist-practitioner model through their engagement in clinically relevant research as well as clinical supervision of students' training experiences. Both Hill and Packard are Board Certified in Counseling Psychology through the American Board of Professional Psychology. Packard is a Fellow of the American Psychological Association (Division 17). Tenure-track faculty members are reviewed annually through a stringent retention, promotion, and tenure (RPT) process that encourages development of skills and competency in research, teaching, and service. For tenured faculty, a formal review occurs every five years. These regular reviews serve as a source of quality control of faculty performance that models best practice standards in the field of counseling psychology.

C1f. Available to function as role models
All core faculty members are role models as professional psychologists both with respect to training and professional credentials. In this regard, faculty members either teach in the core practicum (Morrow or Reyes) or actively provide licensed clinical supervision (Hill, Burrow-Sanchez, Packard, Morrow, Reyes, Rodriguez, Walker). Faculty members are expected to play an active role in the professional training in order to be visible role models as practitioners in this regard. In addition, all faculty members are active members of the American Psychological Association, as well as other professional societies, and are engaged in ongoing research. Furthermore, students are involved in the research process with faculty as part of research teams. These small groups of students meet regularly with a core faculty member and are mentored in the research process. All faculty members actively present their research at national and international conferences, and students are included in this process through paper/presentation authorship or co-authorship. Those considered "Other Contributors" also supplement the curriculum and provide diverse training experiences for the students through their contributions to teaching, research, and clinical training.

C2a. Identifiable Body of Students Sufficient in Number
As can be seen in Tables 4 and 5, the program has an identifiable body of students at different levels of matriculation. Since the last site visit in 1999, the Counseling Psychology Program has enrolled between 5 and 8 students per year. Based on an FTE of 5.85 core faculty (see Table 3), admitting this number of students has kept overall advising levels manageable while at the same time ensured a reasonable class size of students for meaningful peer interaction, support, and

socialization as a yearly cohort group. Students in the program also contribute to the department's Student Credit Hour (SCH) production. As of fall semester, 2006 there will be 45 doctoral students . This total student census provides a student/faculty ratio of 1 to 7.7 which should be consistent with other counseling psychology training programs nation-wide.

C2b. Student Interests and Scholastic Aptitude are of High Quality
Students are selected with several goals in mind: First, to ensure that they have the aptitude for scholastic success given the research and scholarship demands of the CP Program curriculum; second, to maximize diversity with regard to the personal background, qualities, and interests of students. We have had a long history of admitting students based on a consensus model that is broadly shared across program faculty and matriculated students. For example, our admissions committee always has at least one student representative who participates directly in the decision making process. The CP program admissions committee consists of core faculty, as well as 3 associated faculty members who also are members of the CP Program Committee. These 3 faculty members have their primary University appointments at UCC and include Lauren Weitzman, Ph.D. (UCC Director), Frances Harris, Ph.D. (Associate Director of Training), and Lois Huebner, Ph.D. (Associate Director of Clinical Services). Their input provides insight from the perspective of the UCC in terms of identifying those who would best fit the CP Program's admission criteria. Admissions decisions are decided by majority vote after all viable applicants have been reviewed and an effort is made to review every applicant file. We employ a liberal review standard that does not utilize predetermined GPA and GRE cutoff scores as the basis of initial screening and elimination. Thus, *every* prospective student's file gets reviewed by both CP faculty members and student reviewers. The training director and student representative often organize small groups of interested students to review files. Admissions review material can be found in Appendix B of the Self-Study document.

In terms of academic criteria, we use past undergraduate and post bachelor's grades (including graduate GPA for master's degree students). Among the 47 students admitted since 1999 and reported in Table 4 (excluding one respecialization student, #04-006) undergraduate GPA has averaged 3.52 (SD = 0.27). Those 23 students admitted with master's degrees had an average Graduate GPA of 3.86 (SD = 0.12). Our primary measure of scholastic aptitude is the GRE (Verbal, Quantitative, and Analytical/Writing subscales). Since 1999, student GRE scores have averaged 544.68 (SD = 109.81) for Verbal and 582.34 (SD = 104.57) for Quantitative subscales. The GRE writing test was added in 2004 and required in 2005 of students applying to the CP doctoral program. Since its inception in 2004, the scores for 7 students who reported taking the GRE writing test averaged 4.36 (range: 3.5 to 5.0).

C2c.   Student Reflection of Program Philosophy, Goals, and Objectives
In addition to these academic markers, we utilize qualitative data from academic and professional references to maximize the likelihood that matriculating students are reasonably compatible with program overall philosophy, goals, and objectives. To evaluate these and other personal characteristics, we evaluate applicants: (1) letter of intent, (3) personal vita, and (3) letters of reference that address academic and professional achievements, general character and work history). Although decisions are not based directly on demographic characteristics, we also are sensitive to diversity or personal characteristics such as gender, cultural and religious diversity, and world-view, as well as personal and professional interests. Historically, decisions

were made primarily on student qualifications (regardless of areas of interest and/or match with faculty interests). In 2006 we began transitioning in an additional set of factors that considered student fit with faculty research interests. The focus in this regard is general areas of interest (e.g., psychotherapy research) versus the specific targeting of a faculty-student match. This generalized approach to stated student interest was initiated to maintain our ability to scan the larger pool of students and evaluate those who had very high quality academic and/or diversity indicators although an applicant might not necessarily represent a perfect match to a specific faculty member. This also provides selection flexibility based on the knowledge that students may not have fully formed academic interests at the point of admission to Ph.D. level training and may develop interest areas as they pursue their program of doctoral study. Even with the addition of the "student interest" factor, it is fair to say that our consensus-based admissions decision model takes faculty interest into account inasmuch as we are aware that it is difficult to advise a student if her or his interests are tightly focused in areas where our faculty have little or no expertise.

C3a.   Department Finances

As a part of the College of Education infrastructure, The Department of Educational Psychology receives an annual budget from the Dean's Office that is divided into personnel and non-personnel categories. The personnel category reflects faculty and staff salaries as well as a line of returning dollars for student support. The 2005-06 base personnel budget was $1,198,673 (inclusive of a teaching assistantship line of $13,818). These funds, for the most part, are fixed and do not contribute to the operating budget of the Department except when a line becomes open (due to retirement or a personnel departure), at which time the line becomes available and the dollars that are returned to the Department are used to address operating expenses (until the line is filled through a re-hire). The primary source of operating funds comes from dollars created through student credit-hour generation. In 2005-2006 this amounted to $203,384. This number fluctuates annually between 10 and 20% based on the number of SCH generated across the course of the fiscal year (including summer term). These dollars are sufficient to minimally meet operating expenses, although their variable nature makes planning student support difficult. Decisions regarding the allocation of SCH dollars are primarily the domain of the Department Chair, who receives input from program faculty and, in particular, the training directors of the constituted department programs.

Financial Assistance for Entering Students:
Since 1999 and historically, the CP Program has provided guaranteed 1/4 time support for all admitted students during their first year of doctoral study. This has included both a regular stipend and waivers for at least 1/2 of graduate tuition. These graduate assistantships (GAs) also qualify out-of-state students to immediately pay the substantially reduced in-state tuition rates. This departmental graduate assistantship funding (research and teaching assistantships) is summarized next, as well as additional funding sources that are external to the department but make up the financial support base from which entering students are recruited and funded.

Departmental Graduate Assistantships are provided through the Department of Educational Psychology. The total dollar amount provided annually by the Department has been $18,000 ($13,818 from the returning graduate assistantship line and $4,182 from SCH generation), and this amount has remained relatively constant over the past several years to fund entering

students. This amount of total funding has allowed the CP Program to provide 2 students (the GA line funds 2 students from the CP program and 2 students from the School Psychology program) with $4,500 per semester (totaling $9,500 per academic year) for the first year of doctoral study. This level of funding is the minimum amount required for a half-tuition waiver that is provided through the Graduate School (half tuition is roughly equivalent to ½ of $2,739 (or $1,369) for resident tuition per semester assuming the student enrolls for 15 semester hours as compared to $8,781 for nonresident tuition – with no waiver - per semester). Graduate stipends have been incremented by the Dean of the Graduate School periodically since 2000. The semester stipend for a ½ tuition waiver will increase to $5,000 as of fall semester, 2006. Since the GA line is not regularly incremented, the difference due to this incremental increase in dollars needed for a tuition waiver is obtained through diverting a greater percentage of dollars from SCH revenues to fund these GA positions. Since SCH revenue is used to service the Department's overall operating budget, this strategy of graduated increments puts additional strain on the overall system. Assistantships in the department include research assistantships (RA) with various faculty and other positions.

The Learning Enhancement Program, which is part of the University of Utah Counseling Center, has had a cooperative relationship with the CP Program for many years. This includes the hiring of between five and nine CP students each year to teach Strategies for College Success (and similar career development and personal growth courses) student service courses that are sponsored by the Department of Educational Psychology. This mechanism has funded approximately three entering students each year. These TA positions pay at the same level as the Departmental Graduate Assistantships. Students who receive this stipend are required to teach popular courses designed to assist undergraduates in improving study skills and their University educational experience (e.g., EPSY 2600, Strategies for College Success).

Finally, there is intermittent funding for entering students from individual faculty who have grant-generated dollars. Since 1999 this has amounted to funding one entering student approximately every other year. In the 2006 entering cohort, one entering student will be funded with an RA from a $25,000 grant generated by Hill through the Utah Seed Grant Foundation.

There is a clear and pressing need to find dollars to recruit entering students into the CP program. Without first-year assistance, it is difficult to compete in the doctoral program market place for entering students, and those with the most attractive academic credentials must struggle to decide whether matriculating into the CP program at the University of Utah is worth trading admissions offers at other institutions who have offered more lucrative financial aid packages.

Financial Assistance for Continuing Students
Although funding for continuing students (2nd year and beyond) is not guaranteed, most of our students obtain funding from a variety of sources. The amount of funding is variable depending on student needs and/or pre-determined levels of funding from the university and the various external funding sources. This funding comes in five forms: (1) Department and University research and teaching assistantships; (2) College, University, and National Fellowships and Scholarships; (3) Off-campus paid positions in agencies providing psychological services to the community which are linked to the CP Program's Field Practicum training sequence; (4) through

various loan programs administered by the University's Financial Aid Office; and (5) faculty-generated grants.

Students can apply for quarter or half-time continuing assistantships (up to 20 hours per week) through the Learning Enhancement program (as noted above), which also has ongoing funding for returning students. In the past, the Learning Enhancement Program has funded from 6 to 9 of our continuing students at any given time. Departmental Graduate Assistantships (as described above) are also a source of continuing funding. These become available in several ways: (1) When the Learning Enhancement Program funds more first year students and money becomes available from the $18,000 yearly allotment to the CP Program to support continuing students. (2) When the need and SCH dollars are accessed to address specific departmental demands such as special allocations of money for unforeseen departmental TA support. Historically, one and sometimes two advanced students are funded through the department's half-time statistics laboratory teaching assistantships (this includes half tuition waivers). Those students who have completed the core practicum and have a master's degree can also be paid for teaching ED PS 5210 (an upper division undergraduate and beginning master's level course that emphasizes interviewing and counseling skill development). It should also be noted that one and sometimes two continuing students have been funded annually through other programs that are part of the University Counseling Center including Career Development and Personal Growth Seminar teaching assistantships (credit courses sponsored by the Department) and a Research Assistantship generally filled by an advanced CP doctoral student. Funding for these various assistantships is generally 1/4 time (10 hours per week, $4,500 across the academic year) with half tuition benefits. Students who receive this funding often have specific interests and skills in the content areas noted. Again, these dollar amounts will increase to $5,000 for 2006-2007 in order to continue to provide access to the tuition waiver program through the University of Utah Graduate School.

A relatively new source of money that began in 2006 is the Department's Student Support Fund. This fund became active through dollars generated by the annual Department student-staffed "Phone-a-Thon." The University of Utah (and the College of Education) has allowed the Department to access its own alumni through an annual phone drive for student-support dollars. Since its inception in 2002, the Phone-a-Thon has generated between $1,500 and $4,300 per year. In 2006, a percentage of these funds were returned to students in the form of small grants (between $100 and $300) to support student travel, facilitate student-initiated research programs (dissertation and thesis research projects), and address cost-of-living needs of students. Approximately 12 awards of student support fund dollars were made to students in 2006. This money is managed through departmental processes. It is anticipated that as the annual Phone-a-Thon continues, the dollars from this effort will increase.

Advanced students with interests in substance abuse issues have been placed at the Alcohol and Drug Education Center (ADEC) that is affiliated with the University Counseling Center. Assistantships are also available in selected programs in the University of Utah Medical Center. These have been through the Department of Family and Preventive Medicine (e.g., AIDS Education Program; Lung-Health Study), the Moran Eye Center, and through the School of Nursing. These assistantships are generally quarter or half time (at $4,500 per semester per academic year) and carry with them a half tuition waiver.

Students have received a variety of Fellowships and Scholarships through the University and College to pursue graduate studies. Highlighted among these at the college level is the Steffensen Cannon Fellowship. This full-time fellowship provides a stipend of $10,000 plus full tuition waiver for an academic year. Several continuing CP students have received this award during recent years. This fellowship comes from a private donation to the College of Education for the purpose of supporting individuals who desire to pursue a career in teaching (broadly defined to reflect all levels of training from elementary to higher education). In addition, the Jones Fellowship is also full-time and provides a stipend of $10,000 plus full tuition waiver for an academic year. Several continuing CP students have received this award annually during recent years. The University has also supported, intermittently, one department student annually through the University Research Committee (URC) Fellowship Program which provides a stipend of $10,000 plus full tuition waiver. The URC Fellowship is awarded to students who have meritorious dissertation or master's thesis projects that are self-initiated. Our students also have been awarded a number of smaller fellowships and scholarships which have helped to augment their existing funding including the Jones Fellowship ($1,000 at the College Level) and the Chicano Fellowship ($500 at the University Level). At least one of our students has received money annually through these programs.

We have over the years developed strong working relationships with a number of community organizations off campus that provide psychological services to the community. Current or recent employers of our students have included Salt Lake Valley Mental Health, Salt Lake County Department of Criminal Justice Services Treatment Unit, The Community Counseling Center, Center for Brief Therapy, Family Support Center, Benchmark Hospitals, and Primary Children's Medical Center Child Protection Team. These agencies provide supervised work experience at various levels of part-time compensation and are coordinated with the program's Field Practicum program.

Table C-1 below summarizes the number of current students who are funded at least part-time through these mechanisms. Students on full time predoctoral internship are not funded by the university, but are funded through the respective internship site at which the student is placed.

At the University of Utah, tuition waivers are generally connected to each of these funding sources (with the exception of community agencies). Also, because some students utilize multiple funding sources, this table reflects a larger total number than the 45 active students. We have included a category that highlights those students who have not desired funding during their doctoral education, as well as a category of students who are not funded, but desire funding. It is important to note that this latter group of students may not be funded for a number of reasons beyond simply lack of available funds. These reasons include, but are not limited to, a restricted work-time schedule (due to child-care issues), focused work interests, and/or health issues that preclude working. Note also that many students who are funded would be very pleased to be supported at higher levels that what often is possible. The table below does not summarize student loans, which also are a major source of funding for students in the CP Program.

Table C-1. Current 2005-2006 Student Funding (n = 45 students).

Funding Sources	Students Funded (at least part time)
Department of Educational Psychology Assistantships*	11
UCC Programs (e.g. Learning Enhancement Program)	13
University/College/National Fellowships**	3
University Departments and Agencies other than Educational Psych	5
Off Campus Community Agencies	6
Students on full time predoctoral internships	3
Students who are not funded, but desire funding	2
Students who do not desire funding	1
Other (Research Position Outside the University)	2

  *Note: These RA/GAships are generally 10hrs/wk @$4,500 per academic yr + ½ tuition waiver (for fall and spring semesters)
**Note: In 2005-2006, two students received the Steffensen-Cannon Scholarship ($12,000 per year + tuition) and one student received the Velma R. and George S. Jones Scholarship ($9,500 per year + tuition)

C3b.   Clerical and Technical Support
Clerical support for the CP Program is shared with the Department, i.e., there is no clerical support that devoted exclusively to the CP Program. The Department's clerical staff includes one full time administrative assistant, one full time administrative secretary, and a line for one office assistant (for a total of approximately 3.0 FTE distributed department-wide). This staff manages computer-based spreadsheets, keeps up CP Program records, handles student questions and issues, and keeps the course schedule. They function in an office with adequate computer technology. Support personnel for the computer network are housed in the College's Office of Technology Support Services and consist of 4 full-time IT specialists. This service is paid for on an annual basis from the department's operating budget at a cost of between $20,000 and $25,000 annually.

C3c-d. Physical Facilities, Training Materials, and Equipment
Physical facilities include departmental space in Milton Bennion Hall and in the Annex Building. Space issues have been highlighted in the past as somewhat problematic. We have, since 1999, made little progress in enhancing the space in the department that is available for the CP Program. Unfortunately, there is literally no room in Milton Bennion Hall for expansion of any departments or academic programs. The CP program is assigned 4 carrels in the College's teaching assistant room, and 6-8 CP students are assigned to these carrels. There is also limited "open" carrel space in this room that can be used on an as needed basis. Computers and a printer connected to the College's computer network are available in the teaching assistant room. Also, the 7 CP students serving currently as instructors in the Counseling Center's Learning Enhancement Program share office space in two rooms located in the Student Services Building. The Department also maintains a Statistics Laboratory in MBH in support of its advanced statistics courses that employs 2-3 teaching assistants from any of the 3 doctoral programs. Thus, there continues to be modest space available "here and there" for informal student interaction,

and the ongoing challenge continues to provide adequate space to meet the needs of our doctoral students.

All faculty members have individual offices in Milton Bennion Hall, but space is limited for filing and data storage. Most faculty members use their offices as their primary space for research. Two exceptions to this are the Applied Psychophysiology Lab operated by Dr. Kircher and the Eye Tracker Reading Lab of Dr. Cook. Both are affiliated with the Learning Sciences Program, regularly teach courses that include CP students, and welcome interested CP students into their research teams.

There are several potential long-range solutions to our space issues, the most appealing of which is to construct a new wing on Milton Bennion Hall. Our Dean has worked consistently over the past few years to raise money for building expansion, but at this time concrete plans have not yet been approved to enlarge the building or invest in capital improvements.

The Annex Building, located about 10 minutes walking time East of Milton Bennion Hall, has space dedicated to the department's Learning Sciences and School Psychology programs. School Psychology faculty staff the Psychoeducational Clinic where required training is provided to all school psychology students. A limited number of CP students who have special interests in working with children and families also receive training at the Psychoeducational Clinic. Counseling and School Psychology faculty have recently developed a plan, to be implemented in the 2006-2007 academic year, to operate a small Counseling Training Clinic in the Annex Building in concert with the Psychoeducational Clinic. The Counseling Training Clinic will provide practicum supervised training for masters' level professional counseling students and for the preparatory practicum experience (EDPS 6710, Practicum in Counseling) required of first-year doctoral CP students who matriculate into the program with no prior supervised counseling experience. In addition to the Psychoeducational Clinic, Annex space has been assigned to Learning Sciences faculty for their Laboratory for Cognition and Development. Such research space is dependent on extramural research dollars. At present, CP faculty do not have extramurally funded research or training grants that would justify the use of this space.

The campus-wide Marriott Library has been improved substantially through several major construction projects since 1999 including additional physical space, enhanced access to research collections, and expanded electronic storage capability. The Marriott Library's filing system of books and periodicals is entirely computerized and available through the internet. The library also has invested considerable resources in building its electronic database collection and facilitating student and faculty access to this information. On the downside, the library has had difficulty maintaining current traditional paper acquisitions and developing new acquisitions because of its relatively slim acquisition budget. Thus, access to hard copies of specialty journals can sometimes be difficult. Fortunately, rapid access to these journals has been facilitated by enhanced technological services at the university libraries.

There are sufficient training materials in the Department to allow students to meet the needs of the Ph.D. curriculum. There is a testing materials library that is used by students in the various assessment courses that is maintained by Dr. Olympia whose primary affiliation is with the School Psychology program. There is also sufficient equipment for student presentations (e.g.,

LCD and overhead projectors) including dissertation and thesis colloquia. Sufficient phone and computer resources are available for students in the statistics laboratory, computer laboratory, and a student office area (which includes a printer dedicated for student use). As noted in the above paragraph, the Practicum in Counseling (ED PSY 6710) will be conducted in the Annex Building beginning in 2006, where there is sufficient office space and a functioning clinic infrastructure (the HIPPA compliant Psychoeducational Clinic) where preparatory practicum activities can occur.

C3e.   Student support services
There is an ongoing effort to assist students who need academic support through structures such as the Statistics Laboratory (maintained by the Learning Sciences Program). Core faculty members provide ongoing individual support for students who have academic issues. There is an existing infrastructure for student support services. Included is a list maintained by the program of mental health professionals in the community who are willing to provide services to students at reduced costs. The Student Health Center on campus offers medical and health services, and students have access to a lower-cost health insurance through the University. Other important services are provided by the Center for Ethnic Student Affairs, Center for Disability Services, Women's Resource Center, International Student Center, etc.

C3f.   Control of Practicum and Training Sites
CP students who matriculate without having completed a previous masters' level supervised counseling practicum are required to enroll in EDPS 6710, Practicum in Counseling, during spring semester of the 1st year. This experience is preparation for the second-year core practicum which is mandatory for all students. EDPS 6710 is controlled directly by program faculty.

Our current arrangement with the University Counseling Center provides us with an exceptional facility for our core practicum needs. Students, faculty, and UCC professional staff all view this as a major asset and a very desirable arrangement for professional training. Practicum counselors share a well-equipped group of offices that include computers networked to the CP Program and to UCC. There is an efficient system of individual and group counseling rooms, all of which are permanently connected to centralized video-recording equipment. The CP Program effectively controls this practicum site for many reasons--the longstanding collaborative relationship with the UCC; a Practicum Coordinating Committee made up of program faculty and UCC staff; UCC psychologists who are Adjunct Professors in the Department and sit on the CP Program committee; and core faculty members serving as overall instructors and coordinators for the core practicum course, EDPS 7710, Practicum in Counseling Psychology.

With regard to access to field practicum placement sites, several of these are located on the University campus (University Counseling Center; Women's Resource Center) and the School of Medicine (U Family Health Center), so access is relatively easy. Other community sites are located reasonably close to the University campus and are accessible by car and/or by public transportation. The CP program has an extensive list of field practicum sites as is summarized in Table 2. Many of the faculty designated as "Other Contributors" manage field practicum sites, serve as on-site supervisors, and are accessible to students by phone or in regular face-to-face supervision that is a required part of the Field Practicum experience. As noted in the Table below, students evaluate their Field Practicum placements at the end of each semester on a

number of dimensions that are related to program goals. And, as can be seen from the Table below, the student ratings are consistently high.

In some instances, student ratings, along with the FP Coordinator's assessment, have resulted in the CP Committee dropping certain field practicum sites from the approved list of potential placements. Typically, one or two sites have been dropped each year with the typical reason being a lack of adequate and/or appropriate supervision. Thus, the program does exercise control over the Field Practicum sites, evaluates the quality of instruction and supervision, and insures that the training provided is consistent with program goals and objectives.

Student Ratings of Field Practicum Sites

Name of setting	Year(s) Evaluated	# Student Evaluations	Rating 1: Amount of on-site supervision	Rating 2: Quality of on-site supervision	Rating 3: Relevance of the FP to career goals	Rating 4: Overall evaluation of the training
University of Utah Counseling Center	1999-2005	10	4.0	4.0	3.8	3.8
Valley Mental Health, SL County	1998-2005	25	3.6	3.8	3.7	3.7
Salt Lake County Criminal Justice Treatment Unit	1998-2005	24	3.5	3.6	3.9	3.8
Women's Resource Center, U of UT	1998-2005	22	3.9	3.8	4.0	3.7
Family Support Center, SLC, UT	1998-2004	18	3.5	3.2	3.9	3.6
Department of Family and Preventative Medicine, U of UT Medical Center	1998-2004	14	3.5	3.6	3.5	3.5
VA Medical Center, SLC, UT	1999-2005	11	3.8	4.0	4.0	4.0
Cornerstone Counseling Center, SLC, UT	1999-2005	9	3.0	3.4	3.4	3.6
Gear-Up Program, SLC	2003-2005	12	3.7	3.7	3.7	3.7
Deborah A. Christensen & Associates, Draper, UT	2002-2005	9	3.8	4.0	4.0	4.0
Sandy Counseling Center, SLC, UT	2000-2004	10	3.9	3.9	3.8	3.9
Comprehensive Psychological Services, SLC, UT	2002-2004	7	2.3	3.0	3.9	2.9

Cancer Wellness House, SLC, UT	1999-2001	5	3.8	3.8	4.0	3.8
Sugar House Family Counseling, SLC, UT	2003-2005	6	4.0	4.0	3.0	4.0
Center for Senior Renewal, SLC, UT	1999-2002	11	3.4	2.9	3.9	3.3
InterWest Health Alliance, SLC	2003-2005	6	4.0	3.8	3.5	3.5
University of Utah Neuropsychiatric Institute Adolescent In/Outpatient Unit	2003-2005	4	3.0	4.0	4.0	3.5
Alcohol & Drug Abuse Clinic, University of UT Medical Center	2003-2005	4	4.0	4.0	3.8	4.0
Primary Children's Medical Center Safe and Healthy Families Program, University of UT Medical Center	2002-2005	4	3.5	3.3	4.0	3.3
Alcohol and Drug Education Center, University of UT	2001-2003	5	3.8	3.8	3.6	4.0
Salt Lake Orthopedic Clinic	2002-2003	3	4.0	4.0	4.0	4.0
Salt Lake County Substance Abuse Interim Groups, SLC, UT	2003-2005	6	3.8	4.0	3.2	4.0
Aspen Grove Counseling Center, SLC	2004-2005	2	4.0	4.0	4.0	4.0
Moran Eye Center, University of UT Medical Center	2003-2004	5	4.0	4.0	3.0	3.8
Univ Utah Pain Manage Center	1998-2002	7	3.3	3.1	3.4	3.4
Utah AIDS Foundation	1999-2000	4	3.0	3.3	3.3	3.3
Various Ethic Service Centers	1998-2000,	11	3.7	3.7	3.6	3.5
Ashley Family Clinic, Vernal	2001-2003	4	4.0	4.0	4.0	4.0
Other sites with a single student or offered in a single year	1998-2005	25	3.5	3.6	3.8	3.8

4= Very Satisfactory, 3=Moderately Satisfactory,2= Moderately Unsatisfactory 1= Very Unsatisfactory

C4. Consortium Programs
Our program is not affiliated with a doctoral consortium.

DOMAIN D – CULTURAL AND INDIVIDUAL DIFFERENCES AND DIVERSITY

The Counseling Psychology Program at the University of Utah places high value on the importance of cultural and individual differences and diversity in the training of psychologists. It has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. We work to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for abroad spectrum of individuals. We strive to avoid actions that would restrict program access on grounds that are irrelevant to success in graduate training. We have a thoughtful and coherent plan to provide students with relevant knowledge about diversity related to the science and practice of psychology. To this end, we (a) make efforts to recruit and retaining a faculty and students who represent individual and cultural diversity, (b) have built a core curriculum that incorporates diversity as part of the knowledge and skill base of counseling psychology, and (c) work to develop an overall climate that not only fosters respect for and openness to diversity, but encourages an active interest in pursuing diversity in scholarly exploration and professional practice.

D1. Recruitment and Retention of Faculty and Students Who Represent Diversity

Historically (and since the last site visit in 1999) the Counseling Psychology Program has been actively involved in recruiting faculty who represent cultural diversity. At the present time, our core faculty are comprised of four men and three women, three of whom—Carla Reyes, Christina Rodriguez, and Jason Burrow-Sanchez—are faculty of color; one—Takuya Minami—is a Japanese citizen with an H-1B non-immigrant employment visa; and three—Sue Morrow, Bob Hill, and the new hire, Paul Gore—are White. Sue Morrow is an openly lesbian woman. Of our associated program faculty, five are White women, five are White men, and one is a Latina woman; of those, one is also openly lesbian. We believe this diversity provides important role modeling for all of our students; further, the faculty's diverse research interests (e.g., gender, aging, lesbian/gay/bisexual concerns, racial/ethnic/cultural diversity) provide opportunities for students to be engaged in scholarship that values diversity. Given the demographic characteristics of Salt Lake City, our other faculty contributors (many of them in the field who serve as field practicum supervisors or occasionally as instructors for required or elective courses) are not as diverse; however, we believe that this further illustrates the success of our program in having such a diverse core faculty. These faculty demographics may be found in Table 3.

Efforts to create and maintain faculty diversity have been deliberate. Gender and racial/ethnic diversity have been considered carefully at each faculty hire over the period since our last site visit. Position announcements have emphasized the importance of applicants having a commitment to diversity (see Appendix O: Documents Demonstrating Diversity). In addition to more mainstream venues for advertising faculty positions such as the *APA Monitor* and the *Chronicle of Higher Education,* each recent position has been advertised on such distribution lists as the APA Division 17 Section for Ethnic and Racial Diversity (SERD), the Section for the Advancement of Women (SAW), and the Section for Lesbian, Gay, and Bisexual Awareness (SLGBA).

As of the 2005-2006 academic year, of 44 students, 28 (64%) of our matriculated students are female, 16 (36%) are male; 14 (32%) are students of color, and 30 (68%) are White. Two of the students of color are a wife and husband team from Kenya and Uganda, respectively, and represent our current international students. In addition, we have a representative number of students whose sexual orientation is gay, lesbian, or bisexual, as well as students who are physically challenged. Of the 46 students who graduated during the period from July 1999 through spring 2006 15 (33%) were either students of color (12) or openly Gay/Lesbian/Bisexual (3).

Further, our students espouse a variety of social, political, and religious viewpoints, which makes the student body heterogeneous not only with regard to personal characteristics, but also in terms of individual attitudes and beliefs. One of the reasons we believe we are successful in attracting a wide variety of students is our overall national visibility; The Counseling Psychology Program has faculty who are active in APA (Divisions 17, 35, 44, 45) as well as serve on committees and sections of Division 17 and other divisions of APA that address issues of multiculturalism and diversity. A number of faculty members regularly attend and present at the National Multicultural Conference and Summit. Faculty are also active in ABPP, the Association for Women in Psychology, and other esteemed professional organizations where they have generated considerable good will across the profession of psychology, particularly in the discipline of counseling psychology where information about programs for doctoral study in psychology is disseminated to prospective students.

Further, the Counseling Psychology Program has worked hard to develop relationships with agencies and individuals on campus who are actively recruiting students from ethnic minority groups. We maintain an ongoing connection with Dr. Karen Dace, Associate Vice President of Faculty Development and Ethnic Minority Affairs, as well as the University of Utah Women's Resource Center, whose feminist multicultural practicum, outreach, and programming initiatives serve diverse populations of students. One or two of our students complete this field practicum each year, and this site is particularly supportive of women of color, international women, and lesbian and bisexual women students from our program, as well as providing gender-sensitive programmatic training for male students. Dr. Dace has been instrumental in our attempts to recruit and retain faculty of color and other diverse faculty as well as providing tangible financial support for some of our students to support their research and travel to conferences that promote diversity (e.g., the National Multicultural Conference and Summit, the Association for Women in Psychology). In the past, we worked closely with the Assistant Dean for Minority Affairs of the Graduate School who had responsibilities for ethnic minority recruitment. The Assistant Dean employed some of our doctoral students of color in his office of undergraduate recruitment, was actively involved in recruiting students for the Counseling Psychology Program, and coordinated the Summer Research Opportunities Program (SROP), a mentoring program for underrepresented students designed to prepare them for graduate school. This office has been vacant for a number of years, with what we believe has been a negative impact on our recruitment of students of color. Prior to this vacancy, we were able to recruit more students of color to apply to our program; two of these students were admitted to and enrolled in the program and are recent graduates. One of these students currently holds a faculty position at Our Lady of the Lake University, known for its bilingual/bicultural training. A chart

illustrating the enrollment of students of color each year since our last site visit can be found in Appendix O: Documents Demonstrating Diversity. The years in which we have had the lowest enrollment reflect the problems outlined above. We are pleased that the university administration is committed to filling this position and has interviewed a number of excellent candidates, and we look forward to a renewed partnership with that office.

The SROP program brings upper-division undergraduate ethnic minority students to campus each summer for an intensive 10-week program of research and mentoring. These students work 30 hours per week with individual faculty mentors as well as participating in GRE preparation classes and attending seminars related to applying to graduate programs and exploring issues in professional psychology. For a number of years, the Counseling Psychology Program was an active participant in SROP. Sue Morrow, one of our core faculty members, was the SROP coordinator for the Educational Psychology Department, working closely with the Psychology Department; and both faculty and students in counseling psychology were active in the program as mentors. Although individual faculty from most of the programs in the department have served as faculty mentors to SROP students, the largest number came from the Counseling Psychology Program. Several of the Counseling Psychology doctoral students have been involved as work-study students in the office of the Assistant Dean for Minority Recruitment of the Graduate School as volunteer coordinators and student mentors, providing opportunities for these students that contribute positively to their ethnic and professional identity development. Because of her responsibilities as Training Director of the Counseling Psychology Program and a concurrent shortage of faculty, Dr. Morrow has had to curtail her involvement in SROP; however, Jason Burrow-Sanchez has stepped into position to be involved as a faculty mentor for an SROP student this summer and is also engaged with faculty in the Psychology Department on a grant to provide services to adolescents who are at risk in the community. We consider the SROP program to be an important recruitment tool in terms of diversity, and we have had a number of applicants to our program who learned of us through SROP and through the Assistant Dean for Minority Recruitment.

Further, our admissions process focuses on aspects of diversity in the selection criteria (See Appendix B for sample evaluation form). We have a multiple criteria admissions policy designed not only to admit the highest quality students with regard to scholarship, but to select students who can maintain our program's cultural diversity. Although individual faculty research and scholarship interests are considered in the selection of students, priority is also given to the selection of students who are diverse with regard to characteristics and attitudes and would contribute to a stimulating and supportive group for student cohort interaction. Since 1999, a total of seven students have left the program prior to the Ph.D. being granted. Of these, four were White, and three were students of color. Of the three students of color, two made decisions with faculty support to change to the Master's Professional Counseling option and thus graduated with a M.Ed. degree and qualified to pursue licensure as Professional Counselors. We view this retention ratio as a problem in one sense, yet one that is explainable given our multiple entry criteria that, in some cases, prioritizes factors such as cultural diversity and life experience (not just related to students of color) over GRE scores. Alternatively, we have found this procedure to yield a rich and stimulating learning environment for faculty and students. We are very pleased that we were

able to assist in helping the two students who opted for a M.Ed. degree in making a positive career choice, about which both are very satisfied.

D2. Thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena related to the science and practice of professional psychology

As noted in Domain B, we have made concerted efforts to integrate issues of diversity across many components of the Counseling Psychology Program. These efforts include both curricular and extracurricular activities. We will highlight these efforts by describing coursework devoted to issues of diversity, illustrating how courses that are not exclusively identified as multicultural courses incorporate diversity issues as part of the curriculum content, and identifying extracurricular experiences in which students take part that enhance their experiences in the program related to diversity.

With regard to coursework that has a specific focus on diversity, the courses that are primarily devoted to issues of diversity are listed below:

> EDPS 6550, Social Psychology of Human Diversity (3) - required
> EDPS 6360, Multicultural Counseling (3) - required
> EDPS 7240, Feminist Psychotherapy (3) - elective
> EDPS 6140, Multicultural Assessment (3) - elective

Currently, the two required courses (Social Psychology of Human Diversity and Multicultural Counseling) are taught by core Counseling Psychology Program faculty (Drs. Minami and Reyes, respectively). Feminist Psychotherapy is taught every other summer by Dr. Donna Hawxhurst, and Multicultural Assessment by Dr. Janiece Pompa, both members of our Other Contributing faculty group. These course syllabi are available in Appendix I: Course Syllabi.

With regard to infusing multiculturalism into the remainder of the curriculum, the Counseling Psychology faculty has worked diligently to ensure that the curriculum as a whole reflects diversity. The majority of the program's required core courses and practica attend to diversity issues in readings, lectures, and class discussions. Other activities that are supportive of the core curriculum (e.g., research teams, professional development seminars) also address issues of diversity. Evidence for this infusion appears in course syllabi in Appendix I. In a number of syllabi, faculty members have highlighted diversity-related content for this site visit.

Students also have opportunities for involvement across campus and in the community. Some of our field practicum placements provide experiences with diverse populations, including foci on bilingual counseling and assessment, criminal justice, the Gear Up Program, the Women's Resource Center on campus, the Center for Ethnic Student Affairs, and other venues. As one example, several of our current and recent students speak Spanish fluently, and we have had some success in arranging field practicum placements where they provide services to clients whose predominant language is Spanish.

D3. Overall Climate That Supports Diversity

In addition to building a core of faculty and students who represent diversity and integrating diversity into our curriculum, the Program is engaged in an ongoing effort to promote an overall environment that supports diversity. This is done systematically in several ways. First, Counseling Psychology Program faculty take a major role in the Department of Educational Psychology to ensure that issues of diversity are represented in departmentally sponsored events (e.g., see Appendix P: Educational Psychology Seminars). The Counseling Psychology Program also coordinates with the department's Diversity Committee to offer public events that highlight diversity (e.g., bilingual service delivery, multicultural counseling competence).

The Educational Psychology Diversity Committee has been in place for 11 years and is frequently chaired by a Counseling Psychology faculty member and always has members from the Counseling Psychology faculty. At this writing, two of the three faculty members and the student representative to the committee are affiliated with the Counseling Psychology Program. Dr. Jason Burrow-Sanchez, on behalf of the Educational Psychology Diversity Committee, has recently written a CEMRRAT grant proposal to support recruitment of racial/ethnic minority students to doctoral programs in counseling and school psychology. If funded, this grant will provide a graduate assistantship to fund a student to focus on enhancing recruitment of graduate students of color into our doctoral programs. A copy of this proposal may be found in Appendix O: Documents Demonstrating Diversity

Faculty and students in Counseling Psychology have been actively involved in providing conferences and continuing education in the area of diversity. About 5 years ago, Dr. Carla Reyes and a committee of faculty and students from the Counseling Psychology Program, coordinated a multilingual conference (*A Gathering of Voices: Service Delivery in a Multilingual Society*) that was attended by individuals across campus and from the community. Dr. Reyes was also instrumental in supporting two of the Counseling and Counseling Psychology Program's students, Jonathan Ravarino (Ph.D. student, Counseling Psychology) and Kevin Laska (Master's Counseling Student) in their proposal to bring Dr. Michael D'Andrea of the National Institute for Multicultural Competence, who conducted a full-day training on multicultural competence that was well attended not only by Counseling Psychology and other Educational Psychology students and faculty, but by students and faculty across campus. Department seminars emphasizing diversity have included such presentations as "Diversity in the Elementary School Classroom," "Ed Psych and U of U Administration: Partners in Diversity," "Psychological Interventions with Clients from Polygamous Families," "Outcomes of Reparative/Conversion Therapy," "Deaf Culture as a Window into Multiculturalism," "Religiosity and Mental Health Counseling," and "Healing the Great Divide: Appreciating and Overcoming Religious Differences in the Mental Health Community" (See Appendix P).

Of particular note in the scholarship arena is the visibility our faculty and students have attained in multicultural issues. Our faculty have both initiated their own and supported student research in multicultural areas, including racial/ethnic minority issues (Burrow-Sanchez, Morrow, Packard, Reyes, Rodriguez), language (Reyes), lesbian/gay/bisexual concerns (Morrow, Packard), gender (Morrow, Reyes, Rodriguez), aging (Hill), and international (Morrow, Packard). Please see Appendix R: Faculty Vitae; Table 8: Program Graduates: Internship and Dissertation/Final Project; and Appendix Q: Student-Faculty Publications for a more complete listing of these accomplishments.

Faculty and student accomplishments include presentations, publications, awards, and receipt of financial support in the area of diversity Also, a number of Counseling Psychology Program students and faculty regularly attend the APA National Multicultural Conference and Summit. Some representative accomplishments follow, in which individuals are identified as Core Program Faculty (CPF), Associated Program Faculty (APF), Other Contributor (OC), student (S), graduate in last 7 years (G).

Tamara Abousleman (S): Scholarship from Utah Association for Women in Psychology to attend and present at Association for Women in Psychology Conference.

Cece Foxley (APF): YWCA of Salt Lake City Outstanding Achievement Award for her role in helping to advance women in higher education.

Adriana Lopez (S): APA Travel Award; Jones Scholarship (2 years + 1 summer).

Lee Beckstead (G) and Sue Morrow (CPF) were recipients, along with other authors, of the 2004 Distinguished Contribution Award for their Major Contribution to *The Counseling Psychologist* on same-sex attracted clients in religious conflict.

Linda Najjar (S): Full travel scholarship awarded by Karen Dace for presentations at AWP.

Jonathan Ravarino (S) and Kevin Laska (master's student), sponsored by Carla Reyes, successfully submitted a proposal to Dr. Michael D'Andrea of the National Institute for Multicultural Competence and organized a conference entitled, "Promoting Multicultural Competence and Social Justice in the Mental Health Professions," which drew professionals and students from our program and department as well as across campus and from the community. Both were awarded full travel scholarships by Karen Dace to attend the National Multicultural Conference and Summit.

Ana Montes (S) and Niwako Yamawaki (G) won diversity awards from Groups Underrepresented in 2002 at the Rocky Mountain Psychological Association.

Elena Estanol (S) and Adriana Lopez (S) were awarded Jones Fellowships (Diversity fellowship from College of Education) two years + summer.

The Counseling Psychology Program faculty has been very proactive in being part of University and community initiatives that have championed diversity issues. Dr. Jason Burrow-Sanchez (CPF) serves as a member of the Diversity Committees of both the Educational Psychology Department and the Utah Psychological Association. As noted above, his increasing involvement with the Department of Psychology has been beneficial in that he is currently part of a grant project with Dr. Paul Florsheim, faculty member in Clinical Psychology, serving Hispanic bilingual students; he will also be the first faculty member in three years to re-engage with the SROP Program.

Dr. Robert Hill (CPF) who is the Chair of the Department of Educational Psychology has extensive international experience. In 2003, he was a senior Fulbright Scholar in the Netherlands. In 1993-1994 he was a research scientist at the Karolinska Institute in Stockholm, Sweden. In these instances, Dr. Hill has multi-lingual capabilities and he has worked with a wide variety of students from different countries and cultures. Dr. Hill serves as a member of the Board of the Senior Companion/Foster Grandparent program that services low-income ethnic minority older adults. He regularly contributes his views on adult development and aging through interactions and instruction with students and faculty. Dr. Hill (CPF) was also a Fulbright Senior Scholar in the Netherlands in 2003. He is currently the President of the Utah Chapter of the Fulbright Association. He was a visiting Scholar at Massey University in 2004, where he has been working with Patrick Dulin, Ph.D., a senior lecturer at Massey University, Palmerston North, NZ (and a graduate of our CP program) on volunteerism and its impact on adaptation in old age. Dr Hill will be a visiting Scholar at the University of Queensland in Brisbane, Australia in 2006 working with an international research team investigating psychological factors influencing adaptation in old and very old age. He is a Member of the Board of the Senior Companion, Foster Grandparent program of Salt Lake County Aging Services. This program supports low-income seniors, one-third of who speak English as a second language. These volunteers serve at-risk children and older adults.

Dr. Sue Morrow (CPF) serves on the U of U President's Commission on the Status of Women, as the Educational Psychology Diversity Committee chair, and as a member of the Utah Psychological Association Diversity Committee. She is also a U of U Gender Studies Program Retention, Promotion, and Tenure Committee member and a U of U Women's Resource Center Staff Associate. She regularly is asked to speak to entities and classes on campus and in neighboring universities about feminist multicultural therapy and lesbian/gay/bisexual/transgender concerns. She is also on the editorial board of the *Journal of Multicultural Counseling and Development.*

Drs. Ted (APF) and Kay Packard (OC) are active members of Family Fellowship and PFLAG (the Utah affiliate and the national organization), organizations that provide support, education, and advocacy for GLBT individuals and their family members. They have participated in the planning and implementation of various local forums, seminars, and conferences as well as the national PFLAG biennial conference held in SLC a couple of years ago. Family Fellowship is the LDS-related support and educational organization that has an email list of around 2,000. PFLAG's mission includes active advocacy as well as support and education. Ted is also a member of AFFIRM, the psychologists' GLBT support network organized by Marvin Goldfriend 4-5 years ago. Dr. Ted Packard (CPF) has been a Site Visitor Workshop presenter at 3 of the recent Multicultural Conference and Summit meetings in support of the CoA's initiative to enhance the diversity of the pool of possible site visitors. He was also an active advocate for diversity during his time as a member of the Board of Trustees and president of the American Board of Professional Psychology.

Dr. Carla Reyes (CPF) is a member of the Senate Diversity Committee, past chair and current member of Diversity Task Force, Psi Chi National Office; and an Ad Hoc Reviewer of *Journal of Multicultural Counseling and Development*. She was also a team member, Child Trauma Treatment Network – Spanish Speaking Team – Intermountain West; a member of the State of

Utah Cultural Competency Advisory Council for all mental health providers; a Reviewer for National Multicultural Conference and Summit III; member and chair of the Educational Psychology Diversity Committee; and Chair of a local conference, *A Gathering of Voices: Delivering Services in a Multilingual Society.*

Dr. Christina Rodriguez (CPF) has served for several years on the U of U President's Commission on the Status of Women and as a U of U Women's Week Committee member. She is a lead subcommittee chair of the University Diversity Committee.

As indicated above, Counseling Psychology Program faculty and students take an active role in diversity activities of the Department, University, and surrounding community. Over the last seven years, the program has organized three general diversity meetings for students. The first was a meeting of faculty and students (2000); the second a meeting of students alone, facilitated by an alumna of color, Gita Rakhsha; the third (2006), sponsored by the Educational Psychology Department Diversity Committee for students in the Department to meet with the Committee to express their views on how the Department is doing in the area of diversity, was attended primarily by counseling psychology students. Notes from those meetings can be found in Appendix O: Documents Demonstrating Diversity. Some of the themes expressed by students have been:

- Greater infusion of multicultural issues in course work. This has improved over time and still is an area for continued growth.
- Additional field practicum opportunities to work with diverse populations. This was a concern that was raised in 2000; since then, these opportunities have grown significantly.
- An acknowledgement that the Program and Department have made sincere attempts to address diversity issues and create an environment that fosters multicultural awareness.
- The need for continuing efforts on the part of faculty to prevent direct and subtle racist comments and behavior in the classroom and to take a strong role in reinforcing respectful verbal and nonverbal communications in classroom discussions.
- The need for faculty to explain clearly to students from the beginning of the program what multicultural competence is and why it is important, including helping White students encountering multiculturalism for the first time to understand the rationale and necessity of this component of the program..
- The importance of providing all students with more examples of the various facets of being multiculturally competent.
- Enhancing faculty members' awareness of subtle programmatic cultures and hierarchies that may exist across this and other departments (e.g., some Counseling Psychology students have felt they are lower on the hierarchy of respect in the eyes of certain faculty members; some masters' students have felt they have not received the same respect as doctoral students).
- The importance of the program attending more systematically to issues of religious diversity and to issues confronting students who are parents, particularly mothers. Religiously fundamental students have sometimes felt their views are not understood or respected. Some women have felt criticized for getting pregnant and believed their parenting responsibilities have not been sufficiently taken into account as they have moved through the program.

The faculty has increased its sensitivity and efforts to use Utah as a laboratory for religious diversity. We have made efforts (e.g., Educational Psychology Seminar Series) to help ourselves and our students become more sensitive and better able to provide effective services to clients from diverse religious traditions including the large number of LDS clients in the state of Utah. . As we have made a concerted and committed effort toward honoring diversity, we have inevitably created an environment in which conflict becomes more open. We are committed to working in an ongoing way to make improvements in all of these areas and to help students deal with diversity constructively.

Some areas for growth include the need to assess our admissions criteria to determine whether our efforts to build diversity have had any unexpected, less-than-positive results. We believe that the greater heterogeneity of our students may also result in greater heterogeneity of GRE scores, grades, or other markers of anticipated success in graduate school. We need to evaluate whether we have provided adequate supports for students who may be academically diverse or whether we need to reconsider our current policies.

Another area in which we plan to move forward is in our assessment of multicultural competency. We have been pleased to date with our use of multicultural competency instruments in certain classes. Initial pre-post data indicate that our students improve in certain areas of multicultural competence as a result of training, particularly in multicultural counseling.

As a program, we have addressed multicultural competency using a variety of methods, including infusion of multicultural content into courses and their associated evaluations; inclusion of multicultural content in at least two written questions of the Doctoral Qualifying Examination as well as, where relevant, in the oral portion of the Doctoral Qualifying Examination; and in evaluation forms for the preparatory, core and field practica (See Appendix T: Field Practicum Documents). In addition, in the Multicultural Counseling course (ED PS 6360) formal assessment of developing awareness and competency in multicultural issues is an integral part of the curriculum (see Appendix O).

As a CP faculty, we engage in ongoing discussions related to multiculturalism and diversity. For example, a regular agenda item in our Counseling Psychology faculty meetings is multicultural/diversity issues. Information from discussions that occur in faculty meeting is used to update the CP Program Handbook and our departmental web page to reflect our ongoing commitment to multicultural values.

DOMAIN E – STUDENT-FACULTY RELATIONS

E1. Relationships Between Faculty and Students
The CP Program recognizes the rights of students and faculty to be treated with courtesy and respect. Our expectation is that all interactions among students, faculty, and staff be collegial and conducted in a manner that reflects the Ethical Principles of Psychologists and Code of Conduct (2002). This Code is contained in the Program Handbook (Appendix C) that every student receives upon admission into the CP Program. In addition, students are provided with an overview of these guidelines during the annual "New Student Orientation." This day-long orientation meeting occurs at the beginning of fall semester and involves not only a review of program policies and procedures, but a systematic opportunity to meet and visit with all of the core faculty who make short presentations during the orientation, as well as several of the associated faculty who are potential research mentors or who are involved in the practicum. In addition, new students have an opportunity to interact informally with the 2nd year students, who are asked to attend the latter portion of the new student orientation. These more senior students are encouraged to pass along information regarding the program and strategies for negotiating program milestones. A social event follows this orientation meeting where new students meet additional faculty and students across multiple cohort years in the program.

A clear description of student's rights, particularly with regard to academic records and the rights of parents and students at the University of Utah (Family Educational Rights and Privacy Act, FERPA) is available through the Graduate School website (see http://www.admin.utah.edu/ppmanual/8/8-10.html; also Appendix E: U of U General Catalog 2005-2006, pages E-8 to E-10). Students receive a hard copy of this "Code of Student Rights and Responsibilities" during their new student orientation meeting (Appendix E of the Program Handbook), and they also are told that this document is available on the university's website (as noted above). These materials are reviewed an additional time during ED PS 7200: Foundations in Counseling Psychology, taught fall semester of the first year by the Counseling Psychology Training Director (Morrow). The APA Ethics Code is also reviewed in ED PS 7200.

E2. Faculty Access
Students have multiple ways to gain access to faculty. First, all core and associated faculty maintain regular office hours that are clearly posted, and students meet regularly with faculty during these daytime office hours. Second, core and associated faculty are involved in teaching the majority of required doctoral courses. Noteworthy in this regard is the faculty role in providing the primary didactic instruction and supervision to students in research and professional practice.

With respect to research, prior to 2005 students enrolled in a general research seminar taught spring semester of the first year where research policies and procedures as well as strategies for completing the thesis project were addressed. Although this seminar provided systematic instruction to students on policies and procedures related to thesis/dissertation projects, the seminar had the effect of limiting student access to faculty (e.g., students attended the class, but did not necessarily get one-on-one mentoring from faculty). To address this issue, in fall semester 2005 a new policy was adopted wherein students enroll in a 1-credit hour "research team" seminar led by a core faculty member (or selected associated faculty, e.g., Huebner,

Walker) during at least their first two years in the program. The research ream concept was initiated to facilitate one-on-one student/faculty research opportunities as well as provide students with tailored advising through the thesis and/or dissertation research project.

Research teams typically meet weekly working under the premise that, if students are in an ongoing faculty-mentored relationship, they will efficiently learn scholarly inquiry methods that can be applied to the student's master's thesis and/or dissertation project. The research team concept also provides learning from peer feedback and support as students on these teams work on faculty-sponsored research in addition to their own thesis/dissertation projects.

With respect to training for professional practice, students interact systematically with faculty in several ways: (1) Those who enter with a bachelor's degree receive clinical supervision through the preparatory Practicum in Counseling (ED PS 6710) during spring semester of their first year. (2) In their second year, all students are enrolled in the year-long doctoral core practicum (ED PS 7710) sequence that occurs at the University Counseling Center. As noted earlier, all but one (who is working on licensure) of the Counseling Psychology core faculty are licensed psychologists (and two--Hill and Packard--are Board Certified in Counseling Psychology by the American Board of Professional Psychology). Core and associated faculty members who are licensed provide clinical supervision to doctoral students during the 2nd year practicum. This gives students direct access to faculty through the supervision process. (3) In their third year, students enroll in field practicum that is coordinated by a core faculty member who provides ongoing professional mentorship. A Professional Issues Seminar is part of the field practicum course (ED PS 7770), where core and associated faculty present information through seminar lectures. (4) Core faculty members (e.g., Tak Minami) are actively engaged in the provision of psychological services through the UCC/departmental exchange program. In this context, students are able to see and participate with faculty who are actively engaged in providing professional psychological services.

E3. Faculty and Student Respect for Diversity

Students and faculty support a climate of mutual respect and consideration for individual and cultural diversity. This process has been described in detail in earlier sections of the self study (see especially Program Goal #3 under Domain B and all of Domain D). We are steadfastly committed to maintaining a faculty and student body that represent diversity and providing training that ensures competency in issues of diversity and multiculturalism. During the twice monthly Counseling and Counseling Psychology faculty meetings, issues of diversity are discussed and events regularly planned that are designed to enhance not only awareness, but to develop additional opportunities for diversity training. Examples of such activities were described in previous sections of the self study.

In addition, the CP Program has developed clear policies to ensure that all students are treated fairly and have recourse should they feel challenged regarding this fundamental right. It should be noted here that the CP Program encourages students to participate in program governance and decision making which helps to foster a climate of mutual learning and exchange around topics of diversity. The Counseling and Counseling Psychology Program Committee annually appoints two student representatives from the Ph.D. program who attend the bimonthly CCP Program meetings and represent student issues and raise student concerns. Counseling psychology

students are also active members of the Department's Student Advisory Committee (SAC), which has a representative to the Department's monthly faculty meetings and is integrally involved in the faculty retention, promotion, and tenure process.

It is noteworthy that of the 7 core faculty, three are ethnic minority scholars, three are women, and one faculty member is openly lesbian. As noted in Domain D, the mix of students in the CP Program who are from an ethnic minority group is approximately 1/3, and the majority of students are women. The heterogeneity of student and faculty characteristics is supportive of a climate that is multicultural and promotes respect for diversity.

E4. Student Advisement Policies & Procedures
Student advisement begins at the earliest point of entry into the CP program. Prior to entry into the program, the Training Director actively advises students regarding program expectations and registration for first-semester courses. Informal student advisement and mentoring occurs through a student contact assignment for each incoming student. A temporary (pro-tem) faculty advisor is assigned to a student as soon as the student acknowledges acceptance into the CP program. The purpose of the pro-tem advisor is to assist the student with tasks such as developing a preliminary plan of study, pre-registration, and consultation regarding petitions for waivers of master's or doctoral coursework (if the student has taken courses previously at this or another institution which satisfy program requirements and are transferable). Once the student begins his/her CP program of study, it is the expectation that the student will select a core faculty member to be the student's master's thesis or doctoral dissertation advisor. This usually occurs at the end of the 1st year of the student's program of study. The person selected by the student to chair her or his thesis/dissertation supervisory committee replaces the pro-tem advisor. The thesis/dissertation advisor assists the student with long-range planning for graduation. This involves selection of the other supervisory committee members and assisting the student in preparing for important program milestones such as the doctoral qualifying examination. The faculty advisor serves as the student's primary mentor and helps the student, for example, in securing continuing funding, following through with various professional development opportunities, etc.

The CP Program has specific guidelines for student progress, which are described in detail in the CP Program Handbook. It is the expectation that every CP student will: (a) achieve a minimum grade of at least "B-" in all required courses as well as those included in the student's program of study (i.e., courses that make up the special proficiency); (b) maintain full-time study and continuous registration for a minimum of three semester hours each semester from the first time of enrollment to the granting of the degree; and (c) graduate in no more than 7 years (or if entering with an approved MS degree, finishing the program of study in no more than 6 years).

Evaluation related to progress towards graduation is accomplished in several ways. First, once a year, all students are reviewed as part of an annual student evaluation. This evaluation meeting is held in spring semester near the end of the academic year. This evaluation is coordinated by the CP Program Director (with support from the CCP Director). At this meeting, input from each student's primary advisor is obtained (this could be the pro-tem advisor if the student is just beginning the program or has not formally identified a faculty advisor).

During the evaluation meeting, faculty members follow a printed form that outlines the major milestones of the program (Appendix M: Student Evaluation), and check off those milestones that the student has completed. Following discussion by the faculty, a decision is made to approve the student to continue with his or her program of study, and written comments about student progress and accomplishments are compiled. These are then mailed to the student with a copy placed in the student's permanent file. This informs students annually and in writing of their status in the program and satisfies the accreditation guideline that students receive written feedback at least annually. If there are problems with student progress, for whatever reason, these are discussed at this student evaluation meeting. Student representatives to the committee do not participate in the student evaluation meeting. Below is a brief outline of the steps in the student evaluation process.

1. Students complete a self-evaluation form on a number of dimensions that serves as a basis for the evaluation (see Appendix M).
2. Faculty review student's progress at annual student evaluation meeting.
3. An annual progress letter is sent to each student.
4. Students who have exceeded the CP Program's 7-year graduation deadline are requested to petition the CP Program for a formal time-line extension.
5. If there are problems, the advisor meets with the student to address the student's needs and help the student formulate a plan.

Second, if a student is deemed "at risk" by the CP program faculty, a mid-year student evaluation review occurs near the end of each fall semester. The purpose of this mid-year review is to provide additional structured feedback so that the student can remediate a problem or issue. In this mid-year evaluation, identified students receive a letter that is signed by the CCP Director. Mid-year reviews are conducted on a student if: (1) the student has not met a program deadline (e.g., exceeded 7-year time limit for program completion); (2) the student had been required in a previous review to respond to a problem or issue (e.g., make up an incomplete grade in a required course); or (3) the student is viewed by the CP program faculty as "at risk" (e.g., a grade in a core course that is below a "B-" in a required course).

If the student feels that feedback from the annual or mid-year evaluation review is not accurate, there is an opportunity for the student to respond by contacting the CP Program Director directly or starting first with her or his faculty advisor. The steps that a student can take to appeal a decision made by the CP faculty during the student evaluation are outlined in detail in Appendix C: Program Handbook, pp. C-25-28.

As stated above, students are expected to complete all of the requirements for graduation in seven years (or six years if the student enters with a master's degree). If a student reaches the seven year point and has not graduated, then the student must formally petition the CP Committee for a program extension. This extension is generally one year in duration. Working with his or her advisor, the student prepares a letter documenting a formal completion plan, which is endorsed by the student's faculty advisor. These letters are then voted on and ratified as the formal program of study timeline for the student. This past year, 8 student extension waivers were granted.

E5. Student Grievance Policies and Issues
There have been no formal written complaints or grievances filed since the last site visit. There have been two instances since 1999 where a student has presented a grievance to the department chair that was resolved informally, obviating the need to file a formal complaint. One concerned an interpersonal conflict between a student and their research advisor. The other involved accommodation concerns by a student taking the doctoral qualifying exam. This, too, was negotiated informally with the assistance of the University's Center for Disability Services.

DOMAIN F – PROGRAM SELF-ASSESSMENT AND QUALITY ENHANCEMENT

F1. The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address: (a) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion); (b) How its goals and objectives are met through graduate education and professional training (i.e., its processes); and (c) Its procedures to maintain current achievements or to make program changes as necessary.
The Counseling Psychology Program is committed to excellence through self-study and evaluations, which assures that its goals and objectives are met. Program self assessment and quality improvement activities are conducted systematically on a regular basis. Our overall goal is to produce competent scientist/practitioners who are skillful in dealing with diverse clients and cultures, continually work to integrate science and practice, and do so in an ethically sensitive and informed manner. In the subsections that follow we first present outcome data related to the programs 16 stated objectives/competencies (F1a), then review our education and training processes and describe how they are evaluated (F1b), and then discuss the procedures our CP Committee uses to review program assessment data and make changes designed to enhance the quality of the overall program (F1c). Finally, we briefly discuss how, in considering quality enhancement changes, we attempt to take into account our sponsoring institution's goals, local and national needs for psychological services, national standards of practice, the evolving body of knowledge that undergirds our profession, and the career paths of our graduates (F2a-e).

F.1.a. The Program's effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion).
As discussed under Domain B, the CP program has 7 general goals which focus on students developing specific knowledge and skills in, respectively, (1) Science, (2) Practice, (3) Integration of these two broad areas, (4) Individual and Cultural Diversity, (5) Optimal and Adaptive Functioning, (6) Professional Identity and Development, and (7) Ethics, Professional Standards, and Legal Issues. We have derived 16 specific objectives/competencies from the 7 goal areas and implemented a number of associated education and training strategies. In Domain B (and in more detail in Appendix J) we have described various assessment strategies and expected learning outcomes associated with each of the 16 competencies. And we have specified the minimum levels of acceptable achievement associated with the various competencies.

Grades in required courses are used as one type of outcome criteria. In interpreting the outcome data that follows the reader should keep in mind that the University of Utah uses a "plus" and "minus" grading system so that our program defines "B-" as the minimum passing grade in

required courses. Note also that this represents a change in policy made after the 1999 site visit and accreditation review. At that time our policy was simply to require an overall B average in all courses congruent with the requirement of our Graduate School. We have since adopted this more rigorous standard.

A second type of learning outcome criteria that we use in some instances are mean scores on "dimensions" (or subparts) of the Examination for the Professional Practice of Psychology (EPPP). The EPPP is the nationally standardized and content-validated examination taken by our graduates after they have completed the program. The following paragraph quotes directly from p.11 of the Educational Reporting Service Listing contained in the *2005 EPPP Performance by Designated Doctoral Program in Psychology* found at www.asppb.org.

"At the completion of an extensive Practice Analysis study, new test specifications were developed for the EPPP. These new specifications were implemented for the first time with the development and administration of the April, 1997 EPPP. Eight, rather than five, content domains were identified as being related to current practice, in the proportions listed below with descriptions of the domains. The performance of students in the various doctoral programs has been summarized in Table 2 of this report, using the new content domains, for 1997 through July 2005. In future editions of this report, the new testing specifications will continue to be used, and data will cumulate from 1997 on.

Proportion of Exam		Content Domain
11%	**01**	**Biological Bases of Behavior** – knowledge of (a) neuroscience, (b) the physiological bases of behavior and illness, and (d) psychopharmacology
13%	**02**	**Cognitive-Affective Bases of Behavior** – knowledge of (a) cognitive science, (b) theories of learning, memory, motivation, and emotion, and (c) factors that influence an individual's cognitive performance and/or emotional experience
12%	**03**	**Social and Multicultural Bases of Behavior** – knowledge of (a) social cognition, social interaction processes, and organizational dynamics, (b) theories of personality, (c) issues in diversity (multiethnic, multicultural, gender, ageism, sexual orientation, and disability)
13%	**04**	**Growth and Lifespan Development** – knowledge of (a) age-appropriate child, adolescent, and adult development, (b) atypical patterns of development, and (c) the protective and risk factors that influence development outcomes for individuals
14%	**05**	**Assessment and Diagnosis** – knowledge of (a) psychometrics, (b) assessment models, (c) methods for assessment of individuals and organizations/systems, and (d) diagnostic classification systems and issues
16%	**06**	**Treatment/Intervention** – knowledge of (a) individual, group, or

organizational interventions for specific concerns/disorders, (b) treatment theories, and (c) consultation models and processes

6%   **07**   **Research Methods** – knowledge of (a) research design, methodology, and program evaluation, (b) statistical procedures, and (c) criteria for accurate interpretation of research findings

15%   **08**   **Ethical/Legal/Professional issues** – knowledge of (a) the ethical code, (b) professional standards for practice, (c) legal mandates, (d) guidelines for ethical decision-making, and (e) professional training and supervision."

It is important to note that "each form of the examination contains 200 scored items" (ASPPB, 2006) and that a passing score in almost all North American licensing jurisdictions approximates 70% correct items (i.e., 140 raw score points). The number of items associated with each of the 8 EPPP dimensions can be determined by simply doubling the percentage of items noted above. Thus, any given form of the exam will have 22 Biological Bases questions, 32 Treatment/Intervention questions, etc.

The relationship of the 8 EPPP dimensions to several of our 16 expected graduate competencies should be immediately apparent. Table 2 in the ASPPB listing identifies several hundred doctoral programs and provides the following information for each program for the period 1977 to July 2005: the total number (N) of EPPPs administered to graduates of the program; a mean total raw score as well as standard deviation for each doctoral program; and mean raw scores for each of the 8 dimensions or "sub-parts" of the EPPP. Scores of 37 graduates of our Counseling Psychology program are reported in Table 2 for this period of time. The ASPPB reporting service only reports average scores for specific programs; no comparative or normative data are presented. Therefore, in order to provide meaningful learning outcome information we computed normative rankings of our graduates' mean scores compared to the 87 counseling psychology and "combined" (including counseling psychology) programs also listed in Table 2 of the ASPPB Educational Reporting Service.

Alumni perceptions of the program's success in helping them develop understanding and competence in the discipline and profession of psychology is a third outcome variable. In the paragraphs that follow, alumni perceptions are presented for many of the 16 defined competencies. At this point, as an introduction to this section of the self study, we present the mean ratings of the 36 respondents to our Alumni Survey of the program's success in facilitating their development of understanding and competence in each of the 7 broad goal areas that form the foundation for our training model.

Table F-1: Alumni Perceptions of Their Understanding and Competence in the 7 Broad Program Goal Areas (N = 36)

	Mean	**SD**
Science	1.58	0.65
Practice	1.14	0.35
Integration of Science and Practice	1.39	0.49

Individual and Cultural Diversity	1.42	0.65
Optimal Functioning & Lifelong Learning	1.40	0.55
Professional Identity & Special Proficiency	1.39	0.59
Ethical Behavior, Legal Issues & Prof Integrity	1.14	0.35

1 = very successful; 2 = moderately successful; 3 = moderately unsuccessful; 4 = very unsuccessful

Most alumni perceive the program as "very successful" in the Practice and Ethics areas, as shading towards "very successful" in the Integration, Diversity, Optimal Functioning, and Professional Identity areas, and closer to "moderately successful" in the Science area. Details follow concerning the 16 competencies derived from the 7 broad goals.

Competency 1A: After exposure to the current body of knowledge in the behavioral science core of psychology, students will demonstrate knowledge of the developmental, biological, cognitive/affective, and social aspects of behavior, and the history of the discipline of psychology. Evaluation of this competency occurs in 3 ways. First, instructors of required courses evaluate student performance and assign grades. Program current policy is that B- is the minimum level of acceptable performance; otherwise the student must repeat the course. Second, the first 4 sub-parts of the EPPP assess, respectively, (1) Biological Bases of Behavior (11%); (2) Cognitive-Affective Bases of Behavior (13%); (3) Social and Multicultural Bases of Behavior (12%); and (4) Growth and Lifespan Development (13%). Mean scores and normative comparisons of 37 graduates of the program on these 4 dimensions are presented. Third, graduates' perceptions of their competencies in these core science content areas will be presented.

1. Course Grades: Outcome data for the *Behavioral Science* content areas that follow are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006.

Table F-2: Grade Outcomes in Behavioral Science Courses

Content Area	Required Courses	Number of Students Not Initially Meeting Standard
Developmental	EDPS 6051, Life Span Development: Early to Late Adulthood	0
Biological	EDPS 7160, Neuropsychological Bases of Behavior **or** PSY 6700, Neuropsychology	2
Cognitive/Affective	EDPS 7510, Cognition, Learning & Behavior **or** EDPS 7425, Emotion & Motivation	2
Social	EDPS 7550, Social Psychology of Human Diversity	1
History/Systems	EDPS 7080 **or** PSY 6508, History & Systems of	0

	Psychology	

N = 89 CP students, 1999-2006

Thus, all but a handful of students passed the required behavioral science core courses upon initial registration with grades of B- or higher.

2. EPPP Domain Sub-Scores: CP graduates' mean raw score and percentile rank compared to 87 similar CP programs is presented for the 4 designated areas. Note that the 37 graduates of our program had a *total* raw score Mean = 156.6, SD = 18.4, which equates to a percentile rank of 77.6% compared to the 84 similar programs. Because an EPPP individual raw score of 140 approximates a passing score in almost all North American licensing jurisdictions, we estimate that upwards of 82 % of our graduates passed the EPPP (based on the assumption of a normal distribution of EPPP scores). EPPP sub-scores are summarized in the table that follows for the indicated domain areas.

Table F-3: EPPP (Counseling Only) Submeans Analysis for Domains I-IV

	Dimension	Full Score	All Mean	All % Correct	U of U Mean	U of U Correct	U of U Rank	U of U Percentile Rank
I	Biological	22	16.4	74.7%	17.1	77.7%	26	69.7%
II	Cognitive-Affective	26	18.8	72.1%	19.8	76.2%	19	74.4%
III	Social and Multicultural	24	18.6	77.3%	19.9	82.9%	10	88.4%
IV	Growth and Lifespan	26	19.0	73.1%	18.9	72.7%	52	37.2%

N = 87 (counseling programs); n = 2,803 (individuals); n (U of U) = 37 (individuals)

Compared with 87 doctoral counseling programs, the mean performance of our 37 graduates was substantially above the mean performance of students from the comparison programs in 3 of the core science areas and slightly below the mean in the Growth and Lifespan area. We believe these data affirm the program's success in producing graduates over the past 7 years who "demonstrate knowledge of the developmental, biological, cognitive/affective, and social aspects of behavior." Though History and Systems of Psychology is not reflected in the EPPP, we assume our graduates have demonstrated sufficient knowledge in this area as reflected in the data reported in the above paragraph (i.e., 100% of students taking the course for the first time met or exceeded the designated minimum level of acceptable performance). We will review our requirements in the developmental area and consider possible enhancements to this aspect of our curriculum.

3. Alumni Perceptions of Competency in Behavioral Science Core Areas: A detailed survey was sent to 42 individuals who graduated from the program between 1999 and 2006. Usable responses were obtained from 36 alumni representing a return rate of 86.7 %. Summarized immediately below are Means and Standard Deviations for 36 program graduates to the general question (paraphrased) "In facilitating my attainment of… understanding and competence in [Biological Aspects, Cognitive/Affective Aspects, Social Aspects, or History & Systems]… the program was: (1) very successful, (2) moderately successful; (3) moderately unsuccessful; or (4) very unsuccessful."

Table F-4: Alumni Perceptions of Understanding and Competence in 4 Breadth of Scientific Psychology Content Areas (N = 36)

	Mean	SD
Biological Aspects of Behavior	1.89	0.67
Cognitive & Affective Aspects of Behavior	1.44	0.61
Social Aspects of Behavior	1.42	0.50
History & Systems of Psychology	1.50	0.56

Ratings of Social Aspects, Cognitive/Affective Aspects, and History & Systems were divided approximately evenly between "very successful" and "moderately successful." And there was near unanimity that the program was only "moderately successful" in the area of Biological Aspects. We are reasonably satisfied with our performance over the past 7 years in helping students to develop understanding and competence in the 3 areas; however, we are striving to enhance the quality of education we provide in Biological Aspects, a fundamentally important area given the explosive growth of knowledge in the neurosciences over the past two decades. A year ago, for the first time, the department created its own permanent offering in Biological Aspects (EDPS 7160, Neuropsychological Bases of Behavior). The designated course instructor, Dr. Janiece Pompa, is a very experienced child neuropsychologist and a core faculty member in our School Psychology program. The new course was successfully offered during the past academic year, and we are very hopeful that over the next few years student evaluations of their learning experience in this area will increase appreciably. Unfortunately, the Biological Aspects course we have required for many years (PSY 6700, Neuropsychology) has not always been well received by our students and has been offered somewhat irregularly and sometimes with different instructors.

In summary, we believe we are meeting the goal of helping students to develop knowledge and competency in these four core science content areas but, as noted immediately above, we continue to strive to improve.

Competency 1B: After exposure to the current body of knowledge in strategies of psychological inquiry, students will demonstrate knowledge and competence in basic quantitative methods and data analysis, research design, and psychological measurement foundations, and they will demonstrate skill in advanced research methods appropriate to conducting their thesis and dissertation research. Evaluation of these research competencies occurs in 5 ways. First, instructors of required courses evaluate students and assign grades with B- as the minimum level of acceptable performance. Second, certain areas of the written doctoral qualifying examination for the period 1999-2003 directly evaluated student performance on Competency 1B. Third, sub-part VII of the EPPP assesses applicant knowledge in Research Methods, and the mean score of our graduates taking the exam will be compared to the reference group described above. Fourth, student performance in thesis and dissertation proposal meetings and final oral examinations will be summarized. Fifth, graduates' perceptions of their knowledge and competency in conducting psychological research will be presented.

1. Course Grades: Outcome data for R*esearch Methods* content areas that follow are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006.

Table F-5: Grade Outcomes in Research Methods Courses

Content Area	Required Courses	Number of Students <u>Not</u> Initially Meeting Standard
Quantitative Methods and Data Analysis	EDPS 7010, Quantitative Methods I: Inferential **and** 7020, Quan Methods II: ANOVA & Regression	4
Research Design	EDPS 7400, Research Design	1
Psychological Measurement Foundations	EDPS 7300, Psychometric Theory	3

N = 89 CP students, 1999-2006

Thus, the vast majority of students taking the 2-year sequence of required research methods courses met or exceeded the minimum standard (B- grade or higher), and those few who did not either repeated and were successful or, in one instance, ultimately withdrew from the program.

2. Doctoral Qualifying Examination. From 1999 to spring 2003 the written portion of the doctoral qualifying exam included comprehensive questions on Statistics and Research Design and Psychometric Theory. Beginning in 2004 a new area titled Measurement and Assessment replaced psychometric theory, and Statistics and research design issues were subsumed under the area titled Research in Psychological Interventions. Table F-10 located under Competency 2A, 2B, and 2C summarizes all doctoral qualifying exam data for the period 1999-2006.

There were 30 administrations of written question on Statistics and Research Design during 1999-2003. Passing scores on initial administration were attained by 26 students (86.7%). Four students failed (13.3%) but subsequently passed on retakes. There were 28 administrations of the Psychometric Theory question, and 26 students (92.9%) passed initially. Two students (7.1%) failed but passed on retakes. The data support the attainment of competency in these two research methods areas by our students, at least for the period 1999-2003.

3. EPPP Domain Sub-Score: Mean raw score and percentile rank of our 37 program graduates on the *Research Methods* dimension of the EPPP are compared to equivalent data from the 87 similar CP programs in the brief table that follows.

Table F-6: EPPP (Counseling Only) Submean Analysis for Domain VII

	Dimension	Full Score	All Mean	All % Correct	U of U Mean	U of U Correct	U of U Rank	U of U Percentile Rank
VII	Research Methods	12	8.7	72.8%	9.9	82.5%	7	91.9%7%

N = 87 (counseling programs); n = 2,803 (individuals); n (U of U) = 37 (individuals)
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The mean score of our program graduates on the EPPP Research Methods dimension was in the upper 10% when compared with the other 87 programs. We believe this affirms the dedication and expertise of our research methods instructors and documents the high level of knowledge and competency attained by our recent graduates in this content area.

4. Student Performance on Theses and Dissertations: Beginning this past academic year, all entering students are required to be involved in faculty research teams for at least two years. We believe this new requirement will further enhance the research competence and productivity of our students. During the prior 7 years (fall semester, 1999 through spring 2006) a total of 46 dissertations were successfully completed by doctoral students. Dissertation supervisory committees are comprised of 5 members, 1 assigned by the department and 4 jointly agreed to by student and faculty member. The committee chair (who functions as the student's major adviser) always represents the Counseling Psychology program; and, by Graduate School regulation, 1 member must represent a department other than Educational Psychology. The supervisory committee evaluates the dissertation twice: at an initial proposal meeting prior to implementation of the project and at a final oral examination after the student has submitted a final draft copy to each committee member. The meetings are rigorous. Students often are asked to revise proposals or aspects of final drafts. But in all 45 instances students were judged to have met the standard for producing credible and meaningful dissertations. Over the past 7 years in 1 instance, after multiple attempts, a student was not successful in passing the proposal meeting and ultimately decided to transfer into the department's terminal master's program in professional counseling and has now graduated. Approximately 20% of the time supervisory committees require the student to return for a second proposal meeting before approving the dissertation project. Approximately 10% of the time students are required to return for a second final oral meeting. All students have ultimately passed their final oral examination over the past 7 years.

The process is similar for students completing a master's thesis preparatory to commencing work on their dissertation, with the major difference being the thesis is supervised by a 3 person committee with 1 member appointed by the department. Approximately 30 theses have been completed by students since fall 1999, and no students ultimately failed their final oral examination. The number of completed theses is lower than dissertations because about one-third of our matriculating students have already completed a master's thesis judged by our faculty to be equivalent to our requirements.

The minimal levels of acceptable student performance for theses and dissertations are somewhat different, with theses expected to represent a credible research product while dissertations additionally must investigate an original topic and be judged to be of value to the profession and discipline. Some are judged to be meritorious beyond the expected minimum standard, and a few (10-15%) are perceived as exemplary and of very high quality. As an example of the latter, Lee Beckstead's thesis and related dissertation served as the core for a major contribution to *The Counseling Psychologist,* and both he and Dr. Morrow, his mentor, received a 2004 "distinguished contribution" award from this periodical.

5. Alumni Perceptions of Competency in Research Methods Core Areas: A detailed survey was sent to 42 individuals who graduated from the program between 1999 and 2006. Usable responses were obtained from 36 alumni representing a return rate of 86.7 %. Summarized immediately below are Means and Standard Deviations for 36 program graduates to the general question (paraphrased) "In facilitating my attainment of… understanding and competence in Research Methods… the program was: (1) very successful, (2) moderately successful; (3) moderately unsuccessful, or (4) very unsuccessful."

Table F-7: Alumni Perceptions of Understanding and Competence in 3 Research Methods Content Areas (N = 36)

	Mean	SD
Quantitative Methods and Data Analysis	1.50	0.69
Research Design	1.36	0.54
Psychological Measurement Foundations	1.39	0.64

The graduates' mean ratings of Quantitative Methods fall mid-way between "very successful" and "moderately successful." The mean rating of Research Design and Measurement Foundations tend toward the "very successful" end of the rating scale. Given the historic trepidation that some students have experienced concerning these "quantitative" content areas, we are encouraged by these results and believe the program has been successful in facilitating student attainment of understanding and competence of the broad content area of Research Methods.

Competency 1C: Students will be involved in the research process from entry into the program through completion of the dissertation. They will demonstrate competence in conducting thesis and dissertation research and will participate in presenting research findings and other scholarship in various professional contexts such as conferences, peer reviewed journals, and other scholarly outlets. Evaluation of these research competencies occurs in 4 ways. First, students will receive "credit" (i.e., passing) grades for their participation in faculty-led research teams. Second, students will successfully defend their theses and dissertations, and their projects will be approved by their supervisory committees, the Department of Educational Psychology, and the University Graduate School. Third, students will author or co-author an article in a peer-reviewed journal or book chapter that has been submitted for publication and/or have made at least one presentation at a national or regional professional conference by the end of their program of study. Fourth, graduates' perceptions will be presented concerning the effectiveness of the research mentoring and advising they received.

1. Research Teams: Participation during at least the first two years of study in a faculty-led research team is a new program requirement first implemented fall 2005. All first-year new students registered fall and spring semesters for the 1 credit hour research team seminar (EDPS 6960, Special Topics: Research Seminar), participated regularly in team activities, and received "credit" grades. Although the requirement was effective starting with the 2005 student cohort, a number of returning students also participated. Faculty and students are enthusiastic about this formalization of research activities, and the first year was a definite success. We will continue to evaluate the effect of research team activities on the development of students' research

competence and their success in presenting and publishing in scholarly outlets and report outcome data in subsequent annual reports and self studies.

2. Theses and Dissertations: See the paragraph on the preceding page on this same topic for details. In brief, all 46 dissertations completed during the prior 7 years were accepted by the student's supervisory committee, the Department, and the Graduate School. One student was not successful in passing the required dissertation proposal meeting and subsequently transferred into a terminal masters program. The program has met its goals in terms of student completion of theses and dissertations. With the implementation of the research team requirement described above, we expect to achieve our related goal of students being "involved in the research process from entry into the program through completion of the dissertation."

3. Student Authorship of Scholarly Products: With the implementation of the research team requirement, we have formalized our expectation that all students will author or co-author at least 1 submission to a peer reviewed journal and/or presentation at a regional or national conference during their time in the program. To date some students have met this expectation, but not all. Appendix Q is a compilation of journal articles and conference presentations made by students during the 7 year period 1999-2006. The majority of the entries are for conference presentations, usually national organizations such as APA or the Multicultural Conference and Summit meetings, and most involve co-authorship jointly shared by students and faculty members. A little less than half (N = 40) of the students enrolled during this period of time are represented in the listing in Appendix Q. The number of articles and presentations totals 86. The number of articles/presentations range from 1 to 6 across the 40 students. Seventeen faculty members are included in the list of references in Appendix Q. All core faculty members who served during this period of time are represented in the compilation as well as several other associated faculty members. The number of articles/presentations range from 1 to 23 across the 17 faculty members. While the non-thesis/dissertation scholarly productivity of our students seems reasonable (or perhaps "typical") for scientist/practitioner programs, as stated above, our objective is to involve all students in scholarly activities beyond their thesis and dissertation projects. We hope to report progress in reaching this goal in our next self study.

4. Alumni Perceptions of Research Mentorship/Advising by Faculty: One of the questions on the Alumni Survey asked whether the program was (1) very successful, (2) moderately successful, (3) moderately unsuccessful, or (4) very unsuccessful in providing "effective mentoring and advising for developing research competency including satisfactory completion of the doctoral dissertation." The mean response from the 36 alumni was 1.79 (SD = 0.77), a rating slightly better than "moderately successful." While this seems acceptable, given our somewhat stretched faculty resources over the past few years, we are very hopeful of improving alumni perceptions of our success in research mentoring over the next few years.

Competencies 2A, 2B, and 2C will be discussed as an interrelated group of professional practice program objectives. The three competencies indicate that students will demonstrate substantial understanding of and competence in the foundations of practice in the specialty area of counseling psychology; in the general practice areas of assessment and diagnosis, effective intervention, consultation and supervision, and in evaluating the efficacy of psychological interventions; and in providing these professional services in various supervised

practicum contexts. Evaluation of these practice and practice-related competencies occurs in 6 ways. First, instructors of required practice-oriented courses evaluate students and assign grades with B- (or CR [Credit] in the case of practica) as the minimum level of acceptable performance; otherwise the student repeats the course. Second, two dimensions or sub-parts of the EPPP evaluate applicant knowledge of Assessment/Diagnosis and Treatment/Intervention, and the mean score of our 37 graduates who recently completed the exam will be compared to the reference group of 87 counseling doctoral programs described above. Third, practicum supervisors and instructors evaluate student performance in providing psychological services to clients at initial practicum, core practicum, and advanced field practicum levels. Fourth, student performance on the written and oral components of our program's doctoral qualifying examination will be discussed. Fifth, the success of our students in securing and completing APA accredited internship positions will be reported. And sixth, graduates' perceptions will be presented of their competencies in various practice-related content areas and from their involvement in the program's training experiences.

1. Course Grades: Outcome data for the *Practice* content areas that follow are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006.

Table F-8: Grade Outcomes in Professional Practice Courses

Content Area	Required Courses	Number of Students Not Initially Meeting Standard
Counseling Psychology as a professional specialty area	EDPS 7200, Foundations of Counseling Psychology	0
Assessment and Diagnosis	EDPS 7600 **or** PSY 6330, Dx Adult Psychopathology	2
	EDPS 7130, Cognitive Assessment	1
	EDPS 7180, Personality Assessment	0
	EDPS 7330, Career Devel Theory & Assessment	0
Effective Intervention	EDPS 6200, Counseling Theories	0
	EDPS 6210, Counseling Skills	0
	EDPS 6360, Multicultural Counseling	1
	EDPS 7200, Foundations of Counseling Psychology	0
	EDPS 7350, Group Counseling Theories & App	1
Consultation and Supervision	EDPS 7460, Program Eval & Consultation	1
	EDPS 7480, Supervision Theory & Practice	0

| Evaluating the Efficacy of Interventions | EDPS 7430, Research in Counseling Psychology | 0 |
| | EDPS 7710, Practicum in Counseling Psychology | 1 |

N = 89 CP students, 1999-2006

Thus, all but a handful of students passed the required practice-related didactic courses with grades of B- or higher.

2. EPPP Domain Sub-Scores: Mean raw scores and percentile ranks of our 37 program graduates on the *Assessment/Diagnosis* and *Treatment/Intervention* dimensions of the EPPP are compared to equivalent data from the 87 similar CP programs in the brief table that follows.

Table F-9: EPPP (Counseling Only) Submeans Analysis for Domains V-VI

	Dimension	Full Score	All Mean	All % Correct	U of U Mean	U of U Correct	U of U Rank	U of U Percentile Rank
V	Assessment/Diagnosis	28	20.1	71.9%	21.6	77.1%	14	82.6%
VI	Treatment/Intervention	32	24.6	76.9%	25.1	78.4%	33	59.3%

$N = 87$ (counseling programs); $n = 2{,}803$ (individuals); n (U of U) = 37 (individuals)

Compared with 87 doctoral counseling programs, the mean performance of our 37 graduates was substantially above the mean performance of students from the comparison programs on the Assessment/Diagnosis dimension and somewhat above mean performance on the Treatment/Intervention dimension. We believe these data affirm the program's success in producing graduates over the past 7 years who "demonstrate competence… in the general practice areas of assessment & diagnosis and effective intervention."

3. Practicum Evaluations: The CP program implements 3 levels of practicum training: (1) a spring semester "preparatory" practicum for 1st year students with no prior graduate level supervised counseling experience (e.g., bachelor degree entrants); (2) the intensive "core" Practicum in Counseling Psychology that occurs the 2nd year at our University Counseling Center; and (3) "advanced" field practicum training completed by 3rd and 4th year students (and occasionally beyond) in various approved sites around the University and in the larger community. Core CP faculty members are involved directly in the instruction and supervision of the "preparatory" 1st year and the "intensive" 2nd year practica. A core faculty member coordinates the advanced field practicum program, with the direct supervision provided by on-site licensed professionals to whom the department usually has granted the auxiliary faculty rank of assistant clinical professor.

The forms used by supervisors to evaluate the performance of practicum students are located in Appendix T of the self study. Those used in the 1st year preparatory and advanced field practicum programs are almost identical. The evaluation form used in the 2nd year core practicum has many more individual rating scales, but all three share a similar definition of the minimum

acceptable level of achievement required for satisfactory completion of the practicum. In order to pass, a student's counseling performance must be judged as "meets the expected level of performance" (or "exceeds…") for a 1st year student beginning the program, a 2nd year student who has successfully completed a full year of prerequisite work, or a student with advanced standing in their 3rd year or beyond.

All the participating 1st year students have met the minimum standard in the spring semester preparatory practicum since its inception 2 years ago. With one exception, all students since fall 1999 have met at least the minimum standard in the 2nd year core practicum. The student who was not successful also had difficulties in other courses and ultimately withdrew voluntarily from the program and left the University. Two other students successfully completed additional "remedial" assignments after which they were evaluated as having met the minimum standard. No students registered for advanced field practicum training over the past 7 years have failed to meet the minimum standard related to their delivery of psychological services to clients. However, 14 students received "no credit" semester grades for field practicum because they failed to turn in required activity logs and evaluation forms in a timely fashion and were judged to be derelict in their professional responsibilities. Despite this anomaly, we believe the practicum training provided to our students is rigorous, comprehensive, well managed in terms of increasing complexity, and provides a strong foundation for successful internship and entry level professional positions.

4. Doctoral Qualifying Examinations. Our doctoral qualifying examination ("prelim" exam) is discussed in greater detail in Domain B of the self study and in Appendix L. In brief, the *written* component includes a comprehensive question from the following 5 areas: Measurement & Assessment; Vocational Psychology & Career Development; Intervention Theories; Research in Counseling Psychology; and Ethics & Standards. In addition, we infuse multicultural content across 2 of the questions in each administration. The *oral* portion of the exam is patterned after the ABPP specialty certification exams and includes faculty review of a comprehensive written case conceptualization and videotaped excerpts of the student's counseling interventions with the same client. The oral exam lasts for 1 hour during which the student responds to faculty questions related to the case presentation. Table F-10 summarizes student outcomes on the prelim exam related directly to Competencies 2A, 2B, and 2C. This includes the Assessment & Measurement, Vocational & Career Development, and Intervention Theories written examinations and the "mini-ABPP" oral examination. Results on other components of the prelim exam will be discussed in later paragraphs of this section of the self study.

Table F-10: Student Outcomes on Doctoral Qualifying Examination, 1999-2005

Area	Initial Exam		Retakes	
Writtens	*Pass*	*Fail*	*Pass*	*Fail*
Statistics & Research Design[1]	26 (86.7%)	4 (13.3%)	4 (100%)	0
Psychometric Theory[1]	26 (92.9%)	2 (7.1%)	2 (100%)	0
Measurement & Assessment[2]	11 (64.7%)	6 (35.3%)	6 (100%)	0
Vocational Psy & Career Dev	41 (89.1%	5 (10.9%)	5 (100%)	0

[1] Administered 1999 to spring 2003; discussed under Competency 1B

[2] Revised form of Measurement & Assessment has been administered from fall 2004 to the present.

Intervention Theories	44 (93.2%)	3 (6.8%	3 (100%)	0
Research on Interventions[3]	38 (88.4%)	5 (11.6%)	5 (100%)	0
Ethical & Legal Issues[4]	42 (95.5%)	2 (4.5%)	2 (100%)	0
Orals				
Professional Skills	44 (95.7%)	2 (4.3%)	2 (100%)	0

Although our qualifying examination process is rigorous, the great majority of students pass on their first attempt and to date all who initially failed one or more areas have passed on subsequent examination.

5. *Internship Placements.* 49 CP students successfully completed predoctoral internships from fall1999 through the 2005-2006 academic year. Of the 49 students, 46 were placed the first year they applied, 2 the second year, and 1 the third year after 2 attempts. 45 of the 49 internships were at APA accredited training sites. 4 of the 49 internships were at APPIC designated sites not accredited at the time by the CoA. The University of Utah Neuropsychiatric Institute-UNI) was subsequently accredited in 2004 where 2 of the 4 non-APA students had completed their work immediately preceding UNI's accreditation. Only 1 of the 49 students completed a non-funded (but APA accredited) internship. This was occasioned by the student's spouse accepting a new professional position at an East Coast city, and the student arranging a placement at a nearby VA Medical facility after the "match" procedures had been completed. All of the students placed during this period of time completed their internships successfully, and no major issues were raised in their evaluations.

Eight current students have accepted internship placements for the 2006-2007 year. All are paid; 7 are APA accredited and 1 is an APPIC designated currently listed on the Accreditation website as applying for APA accreditation. Three students have been placed at a VA medical center, 1 at a university counseling center, 1 with the US Air Force, 1 at a children's medical center, and 1 at a community mental health center.

We believe our students' recent success in securing high quality primarily paid and accredited internships at various sites throughout the country is evidence of the general high quality of the student body and of the success of the program in meeting its professional practice related goals and objectives.

6. *Alumni Perceptions of Competency in Professional Practice Core Areas:* Summarized immediately below are Means and Standard Deviations of 36 program graduates' responses to several questions about the program's success in helping them attain understanding and competence in specific areas related to professional practice. Rating scale values were: "(1) very successful, (2) moderately successful; (3) moderately unsuccessful; or (4) very unsuccessful." The Alumni Survey instrument can be found in Appendix N.

Table F-11: Alumni Perceptions of Understanding of and Competence in 10 Foundations of Practice Content Areas (N = 36)

	Mean	SD

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[3] Discussed under Competency 3A
[4] Discussed under Competency 7A

Counseling Psychology as a Substantive Area	1.17	0.45
Dysfunctional Behavior/Psychopathology	1.69	0.62
Assessment & Diagnosis	1.58	0.60
Effective Intervention in general	1.36	0.54
Individual Counseling/Psychotherapy	1.14	0.35
Group Counseling/Psychotherapy	1.61	0.64
Career/Vocational Counseling & Assessment	1.42	0.55
Consultation	2.19	0.85
Supervision	1.61	0.87
Evaluating the Efficacy of Interventions	2.00	0.83

In general, it appears that our graduates are giving us reasonably high marks on helping them develop competencies in professional practice areas of the curriculum. Very positive mean ratings are accorded Understanding Counseling Psychology as a substantive practice area and developing competence in Individual Counseling. The somewhat lower ratings on Dysfunctional Behavior and Assessment and Diagnosis seem somewhat discrepant with the EPPP subpart mean score on Diagnosis/Assessment summarized in the prior paragraph. We agree with the perception that developing Consultation competence is not sufficiently attended to currently, and we will review and revise this aspect of our curriculum starting this fall semester. Also, we will do the same with our current approach to developing students' competence in providing supervision to others. We have made recent changes to stabilize our instruction concerning Evaluating the Efficacy of Interventions and will discuss these at greater length in the section on program goal #3 that follows (Integration of Science and Practice).

We also asked our graduates to respond to several aspects of the supervised practicum training they received, and their mean responses about the program's success in helping them develop professional competencies are summarized next.

Table F-12: Alumni Perceptions of Understanding and Competence Developed Through Supervised Practicum Training (N = 36)

	Mean	SD
Core Practicum at University Counseling Center	1.19	0.40
Field Practicum at other University and Community sites	1.25	0.44
Placement at Settings Committed to Training	1.36	0.54
Adequate & Appropriate Supervision	1.22	0.48
Integration of Practicum Component with Other Aspects of the Program	1.50	0.77
Sufficient Preparation for my Doctoral Internship	1.31	0.58

In general, we view practicum training as one of the strengths of the program (e.g., quality supervision, in-depth focus, breadth of available experiences), and this view appears to be

supported by alumni perceptions. We agree, however, with the above implication concerning the need to review more closely how practicum training is integrated with other aspects of the program.

Competency 3A: Students will engage in practice that is informed by the expanding scientific knowledge base including articulating the implications of evidence-based practice for the delivery of psychological services; accessing and evaluating the relevant psychological literature; and applying their knowledge of the empirical literature to professional practice. We evaluate science-practice integration competencies in the following 5 ways. First, instructors assign grades, with B- as the minimum level of acceptable performance, in courses that have major relevance to science-practice integration. Second, the Research Methods dimension of the EPPP is related to science-practice integration. Third, "Research in Counseling Psychology" is one of the six areas covered in the written component of our doctoral qualifying examination. Fourth, attention to evidence-based practice is part of the evaluation of student performance in our various practicum placements. Fifth, in our Alumni Survey we ask graduates for their perceptions of the program's success in helping them develop competence to consistently integrate science and practice.

1. Course Grades: Outcome data for courses that emphasize *Science-Practice Integration* are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006.

Table F-13: Grade Outcomes in Courses that Emphasize Science-Practice Integration

Content Area	Required Courses	Number of Students <u>Not</u> Initially Meeting Standard
Evaluating the Efficacy of Interventions	EDPS 7430, Research in Counseling Psychology	0
	EDPS 7710, Practicum in Counseling Psychology	1
Research Methods	EDPS 7400, Research Design	1

Almost all students met or exceeded the minimum competence standard for these courses. EDPS 7430 focuses almost exclusively on process and outcome research on psychological interventions, and the essential connection between science and practice is emphasized throughout. This course was initially developed 6 or 7 years ago. The first few times it was taught by different instructors including 2 visiting faculty members. The result was some variability in the content. Dr. Minami joined our faculty 2 years ago and has taught the course each year since then. His research focus is on psychotherapy process and outcome, and he is particularly adept at using meta-analysis procedures. He will continue to teach the course regularly which has now become a stable part of our curriculum.

The program's practicum training, particularly the 2nd year core practicum, includes units on evidence-based practice. Also, exemplary studies used in the Research Design course often highlight reciprocal relationships between practice and science. The syllabi for these courses can be found in Appendix I.

2. EPPP Domain Sub-Score. The topic of science-practice integration is related to the Research Methods section of the EPPP. As reported in an earlier section of the self study, there were 37 administrations of the EPPP to graduates of our program from 1997 to July 2005. The mean score of our graduates on the Research Methods dimension ranked our program 7th (91.9 percentile rank) when compared with graduates from 87 doctoral counseling programs. We assume this reflects, in part, knowledge and competence of our graduates on the topic of science-practice integration.

3. Doctoral Qualify Examinations. One of the 6 areas on the written portion of our doctoral qualifying examination ("Research on Psychological Interventions") emphasizes the integration of research and practice. Over the past 7 years this part of the exam has been given 43 times with 38 students passing at 1st administration and 5 others passing upon retake. Also, the oral "mini-ABPP" portion of the exam includes some emphasis on evidence-based practice, but to date this has not been evaluated explicitly or comprehensively. This is one of the program development items on the agenda for the CP Faculty Retreat scheduled for late August, 2006.

4. Practicum Evaluations. As noted above, attention to evidence-based practice is included in some of the didactic instruction associated with our practicum training. Although we have been generally pleased with the evaluation instruments used by practicum supervisors, completing the self study has made us aware of the fact that integration of science and practice (and consistent attention to evidence-based practice) is *not* represented clearly in the rating forms supervisors use to evaluate student performance. This, too, is on the agenda for our August, 2006 CP Faculty Retreat for likely revision of the evaluation forms.

5. Alumni Survey. Two questions on the Alumni Survey focus on the issue of science-practice integration, and both were summarized in earlier paragraphs of this section. The mean rating of the 36 alumni on the specific competency of Evaluating the Efficacy of Interventions was 2.00 (SD = 0.83) and on the broad program goal of Integration of Science and Practice was 1.39 (SD = 0.49). While alumni perceptions on the broad program goal fall between "very successful" and "moderately successful" and on the specific competency right at "moderately successful," we take these findings as impetus for further refining our procedures as described above.

Competency 3B: As with the integration of science with practice, students will conduct research that is influenced by professional practice to best meet the needs of individuals, organizations, and the public. All of the data presented for Competency 3A are germane to Competency 3B as well, and to save the reader's eyes we will not repeat it. Also, as previously discussed, we believe the implementation a year ago of the research team requirement will further facilitate student development of this competency. All core faculty members are active researchers with functioning research teams. Participation in a team is now required of all 1st and 2nd year students, but our experience this past year suggests that many advanced students will continue their involvement.

An obvious outcome measure related to this competency is the culminating dissertation research project. Since the last site visit, 46 dissertations have been produced by our graduates.

Examination of the dissertations (see self study Table 8) presents clear evidence that students successfully integrate practice with science. Examples by topical categories follow.

Some dissertations are based on foundation theories from the discipline of psychology but with an application to practice:
"Working Memory Processing Differences as a Function of Underlying Attributes of Disordered Eating" (01-007)
"Individual Differences in Patterns of Physiological Activation and their Effects on Computer Diagnoses of Truth and Deception" (90-001)
"Response Time, Oculomotor, and Writing Measures as Indicators of Deception in a Computerized Format" (99-007)

Others emphasize the practice side of the science-practice continuum but employ sophisticated analytic procedures:
"Client Characteristics as Predictors of Early Response to Psychotherapy in a University Counseling Center" (97-006)
"Negative Responders in Therapy: Dose-effect Relationship and Recovery Rates for Deteriorators" (00-010)
"Perceptions of the Ethicality of Using Online Technology with Clients" (93-005)

Others investigate issues associated with diverse groups, often employing qualitative methods:
"Dealing with Disparity: Identity Development of Same-Sex Attracted/Gay Men Raised in the Church of Jesus Christ of Latter-day Saints" (94-001)"
"Women Who Throw Their Weight Around: Resisting Adherence to Cultural Standards and Beliefs About Women's Body Image" (98-005)
"Blacks in Gowns: A Qualitative Study of Black Student Persistence at Predominately White Colleges and Universities" (95-009)

And finally, several dissertations use scientific theories and empirical methods to investigate important behavioral health issues:.
"Type C Behavior Pattern in Women With and Without Breast Cancer" (96-006)
"The Use of the Outcome Questionnaire Short Form as a Predictor of Metabolic Control in Patients with Type II Diabetes" (98-006)
"Relationship Between Medical Student Family of Origin Characteristics and Clinical Performance with a Simulated Depressed Patient" (95-006)

Competency 4A: Students will demonstrate awareness, knowledge, and skills related to individual and cultural diversity including demonstrating sensitivity and competence in their interactions with faculty and other students, in their delivery of supervised professional services to clients at practicum and internship levels of training, and in their conduct of research including thesis and dissertation projects. We evaluate diversity and multicultural competencies in the following ways. First, instructors assign grades, with B- as the minimum level of acceptable performance, in courses that emphasize the development of multicultural competencies. Second, student experience with diversity issues and multicultural competence is evaluated as part of the annual student review. Third, a component of the Doctoral Qualifying Examination emphasizes multicultural knowledge and competence. Fourth, practicum

supervisors evaluate practicum trainees' sensitivity and responsiveness to issues of cultural and individual diversity, and students also are expected to document services provided to diverse clientele. Fifth, we ask alumni on our survey for their perceptions of the program's success in helping them develop competence for dealing with issues of cultural and individual diversity.

1. Course Grades: Outcome data for courses that emphasize *Individual and Cultural Diversity* are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006. The following two courses are directly relevant.

Table F-14: Grade Outcomes in Diversity Intensive Courses

Content Area	Required Courses	Number of Students Not Initially Meeting Standard
Diversity/Interventions	EDPS 6360, Multicultural Counseling	1
Diversity/Social Bases	EDPS 7550, Social Psychology of Human Diversity	1

All but 2 students met the minimum standard upon initial registration in the courses.

2. Annual Student Review. All students are reviewed systematically at the end of spring semester of each year. In preparation for the annual review meeting, students turn in a comprehensive "Student Self-Evaluation Form." During the meeting as each student is reviewed, members of the CP Program Committee complete a "Comprehensive Evaluation of Student-Trainee" form. One of the sections on the form is titled "Professional/Ethical Behavior and Multicultural Competency." The student's progress on these competencies is rated as "Excellent," "Satisfactory," or "Unsatisfactory" and related comments are then added to the form, a copy of which the student ultimately receives either directly in the mail (no issues) or in a conference with their major adviser (items that need discussion). This particular format has been used the past 2 years and during this period all students have received ratings of either "Excellent" or "Satisfactory" progress in their development of multicultural competency. These and similar annual review ratings are made by consensus of the committee after brief (usually) discussion of the student's behavior and performance in courses, practicum, research teams and projects, informal consultations, etc. Appendix M of the self study includes the documents referred to above.

3. Doctoral Qualifying Examination. There are 5 specified areas (with 1 comprehensive question each) on the written component of the doctoral qualifying examination (Measurement and Assessment; Vocational Psychology and Career Development; Intervention Theories; Research on Psychological Interventions; and Ethical, Legal and Professional Issues). Multicultural Counseling and Human Diversity is defined as a 6th knowledge domain which is infused in at least 2 of the 5 questions which make up the written portion of the exam (e.g., analyze an ethical vignette that includes issues of diversity).

Table F-10 under Competencies 2A, 2B, and 2C summarizes the performance of all students on all areas of the examination for the period 1999-2005. As is apparent from the summary in Table

F-10, students are demonstrating competence in all areas of the exam. Most pass on first administration, and those who fail one or more areas initially have always passed eventually. Although Diversity is not a discrete area, students are demonstrating competency in their response to the portions of each exam where diversity content is infused.

4. Practicum Evaluations. Supervisor evaluation forms for both the preparatory Practicum in Counseling (EDPS 6170) and the advanced Field Practicum (EDPS 7770) request that supervisors evaluate students on the scale "Sensitive and responsive to issues of cultural and individual diversity (defined broadly)." The supervisor evaluation form used in the core Practicum in Counseling Psychology includes a section titled "Diversity Awareness and Skills" that includes 6 specific rating scales. Supervisors are asked to rate students on all these instruments as either "Exceeds Expected Level of Performance," "Meets Level," "Needs Improvement," or "Unsatisfactory Level." The evaluation forms can be found in Appendix T of the self study.

To pass a practicum course and receive a "credit" grade, students' evaluations on all rating scales must be at the "Meets Expected Level" or higher. As previously reported under Competencies 2A, 2B, and 2C, during the period 1999-2006, with the exception of one individual, all students have met this standard. In all instances this has included an evaluation of their competency to deal with diverse clients and issues with multicultural implications.

We have required students to document their work with diverse clients (broadly defined) in their Practicum Activity Logs for several years (see Appendix T: Practicum Documents, Practicum Hours Data Record; also Appendix C, Program Handbook Appendix B, "CP Practicum Policies and Procedures"). However, in gathering outcome data for this self study it became apparent that we have *not* been systematically collecting and compiling information on practicum trainees' work with diverse clients. We plan to rectify this oversight, and the item is on the agenda for our August 2006 CP Faculty Retreat.

5. Alumni Survey. Two questions on the Alumni Survey focus on Individual and Cultural Diversity competency. The 36 alumni rated the program's success in helping them develop understanding and competence on "Issues of cultural and individual diversity relevant to… the breadth of scientific psychology, foundations of practice, and assessment & intervention strategies." The mean rating on this scale was 1.54 (SD = 0.74), which falls midway between "very successful" and "moderately successful." On the broad program goal #4 ("Individual & Cultural Diversity") the alumni produced a mean rating of 1.42 (SD = 0.65). Again, the mean value falls midway between "very" and "moderately successful" suggesting that alumni perceive the program as doing a reasonable, but not outstanding, job equipping them diversity competencies. Implications for the program include consistent vigilance and continued efforts to improve our education and training in this area.

Competencies 5A and 5B will be discussed as two interrelated program objectives focusing on optimal human functioning and adult life span development. Specifically, students will develop understanding of and competence in dealing with issues associated with normative developmental transitions that are negotiated in adulthood, including establishing an adult identity, forming and maintaining life span relationships, and career exploration and

decision-making. Because accomplishing these developmental milestones is related directly to "optimal" adult human functioning, students are expected to acquire a knowledge base in developmental theory that can be applied to general practice areas germane to normative life span tasks in adulthood and to develop competencies related to optimization (e.g., career decision-making strategies, relationship enhancement) and remediation of issues and problems (e.g., addressing career indecision, couples therapy) that arise during the life cycle.

Evaluation of these competencies occurs in at least the following 4 ways. First, instructors of required courses with an adult lifespan focus evaluate students and assign grades with B- as the minimum level of acceptable performance. Second, graduates' scores on the domain or sub-part of the EPPP that evaluates applicant knowledge of Growth and Lifespan Development will be presented as an external criterion. Third, student performance on the Vocational Psychology and Career Development written question on the doctoral qualifying examination will be reviewed. Fourth, graduates' perceptions of the program's success in helping them develop competencies related to the lifespan development area will be reviewed.

1. Course Grades: Outcome data for the Optimal Human Functioning and Adaptive Developmental Processes content area that follow are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006. Below is a listing of required courses that have content specific to this competency domain.

Table F-15: Grade Outcomes in Courses that include content in Optimal Human Functioning and Adaptive Developmental Processes

Required Courses	Course Content in Optimal Human Functioning	Number of Students Not Initially Meeting Standard
EDPS 7200, Foundations of Counseling Psychology	Optimal human functioning as defined in CP	0
EDPS 6051, Life Span Development: Early to Late-Adulthood	Theories of lifespan development and adult transitions	0
EDPS 7330, Career Development & Assessment	Lifespan application areas relevant to CP	0
EDPS 7350, Group Counseling Theory & App		0
EDPS 7550, Social Psychology of Human Diversity	Lifespan issues in special populations representing diversity	0
EDPS 6360, Multicultural Counseling		0

All students met the minimal standard and passed these courses with grades of B- or higher.

2. EPPP Domain Sub-Score: The mean raw score for our 37 program graduates on the *growth and lifespan development* domain of the EPPP are compared to equivalent data from the 87

similar CP programs in the brief table that follows.

Table F-16: EPPP (Counseling Only) Submeans Analysis for Domain IV

	Dimension	Full Score	All Mean	All % Correct	U of U Mean	U of U Correct	U of U Rank	U of U Percentile Rank
IV	Growth and Lifespan Development	26	19.0	73.1%	18.9	72.7%	52	37.2%

N = 87 (counseling programs); *n* = 2,803 (individuals); *n* (U of U) = 37 (individuals)

Compared with 87 doctoral counseling programs, the mean performance of our 37 graduates on this domain was close to the mean performance of students from the comparison programs. As described in the paragraph on "Alumni Survey" that follows, we are taking steps to enhance the quality of instruction in our related required course, EDPS 6051, Life Span Development: Early to Late Adulthood.

3. Doctoral Qualifying Examinations. Our doctoral qualifying examination requires, in the Vocational Psychology & Career Development question, the student to articulate a model of career development to address a practical concern (e.g., "…a client presents with career indecision issues… describe a model of career development… and an intervention approach that emerges from this model to address this client issue…")

Table F-17: Student Outcomes on the Doctoral Qualifying Examination, 1999-2005

Area	Initial Exam		Retakes	
Writtens	*Pass*	*Fail*	*Pass*	*Fail*
Vocational Psych & Career Development	41 (89.1%	5 (10.9%)	5 (100%)	0

Although our doctoral qualifying examination process is rigorous, nearly 90% of our students passed this question on their first attempt and 11% on retake.

4. Alumni Survey. Three questions on the Alumni Survey focus on issues associated with optimal functioning and adaptive developmental processes, and all were summarized in earlier paragraphs of this section of the self study. The mean rating of the 36 alumni on the *specific competency* associated with Career & Vocational Assessment & Counseling was 1.42 (SD = 0.55), and the mean rating on the *specific competency* related to Human Development was 1.67 (SD = 0.59). On program *general goal #5* (Optimal Human Functioning & Lifelong Learning) the alumni mean rating was 1.40 (SD = 0.55).

Although alumni perceptions fall between "very successful" and "moderately successful" on these scales, these findings are impetus for additional program enhancement in this area. Bob Hill is an internationally recognized expert in adult development and aging. However, for the past 6 years he has not taught the Adult Lifespan and Development course because of his duties as department chair and as director of all departmental masters and doctoral counseling programs. With the recent hire of Paul Gore as a core CP faculty member, Hill will return this

coming year as instructor for this important required course. His expertise and experience should enhance learning outcomes of the CP students taking the course and in this curriculum area.

Competencies 6A, 6B, & 6C will be discussed as an interrelated group of "Professional Identity and Development" program objectives. Specifically, through these, students will develop professional identities as counseling psychologists, including acquiring knowledge and skills in one or more special proficiency areas germane to counseling psychology. Evaluation of these competencies occurs in the following 6 ways. First, students are rated annually during a regularly scheduled student review. Second, instructors of required professional and practice-related courses evaluate students and assign grades with B- as the minimum level of acceptable performance. Third, in discussion with their advisor, students select a special proficiency area that is relevant to Counseling Psychology (e.g., Human Diversity). Fourth, graduates' perceptions of the program's success in helping them develop a professional identify in counseling psychology. Fifth, graduates are tracked to determine employment in settings where their role and function is as a Counseling Psychologist. Sixth, graduates are tracked to determine whether they pursue and achieve licensure as a psychologist.

1. Annual Student Review: All students are evaluated yearly at the annual student evaluation meeting convened by the Counseling Psychology program committee near the end of the spring semester. Prior to this meeting, students complete a self-evaluation form that is returned to the CP training coordinator (Morrow) prior to the evaluation meeting. At the formal meeting, each student is presented to the CP program committee by the student's faculty advisor, with additional information provided by other faculty, and an evaluation summary (Appendix M) is generated to accompany the CP annual evaluation letter. The Department Chair and Director of the Counseling/ Counseling Psychology area writes the evaluation letter. Among other evaluative feedback, personal and professional competency and identity development is formally assessed. This feedback is guided by *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* developed by CCTC that is found in the Program Handbook (see Appendix M). The content areas related to this professional development evaluative feedback component are listed below. Each student receives a rating of either "Excellent," "Satisfactory," or "Unsatisfactory" in each of these areas.
- Academic Progress
- Research & Scholarship
- Professional Practice Activities
- Professional/Ethical Behavior, Multicultural Competency
- Personal/Interpersonal Behavior/Competence

2. Course Grades: Outcome data for courses that are key to professional identity and development follow. These are based on transcript reviews of 89 current and former students who have been in the program from fall 1999 through spring 2006. Thee core counseling psychology courses are listed in the Table that follows, along with content that is covered in the course that relates to professional identity and development. Collectively, these courses cover salient issues in the professional field of CP, the Science of CP, and professional practice in CP that relate directly to professional identity development. The latter is particularly relevant as the practicum occurs at the University Counseling Center, which is a traditional context in which the professional identity of CP is strong.

Table F-8: Grade Outcomes in Courses that Include Content on Professional Identity and Development

Required Courses	Course content related to Professional Identity and Development	Number of Students <u>Not</u> Initially Meeting Standard
EDPS 7200, Foundations of Counseling Psychology	Overview of the Field of CP	0
EDPS 7430, Research in Counseling Psychology	Evidence-based interventions relevant to CP	0
EDPS 7710, Practicum in Counseling Psychology	Counseling strategies and method for addressing remediation and optimization of normative life issues (Career Decision)	0

N = 89 CP students, 1999-2006

All students passed the required practice-related didactic courses with grades of B- or higher.

3. Special Proficiency: The CP program espouses a model of professional identity and development that is not only as a generalist in counseling psychology, but one that also initiates specialized knowledge and skills in at least one focus area relevant to counseling psychology. This is achieved through a "special proficiency" requirement that is described in the 2006-2007 CP Student Handbook as follows:

> *"After consultation with the student's faculty advisor, and with the approval of her or his supervisory committee, each student completes a minimum of 6 graduate semester hours . . . in a special proficiency . . . Course work must represent an integrated whole and have a coherent focus. Examples of Special Proficiencies are (e.g., Assessment Child/Adolescent Psychology, Human Diversity)."*

The special proficiency requirement has been a long-time positive component of the CP curriculum for several reasons: (1) It attracts student applicants who have specialized interests in professional psychology and/or who desire to develop specialized skills (e.g., substance abuse treatment). (2) It has been attractive to faculty who have specific areas of expertise and interest that they wish to foster among students (e g., individual and cultural diversity). (3) Recent special proficiencies have legitimized areas of study for student and faculty that are not a mainstream focus in CP (e.g., play therapy).

The Special Proficiency requirement has been in existence for over two decades. At its inception, the University of Utah was structured under a quarter system. With the transition of the University of Utah to the semester system in the fall of 1998, the special proficiency requirement was reorganized to reflect semester student credit hours. This reduced the number of courses needed to meet this requirement; however, with the alteration of the program of study tracking of the special proficiency became less formalized. Further, because the special proficiency was construed as part of the individual responsibility between the student and faculty advisor, the

reinforcement of this requirement became less consistent. In short, we have not formally tracked the selection of proficiencies with respect to student outcome during the past seven years. This is an area that we identified in our current self-study effort for improving our information tracking infrastructure. Our plan is to collect these data from students, make it a component of the yearly student evaluation, and extract these data along with classes selected to meet the requirement in order to assess more accurately the outcomes of this requirement and any relationships with pre-doctoral internship placements and subsequent entry-level professional positions.

4. Alumni Perceptions of Competency in Professional Practice Core Areas: Three questions on the Alumni Survey (Appendix N) focus on issues associated with Professional Identity and Development, and all were summarized in earlier paragraphs of this section of the self study. The mean rating of the 36 alumni on the question "Developing understanding and competence in Counseling Psychology as a Substantive Area" was 1.17 (SD = 0.45), and the mean rating on the *specific competency* related to the "cultivating of attitudes essential for life-long learning, scholarly inquiry and professional problem solving in the context of an evolving body of scientific and professional knowledge" was 1.39 (SD = 0.497). Finally, in the faculty-student relations section, alumni mean rating of "Faculty accessibility, guidance, role modeling" was 1.63 (SD = 0.68). As a reminder, rating scale values for this survey were: "(1) very successful, (2) moderately successful; (3) moderately unsuccessful; or (4) very unsuccessful."

Taken together, our alumni rated the program and faculty between very successful and moderately successful with ratings skewed toward the very successful category. We believe that our program excels in building a strong professional identity with counseling psychology that extends well beyond graduation, i.e., successful completion of the program is associated with a high probability that a graduate will maintain a strong identity with counseling psychology in her or his professional career.

5. Employment of Graduates: Virtually all of our 46 graduates secured their first employment in a context consistent with the substantive area of counseling psychology. For "current employment" reflected in Table 9, of the 50 positions held by these 46 graduates who comprise this table (4 reported employment in more than one setting), 10 (20%) reported working in independent practice; 8 (16%) reported starting a career in university counseling centers; 6 (12%) reported working in academic teaching positions; 4 (8%) work in community mental health centers; 3 (6%) are associated with medical centers; 3 (6%) are commissioned officers in military behavioral health settings; 1 (2%) works in a Veteran's Affairs medical center; 1 (2%) reported working in an academic non-teaching position; 2 (4%) work in medical schools; and 10 (20%) reported positions in other settings related to the broader field of professional psychology but also relevant to counseling psychology (residential treatment, school district mental health service provision, wilderness therapy program, psychological consulting, pastoral counseling, research, and eating disorder clinic).

6. Licensing: Licensure as a psychologist is a central marker of professional identity. It is, in many ways, the culmination of doctoral education with respect to the practice of psychology. Therefore, the obtaining of licensure by program graduates is an important external metric for gauging long-term career trajectories and a committed identity to the profession of counseling psychology. Data are available in the public domain on the achievement of licensure in

respective states and jurisdictions where our graduates reside. It should be underscored that in most states, with the exception of Alabama and Washington state, a mandatory one-year supervised full time postdoctoral training period is a prerequisite to sitting for the licensing exam. Because none of our graduates reside in these two exception states, licensing data reflect only those of our students who graduated prior to 2005 (to allow sufficient time to complete the post-doctoral requirement). As referenced in Table 1, this consists of 29 graduates between the spring of 1999 and fall of 2004. Reference to licensing can be found in Table 9 (column 6). Table 9 indicates that 22 of our 29 eligible (pre-2005) graduates (or 76%) reported they were licensed as psychologists (verification of this self-report was cross-checked through appropriate state licensing board websites). Of the 7 who were licensable but not licensed, 4 (who were residents of Utah) were certificated as Psychology Residents through the Division of Professional Licensing (DOPL). The psychology resident certification is a formal time-limited preparatory credential that precedes licensure and is used to codify the post-doctoral training period. Licensure for these graduates is expected within one year. Of the remaining 3 unlicensed graduates, one reported being licensed as a Professional Counselor, one was a certified Alcohol & Drug Abuse Counselor (and an adjunct professor), and one was an academic psychologist at the junior level (e.g., assistant professor). Common in this latter setting, licensure is often subordinated and/or delayed prior to achieving tenure.

The data are clear that graduates of the program seek and obtain licensure as a psychologist. This is strong evidence of a commitment to one's professional identity and development in counseling psychology. Coupled with the kinds of jobs where graduates are employed, it is our conclusion that the training received as part of our doctoral program has produced graduates who are strongly identified with the profession of counseling psychology.

In summary, our objective markers that include grades, licensing rates, and employment all point to our CP program's effectiveness in socializing students and graduates into the profession and discipline of psychology, and the substantive area of counseling psychology, and in helping them to crystallize their identity in the field. These markers are supported by very positive subjective evaluations from our alumni and current students that they are not only obtaining the requisite knowledge base, but are learning the role and function of the profession in the process as well. Program curriculum strategies including courses that focus on developing professional identity and developing special proficiencies in areas germane to counseling psychology all appear to be helping to build this identity.

The program goes further in working to keep its alumni, current students, and faculty connected as a continuous community. This not only helps to sustain professional identity and reinforces professional skill development, but it also provides students with access to high-quality role models of exemplary counseling psychologists. This is accomplished through several departmental and program mechanisms including: (1) an active alumni newsletter which can be found in Appendix V. The Alumni Newsletter has published regular issues since 2002 that are mailed to alumni; (2) an active alumni webpage (see http://www.utahedpsychalumni.com/) where alumni newsletters can be accessed as well as an alumni listserv and discussion group; and (3) regular activities that involve students, faculty, and alumni in relevant social and professional events (e.g., the Ted Packard retirement social held on May 19, 2006). This latter activity yielded over $10,000 in support of a new fellowship for the recruitment and training of students in

counseling and professional psychology. In addition, the Department sponsors an annual phone-a-thon that involves soliciting donations as described previously. As of this past year, the phone-a-thon was used to generate $950 in grant dollars for student research projects and travel.

Competency 7A: Students will demonstrate understanding of and competence in applying ethical and professional standards of psychologists to their work in academic, practice, and research contexts. We evaluate our students' understanding of and competence in applying ethical and professional standards in 6 ways. First, students' performance in the required Ethics and Standards course (EDPS 7220) is graded with B- as the minimum level of acceptable performance. Second, student ethical and professional behavior is evaluated as part of the annual student review. Third, a component of the Doctoral Qualifying Examination focuses specifically on Ethical, Legal, and Professional Issues in Psychology. Fourth, mean performance of program graduates on the Ethical/Legal/Professional Issues subsection of the EPPP will be reported. Fifth, practicum supervisors evaluate trainees' ethical behavior in their provision of services to clients. Sixth, our Alumni Survey asks for perceptions of the program's success in helping graduates develop understanding and competence in dealing with ethical and legal issues.

1. Course Grade: All 89 students who completed EDPS 7220, Ethics and Standards in Psychology, from fall 1999 through fall 2005, received grades of A or B, thus meeting our minimal achievement standard. A primary assignment in the course is for each student to develop her or his own ethical decision-making model, which is then often used to respond to the Ethics and Standards written question on the doctoral qualifying examination.

2. Annual Student Review. The evaluation form used jointly by members of the CP Committee in conducting the spring annual review of students contains a section titled "Professional/Ethical Behavior and Multicultural Competency," where the student's behavior is rated as "Excellent," "Satisfactory," or "Unsatisfactory." Over the past 7 years *no* student has had her or his Professional/Ethical Behavior rated as "unsatisfactory." Appendix M of the self study contains the forms used in carrying out the annual student review. During the same period of time *no* students have been judged to have engaged in academic misconduct.

3. Doctoral Qualify Examinations. One of the 6 areas on the written portion of the doctoral qualifying examination focuses on Ethical, Legal, and Professional Issues in Psychology. Over the past 7 years this part of the exam has been given 44 times with 42 students passing at 1st administration (95.5%) and 2 others passing upon retake (4.5%). Also, the oral portion of the exam focuses on the student's written and video taped presentation of a counseling case, and ethical and legal issues are a consideration in the faculty's overall evaluation of the presentation. As previously described under Competencies 2A, 2B, and 2C, 44 students (95.7%) passed the oral portion of the doctoral qualifying exam initially, and 2 (4.3%) did not pass initially but did so on retake.

4. EPPP Domain Sub-Score. One of the 8 content domains on the EPPP is titled Ethical/Legal/Professional Issues.

Table F-15: EPPP (Counseling Only) Submean Analysis for Domain VIII

	Dimension	Full Score	All Mean	All % Correct	U of U Mean	U of U Correct	U of U Rank	U of U Percentile Rank
VIII	Ethical/Legal/Professional	30	24.2	80.7%	24.3	81.0%	43	47.7%

Our 37 graduates scored at the mean on this EPPP domain, providing additional evidence for their competency related to Ethical/Legal/Professional Issues.

5. Practicum Evaluations. Supervisor evaluation forms for both the preparatory Practicum in Counseling (EDPS 6170) and the advanced Field Practicum (EDPS 7770) request that supervisors evaluate students on the scale "Recognizes and Responds Appropriately to Ethical and Legal Issues." The supervisor evaluation form used in the core Practicum in Counseling Psychology includes a section titled "Professional Conduct" that includes the specific scale "Follows ethical principles and guidelines." Supervisors are asked to rate students on all these instruments as either "Exceeds Expected Level of Performance," "Meets Level," "Needs Improvement," or "Unsatisfactory Level." The evaluation forms can be found in Appendix T of the self study.

To pass a practicum course and receive a "credit" grade students' evaluations on all rating scales must be at the "Meets Expected Level" or higher. As previously reported under Competencies 2A, 2B, and 2C, during the period 1999-2006, with the exception of one individual, all students have met this standard. In all instances this has included an evaluation of their competency to deal with ethical issues.

6. Alumni Survey. The 36 alumni rated the program's success in helping them develop understanding and competence on broad program goal #7, "Ethical Behavior, Legal Issues, & Professional Integrity." The mean rating on this scale was 1.142 (SD = 0.349), meaning that the vast majority of alumni perceived the program as being "very successful" in helping them develop understanding of and competency for dealing with ethical, legal, and professional integrity issues.

Competency 7B: In a timely manner, the vast majority of program graduates will meet post-graduate supervised experience requirements, successfully complete EPPP and related jurisprudence exams, and be licensed in their residential jurisdictions. Evidence for the program's success in helping students prepare for psychology licensing application and examination procedures was presented in detail in the paragraph #6 titled "Licensing" under Competencies 6A, 6B, and 6C. Suffice is to say at this point that the majority of graduates over the past 7 years are now licensed and most of the remainder are classified (in Utah) as Psychology Residents or are otherwise preparing for the licensing procedures.

Graduate Student Exit Interviews: As a final summary paragraph for Domain F1a, immediately following is a summarization of written evaluative comments of CP students solicited after successful completing of their dissertation final oral examination. The Graduate Student Exit Survey is a consistent measure of student opinions about CP program strengths and weaknesses as well as feedback about areas for improvement. This survey has been maintained as a Departmental indicator of student satisfaction and feedback for more than five decades. Its

simple format has provided general student feedback information related to departmental and program functioning. The Exit Survey is requested from all students in the Department who complete their program of study for both the master's and doctoral degrees; for purposes of this report, however, only responses from CP students completing their PhD have been included in the Graduate Student Exit survey report in Appendix N. The written feedback from students to the Exit Survey is summarized with respect to explicit survey categories. It should be noted that this summary is based on 38 surveys collected from the 46 students who graduate from 1999 through 2006 (spring), which is a 83% response rate.

Strengths (38 responses: ave: 6.3 per year): Prominent Themes: (1) *strong practitioner training* (20/38 or 52% of responses), (2) *supportive faculty* (12/38 or 32% of responses), *flexibility and variety of coursework* (8/38 or 21%)

Limitations (33 responses: ave: 5.5 per year): Prominent Themes: (1) *lack of financial aid* (13/37 or 35% of responses), (2) *better training in assessment is needed* (6/37 or 16% of responses), *opportunities for research* (5/37 or 14%).

Areas of Improvement (27 responses: ave: 4.5 per year): Prominent Themes: (1) *need better student financial support* (11/27 or 41% of responses), *need more faculty* (4/27 or 15% of responses).

F.1.b. How the program's goals and objectives are met through graduate education and professional training (i.e., its processes).

The Counseling Psychology Program has a number of ongoing procedures to not only maintain control of current student achievements but to provide input for making program changes to its curriculum and educational processes to improve quality. Three examples of these are highlighted below, namely: (1) Teaching/Course Evaluations, (2) Periodic Evaluation of the Doctoral Qualifying Examination, and (3) Ongoing Evaluation of Field Practicum Sites and Supervisors. These control process are described in detail elsewhere. They are briefly reiterated here as examples of quality assurance procedures that the program engages in to maintain the quality of its education and training processes.

1. University-Based Teaching/Course Evaluations:
Coursework is one of the central curricular activities by which the program meets its goals and objectives. One of the strengths of the Counseling Psychology Program is that faculty have a long standing reputation for providing excellent instruction. Excellence is measured by regular student evaluations (or teacher ratings) for counseling psychology course instructors. Overall teacher ratings for Counseling Psychology faculty are evaluated through a university survey that is administered on line, and outcomes of these evaluations are available to faculty and students. A sample teaching evaluation appears in the beginning of Appendix I. As an example of how this procedure operates, in 2005-2006 students complained that, due to personnel changes and the open CP faculty line (into which Paul Gore has now been hired), more required courses were being taught by adjunct faculty and, for this reason, the quality of instruction had diminished. To evaluate this issue, a review of teacher ratings for core courses that were taught by auxiliary faculty was undertaken. The findings from this teaching evaluation review revealed that adjunct

faculty, in several instances, were rated lower than regular faculty instructors. Therefore, for 2006-2007, the number of adjunct instructors was markedly reduced and replaced with experienced instructors from the regular CP faculty ranks.

2. Evaluation of the Quality of the Doctoral Qualifying Examination:
During the 2006 spring semester, in response to anecdotal student and faculty concerns that the written prelim examination lacked interrater reliability and was getting more difficult over time, Drs. Packard and Minami conducted an analysis of written prelim results from 1998 through 2005. The analysis was described earlier (see section B and Appendix L). The outcome of this evaluation demonstrated that when variability across students was taken into consideration, there was little evidence to suggest that the scoring across raters was consistently unreliable or that the written prelim examination has systematically become more difficult over the prior 7 years. What was apparent was that the percentage of students failing at least one of the written prelim questions was greater during 2004-2005, and the CP Committee is reviewing this further at the August 2006 faculty retreat. This kind of analysis is now scheduled to occur periodically as a procedure to objectively monitor the quality of the doctoral qualifying examination.

3. Evaluations of Field Practicum Sites and Supervision:
The CP program has an extensive list of field practicum sites, as is summarized in Table 2. Control of these sites is maintained in several ways, one of which is through ongoing student feedback about the quality of their supervised experiences at these sites. The process by which this feedback is obtained is detailed in section C3f. Briefly, the faculty coordinator of EDPS 7770 (Field Practicum) generates an evaluation form that each student completes (at the end of each semester) to evaluate their assigned field practicum site. These ratings are on a number of dimensions that correspond to program goals and objectives. This process has allowed active evaluation of these sites; and, in some instances (e.g., Comprehensive Psychological Services, SLC, UT, which had ratings on several dimensions below 3), the CP program committee dropped those sites as options for field practicum training. This control procedure ensures the maintenance of high quality over time of Field Practicum sites.

F.1.c. The program's procedures to maintain current achievements or to make program changes as necessary.

The Counseling Psychology Program has a number of ongoing procedures to maintain current achievements and make program changes as necessary. At the beginning of each academic year, program faculty meet in a full-day retreat setting to evaluate the program and initiate changes that are then discussed further and implemented throughout the year. The annual program retreat provides an excellent means for assessing the achievement of our program goals and objectives. At these retreats, we address global concerns related to the program, using data accumulated from interactions with students, more formal student feedback, and recommendations from the faculty based on student performance and/or evaluation data about quality of the program. Retreat agendas and minutes are filed by the training director.

The most frequent ongoing procedure to maintain current achievements and make program changes is regular program meetings held twice a month, where ongoing business is conducted and program revisions are made in response to faculty and student feedback. Two student

representatives attend all meetings and are active in discussions and decision making. These students gather information from the student body on an ongoing basis regarding various issues of concern. Students are excused during discussions of confidential student issues. Minutes of faculty meetings are on file in program files held by the training director.

Counseling psychology students are an integral part of the process of self-assessment and program change. Student issues and concerns are listed on the program meeting agenda, and students are asked for input at meetings and retreats. They are asked to communicate back to the student body and to gather information for ongoing assessment at faculty meetings and retreats. As noted in F.2, students are also involved in the departmental Student Advisory Council, where they provide input to the department as a whole. Counseling psychology student town hall meetings are held once or twice per academic year, in which student concerns are invited and faculty and students discuss issues initiated by students. In addition, departmental diversity meetings (described in Domain D) have provided important feedback for making program and departmental improvements in this domain.

Annual student evaluations, periodic alumni surveys, and Doctoral Qualifying Examinations are major catalysts for examining the program's success in achieving its goals and objectives. The student evaluation process has given us an opportunity to assure that students complete their programs of study in a timely fashion. At this evaluation, students are assessed on academic progress; research progress; professional practice; professional/ethical behavior and multicultural competency; and personal/interpersonal behavior/competence (see Student Evaluation Summary, Appendix M, pp. 8-9). In addition to these evaluations serving an individual evaluative function, this process facilitates the faculty's focus on the student body as a whole and how well we are achieving our program goals; it is through these regular evaluations that we have initiated many changes, including examining our time limits for program completion, increasing our efforts to support students completing the program in a timely manner, examining our evaluation processes for prelim exams, and improving our tracking processes for the program.

F.2. Demonstration of Commitment to Excellence Through Periodic Systematic Reviews of Its Goals and Objectives, Training Model, and Curriculum to Insure Their Appropriateness to (a) sponsor institution's mission and goals; (b) local, regional, and national needs for psychological services; (c) national standards of professional practice; (d) the evolving body of scientific and professional knowledge that serves as the basis of practice; and (e) its graduates' job placements and career paths.

(a) Sponsor Institution's Mission and Goals
As identified in Domain A, the Counseling Psychology Program's goals, objectives, training model, and curriculum support and reflect the University's mission (see Appendix A) in the program's pursuit of the discovery, refinement, and dissemination of knowledge. We work to "create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met" (University of Utah Mission Statement).

The University's mission statement outlines its expectations in relation to teaching, research, and public life. Educational Psychology faculty members are evaluated yearly on the basis of

their teaching, scholarship, and service, in keeping with the mission of the University. Students evaluate courses and instructors at the end of each semester, and results of these evaluations are published on the web for student information. In addition, the Department keeps teaching evaluations in cumulative notebooks that are available in the Educational Psychology main office. These ratings are an integral part of the annual Productivity Matrix (see Appendix H, p. H-35) used by the Department Chair and the College Dean to evaluate faculty and determine salary increases, as well as being an essential component of evaluations for Retention, Promotion, and Tenure (RPT) conducted yearly for untenured faculty and every five years for tenured faculty members. Finally, at the time of each RPT review, the Student Advisory Council (SAC) gathers and compiles information from teaching evaluations as well as additional information from current and former students to organize their recommendations for retention, promotion, and tenure of faculty.

The University's mission regarding research includes "rigorous assessment and review" of faculty achievement in this area. Thus, faculty members are evaluated on their scholarship, both in terms of quality and quantity of publications and presentations. This information is entered into the yearly Productivity Matrix as well as being a central component of retention, promotion, and tenure decisions.

The University also stresses the importance of contribution to public life, which is referred to in Department RPT guidelines as service. This is the third area of evaluation on the yearly Productivity Matrix as well as during RPT reviews.

In keeping with the University's mission, "diversity is encouraged and respected"; and our program has an ongoing commitment to examining our progress in this area. Our assessment of this area is outlined in detail in Domains D and F.

(b) Local, Regional, and National Needs for Psychological Services
Our program trains future psychologists for a variety of local, regional, and national needs. Our goals, objectives, training model, and curriculum are in keeping with educating and training psychologists who are able to enter a variety of professional arenas, including practice and academic settings. Our excellent placement rate (only two of our graduates from 1999-2006, including one who was just graduated in spring of 2006, are not employed in the field) indicates that our graduates are entering the field relatively quickly and responding to needs in the field of psychology. As suggested below (F.2.e) and in Table 9, our graduates are prepared for a variety of work settings, including both traditional (e.g., independent practice, university counseling centers, academe, community mental health, and military) as well as "niche" (e.g., wilderness, faith-based, addictions, and specialized treatment) settings. Further, as psychology works to meet the needs of a diverse population, our students' training in multicultural counseling and diversity are important characteristics of psychologists who can meet the demands of a diverse and changing society.

(c) National Standards of Professional Practice
Our program adheres to national standards of professional practice by training psychologists who meet Utah's (and therefore many other states') psychologist licensing standards. Of our graduates, 24% are licensed psychologists in Utah; 4% are licensed in Hawai'i; and 2% are

licensed in each of New Mexico, Texas, Minnesota, California, Virginia, New York, Idaho, Arizona, and Massachusetts. Seventeen per cent reported being certified or licensed psychology residents in Utah or other states.

Our faculty members have been involved in a number of activities to acquaint themselves with American Psychological Association accreditation standards, including four faculty who have attended or conducted site visitor training and/or training director self-study workshops, three of whom have conducted site visits in the past seven years. In preparation for this self-study, we held mini-workshops and became well acquainted with the Quick Reference Guide for Doctoral Programs developed by the Committee on Accreditation. In addition, all faculty members received and read copies of the accreditation self-study instructions. The faculty engaged in ongoing discussions over the 2005-2006 academic year regarding our program in view of the upcoming site visit, and six core faculty members were engaged in the production of the self-study. In relation to accreditation, at the last site visit in 1999 (See Appendix K), we were asked to attend to problems of space and funding. We have continued to appraise the Committee on Accreditation of our status regarding these concerns.

Two years ago, we reviewed and formally adopted the Comprehensive Evaluation of Student-Trainee Competence in Professional psychology Programs developed by the Council of Chairs of Training Councils (CCTC) as a set of guidelines to use in our program when evaluating students at annual review and at other times as needed. These guidelines are contained in the student handbook (Appendix C), as well as our student self-evaluation forms and the evaluation summary (Appendix M).

We have also reviewed the draft guidelines on practicum competencies developed by the Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup for defining various levels of student competency in practicum training. During the coming year, we will continue to review these guidelines at our annual retreat and during subsequent meetings for purpose of refining and elaborating our evaluation procedures for various levels of practicum training.

(d) The Evolving Body of Scientific and Professional Knowledge That Serves as the Basis of Practice
The program has historically tried to stay abreast of the evolving body of scientific and professional knowledge that serves as the basis of practice. The recent evolution of our training model, principles, goals, and objectives reflects our ongoing attention to professional development of our students and to recent trends related to evidence-based practice.

As a faculty we have kept track of the debate in the profession and discussions in the field concerning empirically validated/ supported interventions. We are aware of the guidelines recently adopted by the American Psychological Association on evidence-based practice. We are currently in the process of reviewing these guidelines to see how we can strengthen this part of our program, including curriculum development involving competence in engaging in evidence-based practice, as well as evaluation of practica.

We established our course, EDPS 7430, Research in Counseling Psychology, seven years ago with the purpose of enhancing students' competency in this area. The course has been taught by various temporary instructors with mixed results. Our newest faculty member, Dr. Tak Minami, has special expertise in this area and teaches a class that is rigorous and contemporary. We anticipate this stability will continue to enhance both student and faculty competence in this area.

Our associated departmental faculty in Learning Sciences have recently developed elective courses on hierarchical linear modeling and structural equation modeling. A number of counseling psychology students have availed themselves of these learning opportunities and used these strategies in recent theses and dissertations. Our new core faculty member, Dr. Paul Gore, has expertise in structural equation modeling and will teach that course in fall, 2006.

We also are becoming increasingly aware of the variety of recent advances in neurosciences in general and cognitive neurosciences in particular and intend to review this broad area more thoroughly. Faculty members in the Learning Sciences Program have provided opportunities for our students to work in this emerging area. In addition, issues such as temperament are covered in our course on Emotion and Motivation (EDPS 7425). Several core and associated faculty have expertise in the fields of trauma, geropsychology, and cognitive neuroscience, in which biological-cognitive links are central to understanding in the disciplines. Recent students have conducted or are conducting research in these areas.

(e) The Program's Graduates' Job Placements and Career Paths
As illustrated in Table 9, Program Graduates: Employment, our graduates are employed in a wide variety of subfields as counseling psychologists, including independent practice, academic settings, medical centers, community mental health centers, university counseling centers, and research settings. This information is tracked in the Educational Psychology Department's alumni spreadsheet.

Of the 50 positions held by these 46 graduates (4 work in more than one setting), 20% work in independent practice; 16% work in university counseling centers; 12% work in academic teaching positions; 8% work in community mental health centers; 6% work in medical centers; 6% work in military medical centers; 2% work in Veteran's Affairs medical centers; 2% work in academic non-teaching positions; 4% work in medical schools; and 20% work in other settings (polyaddiction residential treatment, school district, wilderness program, consulting, survival school, pastoral counseling, research, and eating disorder clinic). Of our 46 graduates from the program from 1999-2006 (see Table 9), we were unable to contact one of our graduates or to obtain information about her employment since her VAMC postdoctoral fellowship. Only two (4%) are currently unemployed (one of whom graduated in spring 2006 and is seeking employment).

F2d & e. Provide narrative and relevant Table references here regarding how the program has monitored these areas and made programmatic changes, as appropriate.
In addition to the narrative provided above, there are several ways that the program monitors the evolving body of scientific and professional knowledge that serves as the basis of

practice. Because of the broad participation of faculty in various arenas of psychology (e.g., multiculturalism, ethics, accreditation, evidence-based practice, specific populations and issues), our formative evaluations of the program stem from up-to-date, contemporary information and trends in the field. In concert with evaluation of our current students and reports from practicum and internship placements, we continue this evaluation on an ongoing basis. We are in the process of assessing our practicum evaluation forms to more clearly reflect current knowledge in the areas indicated above. Evaluations from our graduates (see Domain F) indicate that we have been successful in most areas related to preparation for their employment as psychologists. As students complete their degrees, they are given a Graduate Student Exit Interview Schedule (Appendix N: Graduate Exit Survey and Alumni Survey) to complete, which includes brief responses of the program's strengths, limitations, and areas needing improvement. This survey also requests information about initial employment; future professional goals; and overall impressions of the department, the university, and the community. This, coupled with ongoing contact between many faculty and their former advisees, assists us in making changes to the program in a timely fashion. Our most recent spring 2006 survey of graduates will provide additional material for our consideration as we continue to make program changes.

DOMAIN G: PUBLIC DISCLOSURE

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

G1. The program is described accurately and completely in documents that are available to current students, prospective students, and other "publics."

The most complete description of the Counseling Psychology Program is found in the Program Handbook (see Appendix C), which also appears on the program website at http://edps.ed.utah.edu/programs/CP/CPProgram.htm, link to Program Handbook. An abbreviated version of this handbook (without appendices) titled "Information for Prospective Students" (see Appendix B) is sent by mail to prospective students. The website will be upgraded during summer 2006 and will include a link for prospective students to access this information. In the meantime, they are directed to the current Program Handbook.

The descriptions of the program should include:
G.1.a. Its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; and its education and training outcomes;

The Program Handbook (Appendix C and http://edps.ed.utah.edu/programs/CP/CPProgram05-06.pdf) describes the program's goals, objectives, and training model; requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it

provides; and its education and training outcomes. Additional information about admissions is available on the department website (http://edps.ed.utah.edu/) under "Application Procedures and Materials"; copies of these procedures and all admissions application materials may be found in Appendix B.

G.1.b. Its status with regard to accreditation, making available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

The Counseling Psychology Program's status with regard to accreditation is clearly delineated in the Program Handbook (Appendix C) as well as on the program website at http://edps.ed.utah.edu/programs/CP/CPProgram.htm. This includes the address and telephone number of the Committee on Accreditation of the American Psychological Association. In addition, a copy of the 1999 Self-Study, along with the Committee on Accreditation's final letter and recommendations (also found in Appendix K) is available on the program website.

Please provide a complete set of all program documents (brochures, academic calendars, recruiting practices, program advertisements, web pages, etc.) available to current and prospective students and place them in a labeled appendix. Reference these appendices here. Describe how these documents are distributed to applicants and students. Ensure that the current accredited status of your specific program is accurately presented in all public materials, including program web pages, along with the address and telephone number of the Committee on Accreditation of the American Psychological Association.

Many of the program-related documents are found in appendices related to other parts of the self-study. Specifically, Appendix B contains application and admissions information; Appendix C contains the Program Handbook; Appendices A, D, E, F, and G contain information about the university as a whole and its policies and procedures. Appendix S, created specifically for this Domain, contains the Academic Calendar and copies of relevant web pages, as well as copies of relevant pages from the University of Utah General Catalog.

G.2. This information should be presented in a manner that allows applicants to make informed decisions about entering the program.

All program information is easily accessible, either by calling the Educational Psychology Department office and requesting that information be sent or by visiting the program web page (http://edps.ed.utah.edu/programs/CP/CPProgram.htm) or the department web page (http://edps.ed.utah.edu/).

DOMAIN H: RELATIONSHIP WITH ACCREDITING BODY

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The Counseling Psychology Program at the University of Utah abides by the APA Committee on Accreditation's published policies and procedures, as they pertain to its recognition as an accredited program. Specifically, we have paid all fees associated with maintenance of our accredited status, and we have been responsive to feedback received in our last major accreditation review. Further, we have filed annual reports in a timely manner, and we have kept the accrediting body informed about changes in the program's environment, plans, resources, or operations that could alter the quality of our program. Letters that have been sent to the CoA may be found in Appendix U.

To demonstrate this responsiveness, below is a brief summary of how the Counseling Psychology Program has attempted to respond to suggestions from the Accreditation Committee's last site visit in 1999 (included as part of the attached self-study documents). Our program was lauded for its commitment to diversity in student and faculty recruitment efforts, research interests, and interpersonal interactions and seen as a role model for other training programs in the area of cultural and individual difference and diversity. The mutual respect between faculty and students was seen as a major strength.

The program was strongly encouraged to address limitations in financial support in the form of stipends and tuition waivers for both entry and continuing students. The CoA noted that this funding situation was persistent and could impact the program's ability to recruit nationally. As noted elsewhere in this report, financial support of students continues to be a problem despite diligent efforts on the part of the department chair to address funding issues with the dean of the college and the University's central administration. Despite these problems, we continue to admit high quality students through our admissions process, in part, we believe, through the reputations of our faculty and the satisfaction of our current students. We look forward to a full complement of faculty so that we are able to address this problem through grants to support students as well as faculty research efforts. We have increased the numbers of incoming students funded by the Learning Enhancement Program by 1, with continued support for continuing students. In addition, our field practicum coordinators over the past 7 years have diligently worked to encourage existing unpaid sites to provide funding as well as to find additional paid field practicum sites for students. And our students continue to be successful at receiving university, college, and external scholarships and fellowships.

We were also urged to continue our efforts to ameliorate the longstanding problem of inadequate space available to the program. As noted elsewhere, no additional space has been allotted to the program, nor is it forthcoming unless fundraising efforts for a new wing of the current building succeed (and then not for several years). Our department chair advocates assertively for space, but this is a dilemma for the college as a whole and is unlikely to change. We are in the process of reassessing the current arrangements for student carrels in hope of finding an interim solution that can better meet some of the gathering and socializing needs of students. As noted by the CoA, faculty research space is generally limited (faculty with grants may have access to space in the aforementioned Annex Building) to their private offices. The entire building is wheelchair-accessible, and we have made efforts to eliminate barriers such as trash cans that could impede student access. At present, every first year student who is a research assistant in the department is guaranteed carrel space, including a desk with a networked computer terminal, a locked space for books and belongings, and privacy. This carrel area also has a printer exclusively for student use.

Those students who teach for the department have access to an office that includes a phone and additional facilities and supplies to conduct the day-to-day workings of the class. Students who are teaching assistants for the Learning Enhancement Program have shared offices with computers in the Student Services Building. It should be noted; however, that we cannot provide work space for all our students. Thus, some of them find space in places where they work, at their practicum sites, or in other locations. We will continue to work on this long-term vexing problem.

We were encouraged to enhance our efforts in providing substantive feedback on student progress beyond the checklist that was in effect, which we have done. Students now receive a written letter and related detailed information outlining their status in the program.

We were also encouraged to articulate a clear plan for analyzing and using our outcome data for program assessment and enhancement. We believe our response to student feedback in a number of areas has demonstrated better use of our outcome data, particularly in the development of our overall training model, goals, objectives, learning activities, assessment procedures, and expected outcomes.