



Counseling/ Counseling Psychology Program

Ph.D. Counseling Psychology Professional Specialty



Program Handbook 2014-2015

Department of Educational Psychology

NOTES

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Note: Additional important information regarding admissions, tuition, financial assistance, graduate school requirements (e.g., dissertation, graduation), is available in the *University of Utah General Catalog* at (<http://www.ugs.utah.edu/catalog/>)

The Counseling Psychology Program at the University of Utah is accredited by the American Psychological Association: *Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242. (T) 202-374-2721; TDD/TTY: 202-336-6123; (F) 202-336-5978; <http://www.apa.org/ed/accreditation/>; apaaccred@apa.org*

NOTES

**COUNSELING/ COUNSELING PSYCHOLOGY PROGRAM
COUNSELING PSYCHOLOGY Ph.D. PROFESSIONAL SPECIALTY
2014 Entering Class**

PROGRAM OVERVIEW

The University of Utah's Counseling Psychology Professional Specialty is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association¹ since 1957. The program is offered through the Department of Educational Psychology in the College of Education. Counseling Psychology is one of three Professional Specialty areas in the Counseling/ Counseling Psychology Program (CCP Program), which also includes the Master of Counseling (General Counseling, leading to licensure as a Professional Counselor [LPC]) and the Master of School Counseling. Department faculty who are members of the Counseling/ Counseling Psychology Program Committee are listed below. Their current areas of scholarly interest and program emphases are summarized at the end of this document. The designation -Core Faculty¹¹ indicates that the individual is employed full-time in the Department of Educational Psychology. The designation Associated Faculty indicates that the individual's primary employment is elsewhere or that the individual has other than a tenure-track faculty status on the faculty.

Jason Burrow-Sánchez, Ph.D. Core Faculty - Tenured	Associate Professor & Co-Director of Clinical Training, Counseling Psychology Ph.D. Program	University of Oregon
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¹ The American Psychological Association, Committee on Accreditation, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. (T) 202-336-5979. apaaccred@apa.org. <http://www.apa.org/ed/accreditation/>.

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Counseling psychology is a professional specialty area within the science and profession of psychology. The specialty emerged shortly after World War II, encompassing concepts and procedures from the vocational guidance, mental hygiene, and mental measurement movements. Students who complete the Counseling Psychology (CP) Program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. Upon graduation, students accept a wide variety of entry-level positions in higher education (academic departments or counseling centers), hospital and medical settings, community mental health centers and agencies, managed care organizations, departments of corrections, private agencies, and business and organizational settings and that address the needs of a diverse clientele.

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology. Students' previous preparation should include a background in (a) general and experimental psychology, (b) human development, (c) neuropsychology, (d) normal and abnormal behavior, and (e) elementary statistics and research methods. Course work in philosophy, sociology, anthropology, mathematics, or education also may be helpful. The application of previous graduate course work to requirements in the doctoral counseling psychology program is decided through consultation with department faculty and by reference to Counseling Psychology Committee policy.

The Counseling/ Counseling Psychology (CCP) Program faculty strives to create a supportive rather than competitive educational environment. Students from diverse backgrounds and experiences, and of demonstrated academic and professional potential, are selected from a large applicant pool. It is assumed from the outset that students have the ability to complete graduate study, and the program stresses the positive development of competent professionals in psychology.

PROGRAM SETTING

The Department of Educational Psychology, part of the College of Education, is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are four programs: Counseling and Counseling Psychology, School Psychology, Learning Sciences, and Reading and Literacy. The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), an M.Ed. degree in Clinical Mental Health Counseling, and an M.Ed. degree in School Counseling. The School Psychology Program offers a Ph.D. (APA-accredited) and a Master's degree in School Psychology (APA-accredited). The Learning Sciences Program offers a Ph.D. and M.S. in Learning and Cognition, as well as an M.Ed. with an emphasis in Instructional Design and Educational Technology (IDET). The Reading and Literacy Program offers a Ph.D. in Literacy Studies and an M.Ed. An M.Stat. in Statistics is also offered through Learning Sciences.

The Department provides research and training opportunities through liaisons with many university and community facilities. These include the University of Utah Counseling Center, the University of Utah Women's Resource Center, the University of Utah Center for Ethnic Student Affairs, Valley Mental Health System (in Salt Lake City), the Weber State University Counseling Center, the Salt Lake City Veterans Administration Regional Medical Center, various clinics and programs at the University of Utah Medical Center, University Neuropsychiatric Institute, The Salt Lake County Department of Criminal Justice Services Treatment Unit, Cornerstone Counseling Center, Family Support Center, Utah Aids Foundation, Center for Human Potential, The Children's Center, the Department of Educational Psychology's Educational Assessment and Student Support Clinic, and many other community mental health specialty agencies, general and specialty hospitals, child guidance clinics, and local school districts. The Department currently maintains a number of research laboratories. In addition, the department's Statistics Laboratory and the College of Education Computer Laboratory contain state-of-the-art resources to facilitate research tasks including data analysis and word processing.

Set in the foothills of the majestic Wasatch Mountains, the **University of Utah** combines academic excellence and a commitment to research in an atmosphere conducive to graduate study. Over five decades have passed since the first Ph.D. degree was earned, and there are now doctoral and master's degree programs in over 90 areas. The University consistently ranks among the top United States colleges and universities in funded research. Although it is the oldest state university west of the Missouri River, more than half of the University's buildings have been constructed since 1960. As the flagship of Utah's higher education system, the University plays a leading role in fostering the development and preservation of the state's human and natural resources. The University of Utah is accredited by the Northwest Association of Schools and Colleges. More information is available at <http://www.utah.edu/about/>.

A student body of over 31,000, of whom approximately 6,000 are graduate students, represent all 50 states and over 100 countries. A regular faculty of approximately 2,900 provides the stimulus for learning and achievement and is supplemented by a like number of clinical, adjunct, research, and visiting faculty.

The University of Utah has a plan to be carbon neutral by 2050. In fall 2010, the university released its Energy and Environmental Stewardship Initiative: 2010 Climate Action Plan detailing our long-range plans to make the campus even more environmentally friendly. In addition, the U.S. Environmental Protection Agency (EPA) recently ranked the University of Utah fourth in the nation for green power purchases.

The **University of Utah Campus** features many attractions, including Red Butte Gardens (<http://www.redbuttegarden.org/>), home to everything plant-related, outdoor concerts, and educational programs; the Utah Museum of Fine Arts (<http://umfa.utah.edu/>), with both ongoing and special exhibitions; and the Natural History Museum of Utah (<http://nhmu.utah.edu>).

Downtown **Salt Lake City**--the cultural, commercial and professional center of the Intermountain West--is only minutes from the campus and is easily accessible by public transportation. The Salt Lake City metropolitan area has a total estimated population of over a million people and offers a great variety of cultural opportunities including symphony, ballet, theater, modern dance, and opera. Visiting performers also are featured regularly at the University's Jon Huntsman Center and the city's Energy Solutions Arena. In addition to varsity sports at the University, professional and minor league sports teams include baseball, hockey, and basketball teams located in Salt Lake City. Opportunities for part-time jobs and internships are enhanced by the proximity of the campus to the Salt Lake City metropolitan area.

Recreational activities, both on and off campus, are an excellent complement to academic requirements. The University has facilities for most sports including tennis, circuit training, weight lifting, indoor running, and swimming. The Outdoor Recreation Program (<http://campusrec.utah.edu/programs/outdoor-adventures/equipment-rental/>) provides programs and equipment rental for the many activities that students and faculty enjoy in and around Salt Lake City and Utah. Utah's four-seasons climate and spectacular natural beauty offer abundant opportunities for hiking, mountain climbing, backpacking, boating, river running, and fishing. Winter recreation is highlighted by some of the best snow and deep-powder skiing in the world with major ski resorts only 45 minutes from campus. University of Utah students are able to take part in numerous guided recreational activities sponsored by the Outdoor Recreation Program as well as rent equipment for reasonable fees. There are five national parks in Utah as well as many other recreation and natural areas within reasonable driving distance. It is noteworthy that Salt Lake City hosted the Winter Olympic Games in 2002, resulting in long-lasting enhancements such as Olympic Village, which became the University's student housing community.

STUDENTS

The CCP program seeks to enroll students who (1) possess intellectual curiosity and ability; (2) have demonstrated academic competence; (3) show achievement in psychology at either the baccalaureate or master's degree level; (4) demonstrate facilitative personal characteristics including maturity, responsibility, and integrity; and (5) represent diverse cultural,

social, personal, and geographic backgrounds and interests. Included in the materials submitted by candidates for admission are transcripts of prior undergraduate and graduate work, GRE scores, at least three written recommendations, as well as a personal statement and vita.

Admission to the Counseling Psychology Program is conditional until the applicant provides documented evidence that she or he has completed all of the requirements at the time of application for the baccalaureate (bachelor's) degree which is an admissions requirement for PhD study in counseling psychology. For those applicants seeking admission as post-baccalaureate students, all requirements for the post-baccalaureate degree must be completed prior to admission. In the event a student is scheduled to complete a master's degree from this university or from another institution during the fall semester the student wishes to matriculate into the Counseling Psychology Program, the student may, at the Counseling Psychology Committee's discretion, be allowed to register at the University of Utah for this initial fall semester; however, all requirements for the prior post-baccalaureate degree must be completed by the end of the first semester of enrollment in the Counseling Psychology Program. Applicants not meeting these conditions will be required to complete their bachelor's or master's degree requirements before continuing beyond the first semester of the doctoral program.

Approximately 80 applications are received annually for Ph.D. study in the Counseling Psychology Program. The size of the program is related directly to available faculty and training resources; and, for the past several years, approximately four to six applicants have been invited to enroll each fall. As of fall 2014, there are 23 returning students enrolled in the program and 4 new students. Approximately 81% of the students are female. Nineteen per cent of students represent ethnically/racially diverse backgrounds; and 2 are international students. In addition, we have 8 (22%) students who have openly disclosed their sexual orientation status as gay, lesbian, or bisexual. Three (8%) students have an acknowledged disability. Of the 44 students who graduated during the period from July 2006 through spring 2013, (39%) were either students of color (17) or openly Gay/Lesbian/Bisexual (3).

Doctoral students represent many elements of diversity including sexual orientation, religious orientation, disability status, and socioeconomic class background. Students range in age from early 20s into the 50s with the mode being around 30 years. Approximately 60 percent enter with a Bachelor's degree and 40 percent have completed a prior relevant master's degree. Mean GRE combined score (verbal + quantitative) of students accepted into the program is approximately 307, with mean undergraduate cumulative grade point average of around 3.50 and mean cumulative graduate grade point average, for those enrolling with a master's degree, of about 3.89.

Most students who matriculate complete the program. The attrition rate for the past several years has been approximately one out of twelve. Students who leave the program do so for reasons relating to career changes, other personal matters, or because of an ongoing lack of progress in fulfilling degree requirements.

A full-time course load at the University of Utah is 9 or more credit hours per semester during the first two years of the program. First- and second- year counseling psychology

students typically carry 14-16 hours per semester. Third-year students and beyond often work up to half time on campus or in the community in professionally relevant jobs.

The university provides a variety of student services that are described on the University of Utah web site at <http://www.utah.edu>. Information regarding university housing for single students and students with families can also be found at <http://www.housing.utah.edu/>. Most students live off-campus in houses or apartments in the surrounding community.

Upon admission to the program, each student is matched with a faculty research advisor with whom she or he will work throughout the program. This advisor will provide research guidance as well as academic program advisement. In addition, each student is assigned an experienced student mentor(s) who provide initial assistance and support. When the student is ready to begin dissertation research, the student and the student's advisor select dissertation committee members.

Counseling Psychology Ph.D. Program **PROGRAM MODEL AND PRINCIPLES OF TRAINING**

The education and training model of the Ph.D. 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. Legal and Ethical 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.

Learning Activities Associated with 1A: Students will receive a minimum of 3 semester hours of classroom instruction in each of the following: developmental psychology, biological bases of behavior, cognitive or affective aspects of behavior, social aspects of behavior (social psychology of human diversity), and history and systems of psychology.

Assessment Procedures and Expected Outcomes for 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 graduates of the program on these 4 dimensions are assessed. Third, graduates' perceptions of their competencies in these core science content areas will be presented.

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 pre- dissertation project and dissertation research.

Learning Activities Associated with 1B: (1) Students will receive a minimum of 8 semester hours of classroom instruction in quantitative statistical methods and 3 semester hours each of advanced research design, research design issues in counseling psychology, and psychological measurement. (2) All students will also participate in research teams during at least the first 2 years of their program of study and will produce a research product that is of publishable quality. This activity is required for students to be advanced to doctoral candidacy. (3) Students will remain engaged in research teams after the initial two years as appropriate, as well as

meeting regularly with their primary research advisors and/or other research advisors and consultants as needed. (4) Students will obtain additional classroom instruction in statistics or research design as relevant to their pre-dissertation research project and dissertation research (e.g., qualitative research methods).

Assessment Procedures and Expected Outcomes for 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 pre-dissertation project 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; otherwise the student must repeat the course. Second, certain areas of the written doctoral qualifying examination directly evaluate student performance on this competency. Third, sub-part VII of the EPPP assesses applicant knowledge in Research Methods, and the mean score of our graduates taking the exam is compared to that of graduates across counseling psychology programs. Fourth, student performance on the pre-dissertation project and dissertation is evaluated through review of research proposals, final written products, and/or final oral examinations. Fifth, graduates' perceptions of their knowledge and competency in conducting psychological research are assessed.

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.

Learning Activities Associated with 1C: (1) All students will enroll in a minimum of 4 regular semesters of a research team during their first two years of the program (2 credit hours in each semester of the first year and 1 credit hour in each semester of the second year) and will produce a publishable research project under the supervision of their research advisor. Students will fully engage in the research process, including conceptualization, implementation, analysis, and interpretation of findings in conjunction with their advisor, other faculty, and/or research teams. (2) Students will engage in a formative research experience through the research seminar course sequence to ensure that they have the basic skills to conduct a research study. After advancement to doctoral candidacy, students are required to complete a dissertation project which requires engaging in an independent research agenda. (3) Students will be guided by their faculty advisors to author or co-author articles for peer-reviewed journals, book chapters, and presentations at professional conferences primarily through the process of publishing their pre-dissertation research project and their dissertation research.

Assessment Procedures and Expected Outcomes of 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 pre-dissertation 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 –creditll (i.e., passing) grades for their participation in faculty- led research teams and producing a publishable-quality pre-dissertation research product. Second, students will successfully present their pre-dissertation research projects 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 and/or have made at least one presentation at a national or regional professional conference by the end of their program of study. These will most likely come from their pre-dissertation research product or their dissertation research. Fourth, graduates’ perceptions will be presented concerning the effectiveness of the research mentoring and advising they received.

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.

Learning Activities Associated with 2A: Students will receive 3 semester hours of classroom instruction in each of the following areas: counseling theories and procedures, group counseling; counseling skills; individual adult psychopathology; personality assessment; program evaluation and consultation; supervision; research on counseling interventions, and lifespan development.

Assessment Procedures and Expected Outcomes for Competency 2A: *Competencies 2A, 2B, and 2C are discussed together (following Competency 2C) as an interrelated group of professional practice program objectives.*

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.

Learning Activities Associated with 2B: (1) Students will receive 3 semester hours of classroom instruction in the foundations of counseling psychology as well as the history and systems of psychology. (2) Students will be exposed to speakers in classes, practica,

and seminars/conferences that inform them of the broad discipline of psychology.

Assessment Procedures and Expected Outcomes for Competency 2B: Competencies 2A, 2B, and 2C are discussed together (following Competency 2C) as an interrelated group of professional practice program objectives.

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.

Learning Activities Associated with 2C: (1) Students will receive 3 semester hours of instruction in each of following: counseling theories and procedures, basic counseling skills, group counseling, multicultural counseling, adult psychopathology, personality assessment, and cognitive assessment. (2) Students will enroll in a supervised beginning counseling practicum, during which they will counsel 2 or 3 clients. (3) Students will complete a full academic year of core doctoral practicum training consisting of at least 16 hours per week at the University Counseling Center, supervised by a licensed psychologists and psychology interns, accruing a minimum of 80 client contact hours over the year; as part of this practicum, they will also receive 3 hours of weekly didactic/case consultation. (4) Students will complete at least 2 years of field practicum at an approved setting under the supervision of a licensed mental health professional. (5) Across these applied experiences, students will attain a minimum of 1000 hours, with a minimum of 400 direct client contact hours, 200 hours of supervision, and 400 additional hours of indirect service activities prior to predoctoral internship. (6) Students will conduct and write formal integrative assessments prior to the predoctoral internship (numbers of assessments vary according to practicum site). (7) Students will complete a one-year, full-time APA approved predoctoral internship (or approved equivalent alternative), during which they will complete a minimum of 2000 hours of supervised professional work. Students will obtain assessment training and experience as is available at their internship site. (8) Collectively, these experiences will provide opportunities for the development of case conceptualization and treatment planning with conceptually sound clinical practices.

Assessment Procedures and Expected Outcomes for Competency 2A: Competencies 2A, 2B, and 2C are discussed together as an interrelated group of professional practice program objectives. These 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) 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 graduates who recently completed the exam is compared to the reference group of counseling psychology doctoral programs. 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 is evaluated. Fifth, the success of our students in securing and completing APA accredited internship positions is assessed. And sixth, graduates' perceptions are gathered of their competencies in various practice-related content areas and from their involvement in the program's training experiences.

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 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.

Learning Activities Associated with 3A: (1) Students will receive 3 semester hours of instruction in each of the following: research and foundations in counseling psychology, and educational and psychological consultation. (2) Students will participate in research teams for at least the first two years of the program, which will emphasize research with potential for clinical application. (3) Students will conduct a pre-dissertation research project and dissertation research that is applicable to the practice of counseling psychology.

Assessment Procedures and Expected Outcomes for Competency 3A: *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.* We evaluate this competency 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.

Objective 3B: 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.

Learning Activities Associated with 3B: (1) Students will receive 3 semester hours of instruction in each of the following: foundations and research in counseling psychology (Foundations of Counseling Psychology), which concentrates on the interface between empirical inquiry and practice and which introduces the scientist-practitioner model, and educational and psychological consultation, which focuses on the role of counseling psychologists in empirically evaluating services. (2) Students will receive clinical instruction and supervision at multiple levels of practica and internship in which the application of empirically supported interventions will be emphasized.

Assessment Procedures and Expected Outcomes for Competency 3B: 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.

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.

Learning Activities Associated with 4A: (1) Students will receive 3 semester hours each of multicultural counseling and social psychology of human diversity. (2) Students will be exposed to topics, speakers, and readings representing multiculturalism and diverse populations in courses, practica, and department and program seminars. Multiculturalism is infused throughout the curriculum, although core courses for which multicultural issues are explicitly included in the course objectives and/or content include: Foundations of Counseling Psychology, Counseling Theories and Procedures, Counseling Skills, Practicum in Counseling, Career Development Theory and Assessment, Diagnostic Adult Psychopathology, Psychometric Theory, Practicum in Counseling Psychology, Multicultural Counseling, Ethics and Standards in Psychology, Personality Assessment, Group Psychotherapy Theory and Application, Field Practicum, Lifespan Development, Supervision, Social Psychology of Human Diversity, History and Systems of Psychology, and Educational and Psychological Consultation. (3) Students will become conversant in the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (APA, 2002); the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (APA, 2000); the Guidelines for Psychological Practice with Older Adults (APA, 2004); the Division 17 Principles for Counseling Women [Guidelines for Psychological Practice with Girls and Women]; and other similar guidelines that become approved by APA. (4) Students will receive applied experience in their practica and predoctoral internship, offering opportunities for practice with diverse populations. (5) Students will engage in pre-dissertation and dissertation research addressing multicultural issues as appropriate to the research questions.

Assessment Procedures and Expected Outcomes of 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 pre-dissertation 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.

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.

Learning Activities Associated With 5A: (1) Students will complete 3 semester hours in both Lifespan Development and Career Development Theory and Assessment. (2) The Foundations of Counseling Psychology course introduces students to the traditions of counseling psychology that emphasize positive coping and adaptation.

Assessment Procedures and Expected Outcomes of Competencies 5A and 5B will be discussed (below, under Competency 5B) as two interrelated program objectives focusing on optimal human functioning and adult life span development.

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.

Learning Activities Associated With 5B: (1) Students will obtain experience in the counseling practicum, core practicum, and field practica which provide students an organized and sequential opportunity to put developmental models and theories into action. (2) Students will also have access to contemporary developmental issues in the Educational Psychology Seminar Series and seminar speakers that supplement the field practica.

Assessment Procedures and Expected Outcomes of Competencies 5A and 5B are 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. As 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 are evaluated as an external criterion. Third, student performance on the Vocational Psychology and Career Development written question on the doctoral qualifying examination is assessed. Fourth, graduates' perceptions of the program's success in helping them develop competencies related to the lifespan development area are evaluated.

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, knowledge building, and the dissemination of knowledge across the course of their professional careers.

Learning Activities Associated with 6A: (1) As part of the Foundations of Counseling Psychology course, first-year students are required to acquire professional development hours and to engage in personal growth and exploration activities, and they are also encouraged to seek counseling for personal growth or concerns. (2) Students are encouraged and actively mentored by faculty to attend conferences, workshops, and seminars, including the Educational Psychology Seminar series, where professional development activities occur. (3) Students participate in a variety of personal exploration activities throughout many courses in the curriculum, including various practicum and internship experiences. (4) Students are expected to participate in research teams for their first two years in the program that provide them with the skills and competencies to help them incorporate scholarly inquiry and knowledge building across the course of their professional careers. (5) Students are mentored by faculty to develop skills in poster development and oral presentation to allow them to participate in the dialogue of lifelong learning that occurs in the context of conferences that disseminate their research. (6) Students are encouraged (and in some courses required) to present their work at the annual College of Education Graduate Research Fair. (7) Students and graduates are expected to

become active members/affiliates and presenters at professional organizations, predominantly the American Psychological Association and the Society of Counseling Psychology in particular, as well as state and regional professional organizations, including the Utah Psychological Association. Membership in such professional organizations makes it possible for students to establish a routine of attending professional conferences to build traditions of lifelong learning.

Assessment Procedures and Expected Outcomes of Competencies 6A, 6B, & 6C will be discussed (below under Competency 6C) as an interrelated group of “Professional Identity and Development” program objectives.

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.

Learning Activities Associated with 6B: (1) Students will successfully complete at least 6 semester hours in a special proficiency of their choice as approved by their supervisory committee. (2) Students will expand their knowledge of and interest in professional and research areas through elective activities such as participation in local and national professional meetings, elective coursework, self-selected readings, and specialized practicum and/or internship experiences. Examples of special proficiency areas selected by former students include: Adolescents, Child and Family, Multicultural, Substance Abuse, Assessment, and Feminist Therapy. (3) Graduates will continue their education and training in the specialty area through workshops, seminars, conferences, consultation with colleagues, and individual reading and learning projects.

Assessment Procedures and Expected Outcomes of Competencies 6A, 6B, & 6C will be discussed (below under Competency 6C) as an interrelated group of “Professional Identity and Development” program objectives.

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 activities consistent with those identified in professional counseling psychology.

Learning Activities Associated with 6C: (1) Students will develop career goals and objectives during the first year of doctoral study in the Foundations of Counseling

Psychology course. (2) Students will reassess and modify as needed their career goals periodically throughout their doctoral studies in collaboration with a faculty advisor. (3) Students will engage in activities reflective of their career goals during the course of their doctoral program. (4) During the predoctoral internship, students will apply for positions relevant to these established career goals. (5) Graduates will complete necessary continuing education to maintain their professional license and/or to pursue advanced credentialing (e.g., ABPP) in psychology as relevant to their professional interests.

Assessment Procedures and Expected Outcomes of Competencies 6A, 6B, & 6C are discussed here 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 are assessed of their belief that that program has helped them to develop a professional identity 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.

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.

Learning Activities Associated with 7A: (1) Students will take 3 semester hours of ethics in psychology, and ethical issues are infused in several courses. (2) Students will successfully complete the core and field practica in which ethical issues are addressed, which provide practical instruction and clinical supervision related to the ethical practice of psychology. (3) Students will complete an APA accredited internship that will include instruction and supervision related to the ethical practice of psychology.

Assessment Procedures and Expected Outcomes of 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 is examined. 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.

EXPERIENTIAL LEARNING AND LIMITS OF DISCLOSURE

The American Psychological Association Code of Ethics (2010) states:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment and relationships with parents, peers and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

The Counseling Psychology Program considers experiential learning to be an essential part of good educational practice as well as contributing to your competency as a counseling psychologist. In addition, supervision often necessitates the supervisor assisting the supervisee in attending to personal issues that may impact her or his effectiveness as a counselor or therapist. Thus, students will be engaged in experiential activities throughout the Counseling Psychology Program and likely during the pre-doctoral internship. Experiential activities include, for example, keeping and turning in a self-reflective journal; examining one's worldview or personal lens through which one views the world, one's self, clients, and others; participating in limited self-disclosure in the class setting; participating in role-plays as are often required as part of the curriculum in counseling-related courses; taking and interpreting assessment instruments and disclosing assessment results in the educational context; and actively participating in group process. You have a right to set limits on self-disclosure, especially regarding your sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, except in situations where this information is necessary to evaluate or obtain assistance for you if your personal problems could reasonably be judged to be preventing you from performing your training or in your engagement in professionally related

activities in a competent manner if your behavior or intentions pose a threat to yourself or others.

TIME LIMITS

Full-time students enrolling with a bachelor's degree can complete the Ph.D. program of study in five years, including the required one-year full-time APA-approved predoctoral internship. Some students may need six years to complete all Counseling Psychology Program requirements. Students are expected to complete a pre-dissertation research project prior to completing their first two years of residency in the Counseling Psychology Program. Students who enroll initially with a relevant master's degree may complete their pre-dissertation research in less than two years and thus may complete the entire program of study and graduate in four years.

Students are expected to remain in full-time residency for at least the first three years of the Program and are encouraged to remain so until they leave on the pre-doctoral internship. The Graduate School at the University of Utah defines full-time attendance at the University as 9 or more semester hours, excluding summers. Following the third year of residency, students must be registered for at least 3 hours per semester, excluding summer. Please see Graduate School policies at <http://gradschool.utah.edu/graduate-catalog/registration/> for more detailed information.

Program and department policies allow students entering with a bachelor's degree a maximum of **seven** years, and those entering with a master's degree **six** years, from the date of initial matriculation, to complete all requirements for the Ph.D. degree. Failure to complete all program requirements within this time frame may result in dismissal from the program and the department. If exceptional circumstances are foreseen that would preclude a student from program completion within the allowable time limit deadlines, a student with the approval and support of his/her faculty program advisor may apply to the Counseling Psychology Committee and petition for up to a one-year timeline extension beyond the maximum allowable timeline limits stated above. Such a petition is granted based on a review by the CCP Committee of the student's reasons for the timeline request followed by a majority vote from the CCP Committee to grant the student's petition request. If a timeline petition is granted by the CCP Committee, during the period of time of the extension the student's program of study will placed on **Probationary Status** for exceeding program timeline deadlines. The student must, upon completing the timeline extension period, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to graduation.

All students have two years to complete their pre-dissertation research project. Students who do not complete their pre-dissertation research project within the time limit may be placed on academic probation or dismissed from the program and the department for failure to meet required program of study timeline deadlines. If exceptional circumstances have interfered with completion of this project, a student with the approval and support of her or his faculty advisor may appeal to the Counseling Psychology Committee for up to (but no more than) a one-year

extension. Such a petition is granted based on a review by the CCP Committee of the student's reasons for the time extension request followed by a majority vote from the CCP Committee to grant the student's petition request. If a pre-dissertation research project time extension is granted by the CCP Committee, during the period of time of the extension the student's program of study will be placed on **Probationary Status** for exceeding the pre-dissertation research project time deadline. The student must, upon completing the time extension period, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to taking the doctoral qualifying examination.

Students who need to discontinue their studies for one or more semesters may file a Request for Leave of Absence form with the Program Director and signed by the department chairperson. Subject to the approval of the Program Director, Chair of the Department, and Dean of the Graduate School, such requests may be granted for a variety of reasons. Time spent on an approved leave of absence is not counted toward the completion of the pre-dissertation research project or the six/seven- (Ph.D.) year time limits described above.

EVALUATION OF STUDENT PERFORMANCE AND RELATED STUDENT APPEALS

Counseling Psychology students are evaluated in a variety of ways to ensure that the requisite competencies are achievable through our training curriculum. These include evaluation of academic work including course grades, counseling competency, timely completion of program requirements, and interpersonal competency. The Counseling Psychology Program at the University of Utah has adopted the Report of the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (2004) titled *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* as a guiding document for the student evaluation process.

In the academic arena, student grades based on formal coursework are examined. Students are expected to maintain an acceptable cumulative Grade Point Average (GPA), which, defined by the Graduate School, is a B or 3.0 average; the Graduate School requires the Department to place a student on probation if the student's cumulative GPA drops below 3.0. Following Graduate School policy, when a student's cumulative GPA is below 3.0 the student's academic record will be designated by the Counseling Psychology Program as on probationary status. Probationary status requires that the student formally appeal to the Counseling Psychology Committee to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition that will be voted on for approval by the Counseling Psychology Committee. The record of this appeal process will be placed in the student's permanent academic file. The Graduate School will not accept any grade below a C- as credit towards a graduate degree. Further, the Counseling Psychology Program faculty has determined that students must earn a grade of B- or above or Credit (CR) in the case of selected practica--in all required courses. Required courses are those courses included in the student's program of study (including courses that the student negotiates with his or her program advisor as meeting the special proficiency requirement).

Any grade below B-, if there exists an active Incomplete designation on the student's

transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition to the CP Committee is required for approval to re-take a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum CP Program academic standards.

Academic competence is also assessed through the written portion of the Doctoral Qualifying Examination. Failure to pass the written portion of the doctoral qualify examination is grounds for program dismissal for not meeting the minimum CP Program academic standards.

Evaluation of professional counseling practice skills occurs through instructor and/or supervisor formal evaluations of core and field practicum experiences. Students participate in small-group seminars, case conferences, and weekly one-to-one supervisory sessions where audio- and video recordings are critiqued. Feedback by practicum supervisors and internship sites form an important part of the overall evaluation process. Included in practicum evaluations are various skills related to counseling proficiency, multicultural skills, relationships with supervisors and staff, timely attention to case notes and other paperwork, promptness and preparation for client and supervisory appointments, and other related issues. Professional practice competence is also assessed during the oral portion of the Doctoral Qualifying Examination.

Timely completion of program requirements, in addition to adhering to a sequential, organized program of academic study as outlined in this handbook, includes satisfactory completion of the Doctoral Qualifying (Prelim) Examination, the Pre-dissertation Research Project, the Doctoral Dissertation, as well as completing final paperwork and filing requirements for these research projects, and the predoctoral internship. As noted above, students must complete all requirements for the pre-dissertation research project by the end of their second year in the program. For students entering with a bachelor's degree, completion of the Ph.D. by the end of the seventh year is a program requirement. It should also be noted that certain kinds of financial assistance can be terminated if students exceed the normal time to complete program requirements.

Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as professional or academic psychologists. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by her or his advisor or the CP training director to seek appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual or biannual student evaluation, the faculty may also require that the student seek therapy or consider psychological assessment for the difficulty. Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely

in providing psychological services to clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a disproportionate amount of attention by faculty or supervisors is required and the problem continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing APA-accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or the program has an ongoing professional relationship.

If a student has been identified with problems that affect her or his personal/interpersonal functioning to the extent that questions of student competency are raised by the CP faculty, the student's program of study will be designated as on probationary status. In this instance, probationary status requires that a remediation plan is established in consultation with the student (where possible) and the CP faculty (directed by the training director) to ameliorate the problem. Both the student and the CP faculty will establish a remediation contract that must be satisfied before the student can appeal to have the probationary designation removed from the student's program of study.

The student must, upon satisfactorily rectifying the personal/interpersonal problem through the successful fulfillment of the terms of the remediation contract initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation from the student's program of study. If the student is not successful in removing a probationary designation for a personal/interpersonal problem within one academic year, the student will be dismissed from the CP Program for failure to meet minimum CP Program academic standards.

All students are evaluated annually at the end of spring semester of each year. All second year students are evaluated during the fall of their second year to assess progress in completing their pre-dissertation research project. Students who are deemed to be experiencing issues of concerns or if the student's program of study has been designated on probationary status (e.g., academic problems, feedback on counseling practice that is below the expected level of competency, personal or interpersonal difficulties, or failing to complete pre-dissertation or dissertation research or to proceed through the program in a timely manner) are also evaluated at the end of each fall semester. Students receive a formal written evaluation report at least each year outlining progress and feedback. If the student is having difficulties, those problems will be clearly specified, with expectations delineated along with a timeline for rectifying the problem or issue. Depending on the issue, the student may be asked to meet with the faculty to discuss the situation and possible solutions; the student may be given a specified time frame (e.g., one

semester, one academic year, or until some other specific date) in which feedback must be attended to and problems resolved. In these instances, the student's program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved. The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties. At each stage of the process, the student is urged to consult her or his advisor or chair and/or the Director of Clinical Training (DCT) for clarification, advice, and support.

The CP Program has established specific procedures for evaluating students, along with guidelines for appeal decisions made in the evaluation process. These steps are:

- Evaluation Process
 - At least three weeks prior to the evaluation meeting at the end of the spring semester, the DCT sends an official e-mail to all students in the program stating the date of the evaluation meeting and a copy of the Student Self- Evaluation form.
 - Students must return the form, along with a current Curriculum Vitae (CV), electronically to the DCT and their advisors at least one week before the evaluation meeting.
 - The DCT compiles information in preparation for the meeting, and the student's advisor prepares to report on the student's progress.
 - At the student review meeting, the student's advisor/chair presents a synopsis of the student's progress, addressing academics (e.g., grades), research and scholarship, professional practice activities (with input augmented by practicum and field practicum instructors), professional/ethical behavior, multicultural competency, and personal/interpersonal behavior and competency.
 - Based on faculty feedback and discussion, a Student Evaluation Letter is completed by the student's advisor/chair. This letter is reviewed and signed by the Counseling Psychology DCT, which is mailed to the student no later than the end of the semester. The letter and the accompanying summary describe any steps the student needs to take to respond to the evaluation.

In some cases, students may disagree with the outcome of student evaluations, student grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide the students in the process of appealing such decisions.

- Appeal Process
 - In many cases, but particularly in the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with her/his chair to follow up and make plans for remediation.
 - If the student disagrees with the evaluation of the faculty, s/he can, in consultation with her/his advisor and/or the DCT, discuss the disagreement in order to provide clarification or request a review of the faculty's decision. Because of the timing of evaluations at the end of the semester, the faculty may

not be able to meet until the beginning of the following semester; at that time, the faculty will meet promptly to consider the student's concerns.

- If the student feels the faculty's assessment is arbitrary or capricious, or if the student feels that her or his disagreement with the faculty has not been resolved, the student may pursue the disagreement using more formal means. The student can, within 20 business days of receiving the faculty's decision, submit a written appeal to the DCT of the Counseling Psychology Program. The Director then has 10 business days to respond in writing to the student's appeal.
- If the Director fails to respond, or if the Director is unable to resolve the student's concern, the student may appeal to the Chair of the Department or the Dean of the College (or her/his designee). The student can appeal the academic action in writing within 40 business days of an unsatisfactory decision by the Director of the CCP Program. The Chair or Dean then has 15 business days to respond in writing.
- If the Chair or Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the Chair or Dean's failure to respond. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Code found at <http://regulations.utah.edu/academics/6-400.php>.

The faculty is committed to student progress and success in the Program. Students are strongly urged to maintain contact with their advisor/ chair throughout the Program. If unforeseen circumstances prevent your timely and successful progression through the Program, please consult as early as possible with your advisor and/or the DCT to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the Program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

FINANCIAL ASSISTANCE

Although the department cannot guarantee funding for every student in the program, program directors and faculty have been very successful in recent years securing funding for all students who express a desire to have partial or full funding. The range of funding opportunities is broad. Many students in the department receive funding in the form of teaching assistantships, research assistantships, university or professional organization scholarships and fellowships, and applied placements in local mental health service sites or educational institutions. Many students supplement stipends from these sources with student loans and work study. For the coming year, all Counseling Psychology Ph.D. students who have requested funding have received it. The program has been able to fund all of its first-year students with a full tuition benefit plus stipend in exchange for 20 hours of work per week. Students who work only 10 hours per week receive a half tuition benefit. Tuition benefits include tuition only, but not student fees or differential tuition. In addition, the University Counseling Center sponsors teaching assistantships in their learning-assistance programs. A

number of related traineeships are also available in the community. Some students work part-time in professionally relevant jobs to support their graduate education (students who do so must be concurrently enrolled in field practicum). Doctoral study is a full time endeavor, and students are encouraged strongly to limit their outside work to no more than 20 hours per week.

Whenever possible, part-time employment should be relevant to the doctoral program. Although the program cannot guarantee financial support, consistent efforts are made to help students locate financial support either through the University or through relevant professional work in the surrounding Salt Lake metropolitan area. We ask all students requesting financial support to apply for Work Study through the Financial Aid and Scholarships Office (FAO) in order to supplement any departmental funding. Additional information regarding funding can be found at <http://ed-psych.utah.edu/counseling-psych/expenses-funding.php>.

In recent years, a number of students have earned various awards and fellowships, including Fulbright Scholarships, APA Distinguished Dissertation awards, Association for Institutional Research Dissertation Fellowship, APA Minority Fellowships, Steffensen-Cannon and Cecelia Foxley Graduate Scholarships, University Research Fellowships, and others. It is noteworthy that these have been awarded in competition with graduate students both within and external to the University. University Financial Aid information can be accessed at <http://www.sa.utah.edu/finance/>.

DIVERSITY AND NONDISCRIMINATION

The Counseling Psychology Program, consistent with the mission statements of the University of Utah, the College of Education, and the Department of Educational Psychology, values diversity and is committed to nondiscrimination. The University of Utah's Nondiscrimination and Disability Access Statement, to which the CP Program and Department of Educational Psychology adhere, is as follows:

The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment with regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran. The University seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, (810) 581-8365 (V/TDD).

ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

The continued development of psychology as a profession is dependent upon psychologists consistently implementing ethical standards of conduct in their professional work. The Counseling Psychology Professional Specialty and the Department of Educational Psychology endorse the *Ethical Principles of Psychologists and Code of Conduct* (2010) of the American Psychological Association and the *Code of Conduct* (2005) of the Association of State and Provincial Psychology Boards. The Counseling Psychology Professional Specialty also

endorses the guidelines listed at <http://www.apa.org/practice/guidelines/>.

Students in the Counseling Psychology Program **must** adhere to these standards and principles in **all** of their work as psychologists-in-training. Students **must** familiarize themselves with the following documents during their first semester in residence in the program. Copies of these references are available from the program's training director and are given to newly enrolling students.

Students who are suspected of violating any of the standards or principles listed below will be subject to program sanctions including, but not limited to, remediation or program dismissal. Although students will have the right to due process as described below, suspected egregious violations of certain ethical standards or principles (e.g., falsification of data, sexual misconduct, or violations of confidentiality) may result in immediate suspension of clinical, teaching, and/or research activities as recommended by the Counseling Psychology Faculty.

POLICIES AND PROCEDURES FOR ADDRESSING OTHER GRIEVANCES

Students can consult the University of Utah Graduate Student Policies on line at <http://gradschool.utah.edu/> for information concerning graduate registration, graduate admissions, international admissions, credit and grading policies, degree requirements, dissertation regulations and deadlines, graduate records, and master's examinations.

In addition, students will want to be aware of the following guidelines if they experience conflict, harassment, or a hostile climate that negatively affects their experience in the program. Due process for appealing or resolving such grievances is based on the University of Utah Code of Student Rights and Responsibilities (Student Code) on line at <http://www.admin.utah.edu/ppmanual/8/8-10.html>. Note that grievances procedures associated with the annual review of student performance or other academic evaluations in the program are discussed in detail in the prior section of the Handbook.

Students in the Counseling Psychology Ph.D. Program have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. In such cases, for example, a student may invoke grievance procedures. What follows in this section describes the processes and procedures by which such grievances may be handled.

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." Specific questions related to

discrimination may be further addressed by contacting the University's Office of Equal Opportunity/Affirmative Action (OEO/AA), which can be found on the Web at <http://www.oeo.utah.edu/>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA. In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability Services may be contacted at <http://disability.utah.edu/>; 162 Union Bldg, 200 South Central Campus Drive, Room #162, Salt Lake City, Utah 84112-9107. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 - Operator: (801) 581-7200.

Procedures for Processing Student Grievances

According to the American Psychological Association's 2010 *Code of Ethics*, individuals begin the process of addressing ethical issues by discussing the problem with the person(s) involved when possible. In the interest of collegiality and in keeping with the *Code*, as well as to empower students to handle conflicts in a productive and forthright manner, we encourage students to first attempt to resolve issues directly with the student, faculty, or staff member with whom they have a perceived conflict or grievance. However, we also acknowledge that the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, may make it difficult or unwise to proceed in this direct manner. Thus, students are encouraged to consult with their advisor/chair, the Training Director, or another faculty member who may act as an advisor in the case of conflicts that cannot, in the student's mind, be brought directly to the person with whom there is a perceived problem. If a student experiences an issue that they feel they cannot bring to the attention of their advisor or the Training Director because doing so would present a conflict of interest (e.g., student's advisor is related to the Training Director), students are encouraged to seek outside consultation by another faculty member or take their concerns directly to the Department Chairperson. Steps by which typical conflicts or grievances can be handled are:

- The student approaches the individual in question to discuss the circumstance and attempt to resolve the concern. This may occur with or without another student or faculty member for support.
- If the concern is not dealt with to the student's satisfaction, or if the student experiences too great a risk to establish direct communication with the individual in question, the student may present her/his concerns, orally or in writing, to her/his advisor/chair or the Training Director. The student's advisor/chair or Training Director will then approach the individual to discuss a satisfactory resolution of the concern. Please note that it is university policy that representatives of the university must report instances of alleged discrimination or sexual harassment to OEO/AA.
- If the results of this interaction are unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, with any of the following administrators, preferably following in order: Director of the CCP Program, Chair of the Department,

and/or Dean of the College of Education.

- A written, signed complaint alleging discrimination or sexual harassment may be filed with the OEO/AA by any individual who believes s/he has been subjected to discrimination or sexual harassment or by an administrator acting on behalf of the university. This complaint must be filed within 120 days of the last alleged discriminatory harassment act.
- Please see information at the OEO/AA website.

COUNSELING PSYCHOLOGY PROGRAM REQUIREMENTS FOR 2014 COHORT

1. **BEHAVIORAL SCIENCE CORE** - The following courses, or their graduate-level equivalent, are required:

History and Systems of Psychology:

EDPS 7080, History and Systems of Psychology (3)

Psychometric Theory:

EDPS 7300, Psychometric Theory (3)

Statistics:

EDPS 7010, Quantitative Methods I: Foundations of Inferential Statistics (3)

EDPS 7020, Quantitative Methods II: ANOVA and Multiple Regression (5)

Ethics and Professional Standards:

EDPS 7220, Ethics and Standards in Psychology (3)

Research Methods:

EDPS 7400, Advanced Research Design (3)

EDPS 7430, Research in Counseling Psychology (3)

EDPS 6860, Research Seminar (6)

Note: (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.)

Biological Bases of Behavior: (3 hrs required)

EDPS 7160, Neuropsychological Bases of Behavior (3)

Social Bases of Behavior: (3 hrs required)

EDPS 7550, Social Psychology of Human Diversity (3)

Cognitive-Affective Bases of Behavior: (3 hrs required)

EDPS 7863, Cognitive and Affective Bases of Behavior (3)

Individual Differences: (6 hrs required)

EDPS 7600, Diagnostic Adult Psychopathology (3)

EDPS 6050, Lifespan Development (3)

Pre-Dissertation Research:

EDPS 6860, Research Seminar (6 credit hours minimum)

Doctoral Dissertation Research:

EDPS 7970, Thesis Research: Ph.D. (14 credit hours minimum)

II PSYCHOLOGY PRACTITIONER CORE - The following courses are required:

Assessment:

EDPS 7130, Cognitive Assessment (3)

EDPS 7180, Personality Assessment (3)

EDPS 7330, Career Development Theory and Assessment (3)

Note: Although not required, EDPS 7190, Applied Neuropsychological Assessment (3), is recommended for students with special interests in psychological assessment. EDPS 7150, Individual Child/Adolescent Assessment (3) is recommended for students with interests in child psychology.

Intervention:

EDPS 6200, Counseling Theories & Procedures (3)

EDPS 6210, Counseling Skills (3)

EDPS 6710, Counseling Practicum (3)

EDPS 6360, Multicultural Counseling (3),

EDPS 7200, Foundations of Counseling Psychology (3)

EDPS 7710, Practicum in Counseling Psychology (3, 3)

EDPS 7480, Supervision Theory and Practice (3)

EDPS 7460, Psychological Consultation (3)

EDPS 7350, Group Counseling Theory and Application (3)

Note: The following intervention courses, although not required, represent important professional skills that are highly valued in many work settings.

EDPS 7860, Seminars in Counseling Psychology (Topics vary; may be repeated for credit. Seminars may help to fill the special proficiency requirement.)

Human Diversity Electives: In addition to the required courses listed above in Multicultural Counseling (EDPS 6360) and Social Psychology of Human Diversity (EDPS 7550), students are encouraged to complete additional course work in human diversity which may be selected from other courses on campus.

Practica:

EDPS 6710, Counseling Practicum (3)

EDPS 7710, Practicum in Counseling Psychology (3-3)

EDPS 7711, Practicum Supervision (3-3)

EDPS 7770, Field Practicum (usually at least 2 years)

EDPS 7720, Practicum in Supervision (1)

Note: At least 1,000 hours of supervised experience are required across the various practica.

Internship:

EDPS 7890, Internship Preparation Seminar (1)

EDPS 7920, Internship in Counseling Psychology (2 minimum, 1 fall & 1 spring of internship year)

Note: All students are required to complete a 2,000 hour internship in professional psychology consisting of either a year of full-time or two years of half-time supervised work.

- III. **SPECIAL PROFICIENCY** - After consultation with the student's faculty advisor, each student completes a minimum of 6 graduate semester hours or its equivalent in a special proficiency of the student's choosing. Course work must represent an integrated whole and have a coherent focus. In certain circumstances, the student may include prior master's degree course work, specialty practica, or approved experiences as part of the special proficiency. Required courses (e.g., Multicultural Counseling) do not count toward the special proficiency.

Examples of possible special proficiencies are identified below. Depending on the student's professional goals and interests, other specializations or combinations of the areas noted below may be approved.

Assessment

Child/ Adolescent Psychology

Family/Marriage/Couples Psychology

Forensic Psychology

Gender Psychology

Adult Life-span Development

Health Psychology

Higher Education/College Student Personnel Work/College Teaching

Individual/Group Psychotherapy

Multicultural Psychology

Human Diversity

Neuropsychology, Applied

Organizational Psychology and Consultation

Program Development, Evaluation, and Administration

Psychometric Theory/Test Construction

Psychotherapy Research

Rehabilitation Psychology/Chemical Dependency Counseling

Research Methods/Statistics

Specific Intervention Models (e.g., Psychodynamic, Cognitive-Behavioral)

Sport Psychology

Substance Abuse

Vocational Psychology/Career Counseling

IV. **ELECTIVES** - In consultation with their advisors, students may add elective courses to their programs of study that support their personal and professional objectives.

V. **PRACTICA**

EDPS 6710, Counseling Practicum (1 semester required)

EDPS 7710, Practicum in Counseling Psychology (2 semesters required)

EDPS 7711, Practicum Supervision (2 semesters required)

EDPS 7770, Field Practicum (generally two additional years)

During the first year, students take EDPS 7200 (Foundations of Counseling Psychology), EDPS 6210 (Counseling Skills), EDPS 6710 (Counseling Practicum), and EDPS 7360 (Multicultural Counseling), all prerequisites for EDPS 7710 (Practicum in Counseling Psychology), an intensive core practicum located at the University Counseling Center. During the two semesters students are enrolled in EDPS 7710, prior coursework or concurrent enrollment is required in EDPS 7220 (Ethics and Standards), EDPS 7180 (Personality Assessment), EDPS 7330 (Career Development Theory and Assessment), and EDPS 7600 (Diagnostic Psychopathology). No student will be permitted to enroll in either 7710 or Field Practicum (EDPS 7770) unless he or she can document previous coursework in Psychological Ethics or is concurrently enrolled in EDPS 7220 (Ethics).

In consultation with the program's field practicum coordinator, students arrange various field practicum experiences (EDPS 7770) during their third and fourth years (or sometimes earlier if they matriculated into the doctoral program having completed an external Master's degree that included supervised practicum training). Field practica take place in a variety of professional settings at the university and in the surrounding community, involve various client populations, and afford students opportunities to enhance and diversify their assessment and intervention skills. Enrollment in EDPS 7770 also includes mandatory attendance in the Professional Issues Field Practicum Seminar scheduled during fall and spring Semesters. General prerequisites include successful completion of two semesters of EDPS 7710/7711 or equivalent experiences in a prior master's program.

NOTE: Any student engaged in the delivery of any psychological services must be enrolled in either EDPS 7710 or EDPS 7770. This includes the summer semester.

A minimum of 1,000 hours is required across all practicum course work (EDPS 6710, 7710, and 7770). The faculty's expectation is that the 1,000 required hours will be divided into at least 400 hours of direct service to clients, 200 hours of supervision divided approximately equally between individual one-to-one and small-group supervision formats, and 400 additional hours of indirect service and other practicum-related activities (e.g., writing case notes and client reports, conceptualizing cases and developing intervention strategies, preparing for supervision, consulting informally with colleagues, waiting for client appointments, and reviewing relevant texts and articles). It should be emphasized that 1,000 hours is the minimum number of practicum hours required. Given recent supply and demand issues related to APA approved pre- doctoral

internship placements, students are strongly encouraged to accumulate more hours than is necessary to meet this requirement.

As part of the program's diversity and multicultural counseling requirement, at least 60 of the required 400 hours of direct service must be with clients from diverse and underrepresented groups. These hours spent working with underserved clientele are self-reported by students in their Practicum Activity Logs. Examples of diverse clientele include, but are not limited to, ethnic and cultural minorities, people with disabilities, gay/lesbian/bisexual/transgendered individuals, refugees, immigrants, individuals with AIDS or who are HIV positive, older adults, international students, people experiencing economic deprivation, disadvantaged children and youth, as well as other underrepresented groups with special needs such as religious minorities.

In addition, at least 60 of the required 400 hours (15%) of direct service must emphasize the systematic gathering of information for the purpose of client assessment and conceptualization. Diagnostic interviewing and use of psychological tests and inventories are examples of assessment activities. Hours spent providing assessment services are self-reported by students in their Practicum Activity Logs.

Finally, students must co-lead at least 3 counseling, psychotherapy, or psychoeducational groups as part of the 400 required hours of direct client service. Co-leadership of group interventions is self-reported by students in their Practicum Activity Logs. Prerequisites for group leadership are completion of EDPS 7350 Group Psychotherapy Theory and Application) and at least one semester of EDPS 7710 (Practicum in Counseling Psychology).

Satisfactory completion of all practicum requirements, including the required 1,000 minimum hours, meets the supervised experience eligibility requirements of most predoctoral internship training sites and develops well-qualified and attractive internship candidates.

Some behavioral healthcare training sites (e.g., VA hospitals) require 1200-1500 total practicum hours. For additional information concerning such exceptions, consult with the program training director, field practicum coordinator, and/or the latest APPIC Directory available in the department main office or on the web at <http://www.appic.org/>.

Students may arrange demonstration therapy experiences for themselves. Credentialed professionals working in the community, not regularly involved in departmental teaching or research advisement, provide doctoral students with individual or group counseling/psychotherapy experiences. The program encourages use of sliding fee schedules, but students are responsible for making their own financial arrangements with their therapists. This is not a required part of the program but is available for interested students. For details, see your faculty adviser or the program's training director.

VII. AUTHORSHIP/ CO-AUTHORSHIP ON PUBLICATION/ PRESENTATION

Students are expected to contribute scholarship to the profession during their tenure in the graduate program. As such, students are required to author or co-author a scholarly article submitted for publication to a peer-reviewed journal and to present at a regional or national professional conference prior to graduation. It is expected that work submitted for publication or presentation will be conducted at the University of Utah. Students should consult their advisors for guidance on what documentation will constitute adherence to this requirement. Documentation of compliance with this requirement must be available in the student's file.

VII. PRE-DISSERTATION RESEARCH PROJECT

All students entering the Ph.D. program in Counseling Psychology are expected to complete a Pre-dissertation Research Project (PDRP), which is articulated through a contract between the student's program advisor and the student. The PDRP will be carried out within the formalized research teams within a two year time period. These teams meet semester during the regular academic year during the student's first two years of his or her program of study. Once completed, the PDRP is submitted for review and ratification by the CP Committee as meeting the standard of a PDRP. This endorsement then allows the student to petition the CP Committee to sit for the doctoral comprehensive examination so that the student can then be admitted to doctoral candidacy. The steps in completing the PDRP are as follows:

1. All students, whether entering with a bachelor's or master's degree (including those who have completed a master's thesis), must complete a pre-dissertation research project.
2. The student registers for 2 credit hours of Research Seminar (EDPS 6960) fall and spring semesters of the first academic year and 1 credit hour of EDPS 6960 of the fall and spring semesters of the 2nd academic year (a total of 6 credit hours of EDPS 6960 in this two- year interval).
3. Research Seminar (EDPS 6960) requirements are satisfied through the research team that is directed by a CCP faculty advisor. Student attendance at the Research Seminar is required. Students failing to attend on a regular basis may receive a NC (no credit) grade and be required to repeat this course prior to being authorized to sit for the doctoral qualifying examination.
4. At the beginning of the fall semester the student and the faculty advisor develop a pre-dissertation research project plan. The nature and design of this project plan is guided by the faculty advisor's research expertise and skill. The content of the research project should be consistent with the faculty advisor's research interests. A formal contract is then established between the student and the faculty advisor that includes a student commitment to complete a final Pre-dissertation Research Product to demonstrate fulfillment of the EDPS 6960 research seminar competency expectation. This contract must be approved by a majority vote of the CCP faculty no later than the mid-year faculty evaluation meeting (third Monday of November) but may be approved at any regularly scheduled CCP faculty meeting.
5. The pre-dissertation research product will be completed before the student's final

evaluation in the student's 2nd year of her or his program of study. A mid-year evaluation will be conducted for all second year students to assess progress towards meeting the pre-dissertation research project.

6. Students who do not have an approved final PDRP project can register for qualifying exams and check the Conditional Registration box on the application. In order to be permitted to actually sit for the exam, however, the student must have submitted her or his final PDRP to the Training Director by August 1 (for fall exam cycle) or December 1 (for spring exam cycle) *and* must have the PDRP approved by the faculty at least 5 days prior to the first Qualifying Exam period. These deadlines are consistent with existing requirements that final PDRPs must be submitted at least two weeks prior to a normally scheduled faculty meeting. Under this new policy, faculty will have sufficient time to review and make final determination of a final PDRP at one of the first two regularly scheduled faculty meetings of the semester.
7. A completed pre-dissertation research contract along with the final pre-dissertation research product must be submitted on or before the end of the student's second year in the program. Evaluations of completed pre-dissertation research products and contracts will be reviewed at any regularly scheduled CCP faculty meeting. A student's research product must be submitted at least two weeks prior to the regularly scheduled faculty meeting to accommodate distribution to faculty for evaluation.
8. If the student is unable to complete the research product within the two year time frame, the student's program of study will receive a probationary designation and the student must petition the CCP committee for up to, but more than, a one year extension. An extension **MUST** be approved by a formal vote by the CCP faculty and will be considered an "exceptional circumstance" as part of the student's program progress. Students receiving such extensions will automatically be designated for ongoing mid-year student evaluations. Once the pre-dissertation research project requirement is completed, the student can then formally appeal to the CP Committee to request removal of the probationary designation from the student's program of study.

VIII. DOCTORAL QUALIFYING EXAMINATION

The Doctoral Qualifying Examination (sometimes called the "preliminary" exam or "prelims") is an essential pre-requisite for advancing a student's program of study to doctoral candidacy. Upon successful completion of the doctoral qualifying examination the student is formally admitted by the Graduate School to formal candidacy for the Ph.D. degree. To be eligible to sit for this doctoral qualifying examination the student must have: (1) completed the pre-dissertation research project and received approval of completion of this project by the Counseling Psychology Committee; (2) organized a doctoral supervisory committee that has been approved by the Department of Educational Psychology and by the Graduate School; (3) filed a program of studies for the Ph.D. degree that has been approved by the Department of Educational Psychology; (4) provided evidence there is no probationary designation on the program of study. This means, for example, that there are no outstanding incompletes or issues on official course transcripts or in the student's permanent academic file; and (5) been endorsed to take prelim exams by the student's supervisory committee.

The doctoral qualifying examination is divided into two sections: Section I is a written qualifying examination that is administered by the CP Committee twice yearly in fall and spring semesters according to the printed schedule published by the CP Program. Students intending to take the doctoral qualifying examination must submit their completed doctoral qualifying examination registration form to the department office by the date specified in the *current (at the time the student wishes to take prelims) University of Utah Department of Educational Psychology Counseling Psychology Program Doctoral Qualifying Examination Guide* issued at the time the student plans to take the examination.

In the written section of the examination, faculty evaluate students' written answers to questions that represent the following six knowledge domains:

1. Measurement and Assessment
2. Vocational Psychology and Career Development
3. Research and Interventions in Counseling Psychology
4. Methods of Quantitative Research Design and Analysis
5. Ethical, Legal, and Professional Issues in Psychology
6. Multicultural Counseling and Human Diversity

The second section of the doctoral qualifying examination consists of an oral examination. The oral section is a professional/counseling skills domain that is evaluated through a work sample that is submitted to the Counseling Psychology Program Training Director or the Prelim Coordinator for initial screening and clearance one week after the written portion of the exam is completed. Approximately one month after completing the written exams, the official oral examination is held, where members of the Counseling Psychology Committee examine the professional/counseling skills of the student as represented in an oral presentation of the work sample material which includes a video- or audiotape presentation of the student's counseling skills.

The most current version of the document titled *University of Utah Department of Educational Psychology Counseling Psychology Program Doctoral Qualifying Examination Guide*, along with the examination registration form, is available on the web at <http://www.ed.utah.edu/edps/SAC/studentinfo-forms.html>. At the time the student is ready to take prelims, she or he should obtain an *up-to-date* copy of the Counseling Psychology Doctoral Qualifying Examination Policies and Procedures. Written questions from previous examinations will be available on line at the above website.

VIII. PREDOCTORAL INTERNSHIP IN COUNSELING PSYCHOLOGY

An APA-Accredited predoctoral internship in counseling psychology is required, consisting of one calendar year of full-time or two years of half-time (2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Counseling Psychology Committee. All Counseling

Psychology students are required to complete internships in training agencies accredited by the Commission on Accreditation of the American Psychological Association.

Some counseling psychology students accept internship placements with agencies in the surrounding community; whereas others accept assignments at various sites around the country. Settings in the local area with organized internship training programs in professional psychology include:

University of Utah Counseling Center
 Veterans Administration Regional Medical Center, Salt Lake City
 Valley Mental Health, Salt Lake City
 Primary Children's Medical Center, Psychiatric Services
 University of Utah Neuropsychiatric Institute, Salt Lake City
 Brigham Young University Counseling and Career Center
 Utah State University Counseling Center
 Utah State Hospital
 Wasatch Mental Health, Provo Utah

Prior to sending out applications for internship (as early as October the year prior to going on internship), students must have successfully completed:

- (1) The Pre-dissertation Research Project
- (2) Counseling practicum requirements (may be enrolled in but not completed field practicum)
- (3) Academic requirements listed in Area I (Behavioral Science Core) and Area II (Psychology Practitioner Core) of this outline
- (4) The Doctoral Qualifying Examination
- (5) The Dissertation Proposal and Colloquium

Students must take EDPS 7890, Counseling Psychology Internship Preparation Seminar the fall they apply for internships.

Students must enroll in EDPS 7920, Internship in Counseling Psychology, during fall and spring semesters (1 credit hour per semester) of their internship placement year. In keeping with Graduate School policy, students must enroll in a total of at least 3 credit hours each semester (fall and spring) they are matriculated, including the year they are in residence at their internship assignment. This is usually accomplished by enrolling each semester in 1 hour of EDPS 7920 (Internship) and 2 hours of EDPS 7970 (Thesis Research: Ph.D.). In addition, the APA Committee on Accreditation rules state that all program requirements, including the internship, must be completed prior to awarding the doctoral degree. If you have not defended your dissertation prior to completion of internship, you must continue to be registered for 3 credit hours per semester (fall and spring) until finished.

X. DOCTORAL DISSERTATION RESEARCH

Students are responsible for requesting approval for their doctoral supervisory committee consisting of a chair and four additional faculty, one of whom is appointed by the Director of Graduate Studies (see <http://www.ed.utah.edu/edps/SAC/studentinfo-forms.html> for Supervisory Committee Guidelines). The chair must be a faculty member in the Department of Educational Psychology. At least one member of the committee must represent the Counseling Psychology Committee, and one other member must hold faculty rank in a department other than Educational Psychology.

Dissertation research credits are accumulated under EDPS 7970 (Thesis Research: Ph.D.), and the Graduate School requires that at least 14 dissertation credit hours are represented on the student's transcript. Requirements include an open colloquium meeting on the dissertation proposal conducted by the student's supervisory committee and a final oral defense of the completed dissertation. The student first completes a dissertation proposal, which is formulated in cooperation with the supervisory committee chairperson and later approved by the student's entire committee at the colloquium meeting. Two weeks before the colloquium, the student must give a copy of the proposal to each committee member and one copy to the Academic Program Specialist. A variety of dissertation topics and research methodologies are possible. The student is expected to complete research of scholarly merit and of significance to the field. It is common for the student's dissertation research project to follow from the work that the student has engaged in as part of his or her pre-dissertation research project. The Graduate School requires enrollment in at least 3 semester hours of doctoral coursework credit during the semester the final oral examination is held.

PROGRAM PLANNING GUIDELINES AND COURSE SEQUENCING, 2014 COHORT: TIMELINE FOR COMPLETING PROGRAM COMPONENTS

The outline below represents a typical student who begins with a Bachelor's degree and devotes full time to academic work, including summers (summer courses are not required; however, summer is a good time to take special proficiency electives and work on research). Although students complete the program in a variety of ways, highly motivated students who enter with a Bachelor's degree and work year-round on their programs may complete in 5 years. Students who enroll with a relevant Master's degree may finish in 4 years, depending on the equivalency of their prior graduate coursework determined through consultation with their advisors.

- 1ST YEAR:** Take basic courses; develop pre-dissertation research project topic; negotiate pre-dissertation research project proposal with program advisor and develop a contract. Secure approval of pre-dissertation research project contract by CCP faculty.
- 2ND YEAR:** Continue basic courses; take core practicum; complete pre-dissertation research project by end of school year and submit the project to the CP

- Committee for approval. Begin studying for Doctoral Qualifying Examination during summer.
- 3RD YEAR: Complete basic courses; take field practica; organize doctoral supervisory committee; study for Doctoral Qualifying Exam; take Doctoral Qualifying Exam in fall or spring; hold dissertation colloquium (late spring of 3rd year or early fall of 4th year).
- 4TH YEAR: Apply for internships; continue field practica; complete special proficiency; work on dissertation.
- 5TH YEAR: Complete pre doctoral internship in summer; defend dissertation; graduate!

The course sequence on the following page ensures that program requirements and course prerequisites are completed in a timely fashion. Students who enter with a Master's degree will likely modify their schedule based on prior graduate level work that is accepted as meeting program requirements. See your faculty advisor or the program training director to discuss your individual circumstances. Please be aware that courses may not always be scheduled as noted below, as changes in faculty schedules sometimes require schedule adjustments.

Counseling Psychology Ph.D. Course Requirements Students Entering 2014-15 Academic Year

<u>Autumn</u>	<u>Spring</u>	<u>Summer & Other</u>
<p>First Year (2014) EDPS 6200 Coun Theories, 3 EDPS 6210 Counseling Skills, 3 EDPS 7010 Quant Methods I, 3 EDPS 7200 Foundations of CPY, 3 EDPS 6860 Research Seminar, 2</p> <p>14 credit hours</p>	<p>First Year (2015) EDPS 6710 Practicum in Coun, 2 EDPS 7020 Quant Methods II, 6 EDPS 6360 Multicultural Coun, 3 EDPS 7600 Diag Adult Psychopath, 3 EDPS 6860 Research Seminar, 2 [Secure approval of PDRP]</p> <p>16 credit hours</p>	<p>First Year (2015) Special Proficiency/ Elective, 3 Work on PDRP</p>
<p>Second Year (2015) EDPS 7300 Psychometric Theory, 3 EDPS 7710 Practicum in CPY, 3 EDPS 7220 Ethics, 3 EDPS 7430 Research in CPY, 3 EDPS 6860 Research Seminar, 1 EDPS 7715 Practicum Supervision 3</p> <p>16 credit hours</p>	<p>Second Year (2016) EDPS 7180 Person Assess, 3 EDPS 7400 Adv Research Design, 3 EDPS 7330 Career Dev Th & Assess, 3 EDPS 7710 Practicum in CPY, 3 EDPS 6860 Research Seminar, 1 EDPS 7715 Practicum Supervision 3 [Submit PDRP for approval] [Select Dissertation Committee & complete activities for prelim registration]</p> <p>16 credit hours</p>	<p>Second Year (2016) Special Proficiency/ Elective, 3 [Study for Prelim Exam]</p>
<p>Third Year (2016) EDPS 6050 Lifespan Devel, 3 EDPS 7130 Cognitive Assess, 3 EDPS 7480 Supervision Th & Prac, 3 EDPS 7720 Prac in Supervision 1 (optional) EDPS 7770 Field Practicum, 1 Elective 3 [Take Prelim Exam]</p> <p>14 credit hours</p>	<p>Third Year (2017) EDPS 7350 Group Theory & App, 3 EDPS 7863 Cog-Aff Bases of Beh, 3 EDPS 7460 Psych Consultation, 3 EDPS 7770 Field Practicum, 1 EDPS 7970 Dissertation, 1-4 [Propose Dissertation]</p> <p>13 credit hours</p>	<p>Third Year (2017) Work on Dissertation Special Proficiency/ Elective, 3 Internship Readiness Form & Internship Prep Assignments</p>
<p>Fourth Year (2017) EDPS 7160 Neuropsych, 3 EDPS 7080 History & Systems, 3 EDPS 7890 CPY Intern Prep Seminar, 1 EDPS 7770 Field Practicum, 1 EDPS 7970 Dissertation, 1-4 [Apply for Internship]</p> <p>12-15 credit hours</p>	<p>Fourth Year (2018) EDPS 7550 Soc Psy of Hum Diversity, 3 EDPS 7770 Field Practicum, 1 EDPS 7970 Dissertation, 1-4</p> <p>5-8 credit hours</p>	<p>Fourth Year (2018) Work on Dissertation</p>
<p>Fifth Year (2018) EDPS 7920 Internship in CPY, 1 EDPS 7970 Dissertation, 1-4</p> <p>3 credit hours</p>	<p>Fifth Year (2019) EDPS 7920 Internship in CPY, 1 EDPS 7970 Dissertation, 1-4 [Defend Dissertation]</p> <p>3 credit hours</p>	<p>Fifth Year (2019) Complete Internship [Graduate!]</p>

Electives: Special Proficiency and/or optional additional assessment, intervention courses or practica. When offered, students may wish to lighten their regular (fall-spring) course load by taking these courses in the summer.

Note that ALL students; those admitted with a previous master's degree and those with only a bachelor's degree, are required to establish (and complete) a pre-dissertation research project in fulfillment of the research seminar (EDPS 6860) requirements. Students must sign up each semester for the research seminar for the first two years of the program or until the PDRP is completed. Sign up under your faculty advisor's section (unique number for each faculty research team). After the first two years (or completion of PDRP), it is no longer necessary to register for research seminar; however, most advisors expect their students to continue attending until the end of the program.

Note that students who enter with course credit for required courses or with a master's degree, necessitating adjusting the above schedule, should carefully examine when courses will be offered so that they will not find themselves in a position of needing a course when it is not offered. ***All departures from the curriculum outlined above must be approved by the student's advisor.*** Waivers of courses may be requested from the faculty via the student's advisor.

Note that students MUST be enrolled for at least 3 credit hours in all fall and spring semesters or they will be automatically dismissed from the graduate school and must reapply to be admitted to the doctoral program.

The graduate school specifies that all students complete 14 dissertation credit hours to graduate. Students are encouraged to plan the distribution of dissertation hours to meet this requirement and to be registered for 3 dissertation credits during the semester they defend their dissertation.

Although the Program expects to offer all of the above courses on a regular basis throughout your program, in rare cases it is necessary to adjust program offerings or requirements. You will do best in these circumstances if you are taking courses at the correct time in the proper sequence.

Last Revision August 2014

FACULTY RESEARCH INTERESTS

Students participate in the research seminar (EDPS 6860) during the first four semesters of the program. During this time, you are expected to gain hands-on research experience, identify a pre-dissertation research project topic, and gain approval for your project. Students must complete their pre-dissertation research projects by the end of their second year in the program. Current scholarly interests of Counseling/ Counseling Psychology Faculty are listed below. Other Department faculty are also available to chair student committees, and their research interests are summarized in their profiles found on the Educational Psychology website.

- Jason Burrow-Sánchez: Mood Disorders in Adolescent Populations; Substance Abuse Prevention & Treatment in Adolescent Populations; Multicultural Counseling
- Uma Dorn: Counseling Diverse Populations (Children, Adolescents, Adults, Families), Trauma Therapy
- Paul Gore: Vocational Psychology; Computerized Career Guidance; Quantitative Research Methods; Social Cognitive Academic & Career Theory and Research
- Frances Harris: Career Assessment & Counseling; Women's Issues; Human Emotions; LGBT Counseling; Professional Education & Training
- Zac Imel: Psychotherapy Process & Outcome; Advanced Quantitative Research Methodology; Cultural Competence
- Lois Huebner: Evaluation & Consultation; Issues in Single Parenting & Adoption; Health Psychology; Prevention/ Community Interventions
- A.J. Metz: Academic & Career Success of Diverse Populations; School-based Interventions
- Sue Morrow: Psychology of Women & Gender; Qualitative Research Methodology; Lesbian/ Gay/ Bisexual Issues; Trauma & Abuse; Multiculturalism & Social Justice; Feminist Therapy
- Karen Tao: Individuals in Cultural Contexts; Intersectionality; Cultural Influences on Emotional, Academic, & Career Development; Multicultural Competence
- Lauren Weitzman: Career Development of Women, particularly Multiple Role Planning; Feminist Therapy; Consulting Psychology

