



**University of Utah  
Counseling Psychology Program  
Doctoral Qualifying Examination  
Policies and Procedures**

2025 Revision

### **Doctoral Qualifying Examination: Statement of Purpose**

The Doctor of Philosophy (Ph.D.) degree is a research-based advanced academic degree that represents the highest certificate of membership in the academic community. It is not a degree granted solely on the basis of the completion of a prescribed course of study, no matter how faithfully pursued. The Ph.D. is granted to individuals who, in addition to completing a prescribed course of study, conduct original research culminating in the doctoral dissertation and demonstrate the presence of superior qualities of intellectual inquiry and the promise of future scholarly work.

The University of Utah Counseling Psychology Program (“the Program”) administers the Doctoral Qualifying Examination (Prelim Exam) on the schedule described below. Passing the Written Prelim Exam is required for students to be advanced to doctoral level graduate candidacy. Prior to sitting for the Prelim Exam, the student and their faculty advisor evaluate whether the student is ready to advance to doctoral candidacy. A student who has successfully been advanced to doctoral candidacy through the Graduate School has completed core preparatory course requirements as outlined in the student’s program of study with a B average or above (and no less than a B- in any single course), demonstrated proficiency in research methods through participation on research teams and completing requirements for the Pre-Doctoral Research Proposal (PDRP), fulfilled the required counseling practice experiences including the sequential and cumulative practicum courses, and successfully completed and passed the written portions of the Prelim Exam. Once this has been accomplished, advancement to candidacy is the Program’s acknowledgement that the candidate is ready to engage in advanced doctoral work and begin the doctoral dissertation. While passing the Oral Prelim Exam is not a requirement for advancing to doctoral candidacy, it is a requirement for applying for internship.

The Prelim Exam is a culminating experience that allows students to integrate, organize, and critically apply their knowledge to the types of real-world problems and issues faced by doctoral level psychologists in research, practice, and professional contexts. Students demonstrate knowledge and skills gained in courses, readings, practical experiences, and research. In keeping with the program goal of developing life-long learners, students’ responses to Prelim Exam questions should reflect an understanding of current developments in the field. The Prelim Exam requires students to demonstrate competency in communicating information at a level commensurate with the doctoral degree that they are pursuing. Specifically, students should be able to synthesize a broad base of information and articulate that information in a professional manner.

Expectations of students on the Prelim Exam are guided by principles that drive the Program’s training model. These can be found in the student Program Handbook. These principles are outlined below:

1. 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.

2. **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 evidenced-based approaches to evaluating the efficacy and effectiveness of interventions.
3. **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 independent processes wherein science guides professional practice and, in turn, is influenced by demands from the professional arena to meet contemporary health needs.
4. **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.
5. **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.
6. **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, generates careers in a wide array of professional applications and academic and research areas.
7. **Legal and Ethical Issues:** The seventh principle reflects our commitment to training in professional integrity and ethical behavior. This commitment includes adherence to applicable Utah Statutes and Rules, APA's (2002) Ethical Principles of Psychologists and Code of Conduct with relevant amendments in 2010 and 2016, ASPPB's (2005) Code of conduct, as well as relevant professional guidelines in the field.

## **Doctoral Qualifying Examination Policies and Procedures**

The Doctoral Qualifying Examination (also called the Prelim Exam) includes written and oral components.

### **Schedule for the Doctoral Qualifying Examination**

#### Oral Prelims (Spring)

-1st Friday of April (time of day based on number of people taking the exam). Materials due 2 weeks plus 1 day in advance of this date. Turn in materials for oral prelims electronically via a Box folder and give the Prelim Director editor permissions.

#### Written Prelim Administration (Fall):

-3rd Friday in July, 8:30 am: Receive Segment One written prelim questions via email.

-The following Monday, 8:30 am: Turn in Segment One written prelim responses via Box folder assigned with numeric identifier.

-4th Friday in July, 8:30 am: Receive Segment Two written prelim questions via email.

-The following Monday, 8:30 am: Turn in Segment Two written prelim responses via Box folder assigned with numeric identifier.

#### Oral Prelims (Fall: Retakes Only)

-To be scheduled as needed. Materials due 2 weeks plus 1 day in advance of the presentation date. Turn in materials for oral prelims electronically via a Box folder and give the Prelim Director editor permissions.

#### Written Prelim Administration (Spring):

-3rd Friday in January, 8:30 am: Receive Segment One written prelim questions via email.

-The following Monday, 8:30 am: Turn in Segment One written prelim responses via Box folder assigned with numeric identifier.

-4th Friday in January, 8:30 am: Receive Segment Two written prelim questions via email.

-The following Monday, 8:30 am: Turn in Segment Two written prelim responses via Box folder assigned with numeric identifier.

\*Students unable to participate in prelims on a Friday, Saturday, or Sunday due to religious observations must contact the Prelim Director prior to the registration deadline to make alternative arrangements.

### **Students with Disabilities**

If you have a disability or need that may affect your success completing any portion the Prelim Exam, you are strongly encouraged to seek assistance from the Center for Disability and Access (CDA) in advance of your exam (<https://disability.utah.edu/>). All accommodations approved by the CDA and shared with the Prelim Director in written form will be honored in full.

### **Registration for the Doctoral Qualifying Examination**

Registration for written prelims MUST occur the semester prior to the one you plan to participate in the exam. For example, if you intend to take written prelims in the fall (writing them in July), then you must apply in the spring. If a student does not register the appropriate semester, they will not be permitted to participate. To register, please notify the Prelim Director and submit all required paperwork including the Prelim Registration Form by email to that person, to the administrative assistant in the department, and to your advisor.

Registration to take the Doctoral Qualifying Examination constitutes a contract to receive and complete the examination process. Students wishing to retract their registration prior to receiving their first set of exam questions must petition the faculty (via the Training Director and Prelim Director) in writing via email at least one week prior to the start of the written examination process. If a student fails to notify the CP faculty of a desired retraction through the steps outlined above, the student's record will indicate that the student Failed all portions of the Prelim Exam. Once a student has started the written exam process, they are obligated to complete the process or receive a failing score. Any exceptions to these policies must be authorized by the majority of the CCP faculty, by written petition by the student and their advisor.

1. During the semester before the Written Prelim Exam is scheduled, the prospective examinee should:
  - a. Study for written examination.
  - b. Complete all prerequisites for the Doctoral Qualifying Examination (see below).
  - c. Fill out the *Doctoral Qualifying Exam Registration Form* (found online) and notify the Training Director of your intent to take prelims at the next scheduled examination date. ***You must attach a current unofficial transcript of your graduate studies since you began the Ph.D. Program. Also attach a copy of a grade change form for any change in grade that does not appear on the unofficial transcript.***
  - d. Students retaking one or more Prelim Exam questions must include (a) documentation of a remediation plan agreed up by the student and his or her advisor and (b) a letter stating how they responded to the remediation plan established following the previous failure of those questions; Remediation Plan Completion form signed by the student's advisor.
  - f. Obtain your Dissertation chairperson's signature on the registration, which certifies that all requirements are fulfilled.
  
2. You will be asked to supply the following information on the Prelim Registration Form:
  - a. The dates you completed the pre-dissertation research project and that it was approved by the CCP faculty.
  - b. The date the Department approved your doctoral supervisory committee.
  - c. The date your Program of Study for the Ph.D. Degree was approved by the Department.
  - d. An indication on the Doctoral Qualifying Exam Registration Form that you currently have no outstanding incompletes in any courses (or Incompletes that have, by default, converted to an "E") on your current transcript. In this instance it will be necessary for you to complete the course and obtain a passing grade. In addition, students must not have any grades below a B- in required courses. If you need to complete work or retake a course to make a grade change, you should do so well in advance of the due date for prelim registration, as you must have the grade change appear on your transcript or attach a signed copy of the grade change form to your prelim registration form for it to be accepted.
  - e. The signature of the chair of your supervisory committee endorsing you to take prelims.

3. Attach an unofficial copy of your transcript of your studies to date in the Ph.D. Program, as well as copies of grade change forms for courses on your transcript that show an I, E, or grade below a B- in a required course.

### **Written Exam Information**

Students must have completed the following set of core courses deemed by the faculty as foundational courses prior to taking the written prelims:

ED PS 6200	Counseling Theories and Procedures
ED PS 6210	Counseling Skills
ED PS 6360	Multicultural Counseling
ED PS 6710	Practicum in Counseling
ED PS 7010	Quantitative Methods I: Foundations of Inferential Statistics
ED PS 7020	Quantitative Methods II
ED PS 7180	Personality Assessment
ED PS 7200	Foundations of Counseling Psychology
ED PS 7220	Ethics and Standards in Psychology
ED PS 7300	Psychometric Theory
ED PS 7330	Career Development Theory and Assessment
ED PS 7400	Advanced Research Design
ED PS 7430	Research in Counseling Psychology
ED PS 7600	Diagnostic Adult Psychopathology
ED PS 7710	Practicum in Counseling Psychology (at least one semester)

The written exam is broken up into two 3-day (Friday at 8:30AM to Monday at 8:30AM) segments with three items per segment and each tests a knowledge domain.

#### ***Written Prelim Segment One***

1. Measurement and Assessment
2. Research and Interventions in Counseling Psychology
3. Multicultural Counseling and Human Diversity

#### ***Written Prelim Segment Two***

4. Vocational Psychology and Career Development
5. Methods of Quantitative Research Design and Analysis
6. Ethical, Legal, and Professional Issues in Psychology

### **Procedures**

1. **Prior to the beginning of the Written Prelim Exam, the Prelim Director be contact you with instructions.** You should respond with a confirmation.
2. You will receive via e-mail the Segment One prelim questions by 8:30 a.m. the Friday of the start of the Prelim Exam, and you must return your responses by 8:30 a.m. the following Monday. Segment Two questions will be sent the following Friday at 8:30 a.m. and are due the following Monday at 8:30 a.m.  
**\*Late returns are not permitted.**  
**\*Failure to return a Prelim Exam question on time will be interpreted as a failed response for the question. In addition, failure to return a “good faith” response to all three questions in the segment will result in having to retake the entire segment**

**at the next scheduled examination period. (This policy was implemented in order that students who respond to all questions in a segment not be compared unfairly to a student who spends the entire period answering only one or two questions.)**

3. Your answers to exam questions must be typewritten and uploaded to Box. You may use your own computer or one on campus.  
**\*It is assumed that you will complete the process electronically unless arrangements are made for a different format at least two weeks in advance of the scheduled Prelim Exam. It is your responsibility to be certain that you have a working computer with Internet access.**
  
4. The maximum page limit permitted for each question is 7 typed, double-spaced pages in 12-point font (not including references).  
**\*Do not retype the question on your paper before answering.**  
**\*Follow current APA style, except for the following:**
  - a. **Do not include a cover page.**
  - b. **Type your ID# (given to you by the department) in the upper right-hand corner of each page.**
  - c. **Paginate at the bottom of each page.**
  
5. Students are to work **independently** and to base their work exclusively on scholarly material.  
**\*The use of Chat GPT or other artificial intelligence writing aids is strictly prohibited. The faculty reserve the right to seek any and all source material during the grading process. If source material, including articles and book chapters cannot be produced, this may result in the faculty submitting an academic misconduct complaint.**

### **Studying for the Written Examination**

You should familiarize yourself with the *current course content* of the listed *key courses*. Please contact the course instructor for syllabi and current references if you do not have them. Please note that courses taken prior to the Prelim Exam are designed to provide the basic academic foundation for the content areas to be tested. Students are expected to supplement their course learning with knowledge and skills from additional texts, journal articles, and personal and professional experience. Finally, you can rely on experiences and knowledge gained through your research and clinical work while you have been a matriculated student in the Counseling Psychology program.

### **Oral Exam Information**

Once a student has participated in the written component (*regardless of the outcome*), they may participate in the oral component. In the Oral component of the Prelim Exam (the Oral Exam), the student demonstrates basic professional competencies in working with individuals in a therapeutic context. The professional skill domain is evaluated through oral examination and is based on a work Sample demonstrating assessment, conceptualization, and intervention skills with an individual, group, or organizational client.

Note: Passing the oral prelim is not required for students to propose their dissertations, but it IS required to apply for internship.

### **Oral Examination Details**

Students present a work sample that demonstrates assessment, conceptualization, and intervention skills. The work sample should focus on an individual therapy client and include a written comprehensive case conceptualization and a related video or audio file example of the intervention. The Oral Exam is patterned after the counseling psychology specialty examination administered by the American Board of Professional Psychology (ABPP), which we expect many students will complete after they become licensed psychologists. In this regard, the Oral Exam mirrors a task that you will likely engage as a professional psychologist and has relevance in preparing students for the internship application process.

The work sample of the Oral Exam consists of two parts: (1) a written synopsis of the student's world view and theoretical orientation to psychotherapy and (2) a focused write-up of a client conceptualization including history, diagnosis and assessment, intervention, and outcomes. Ideally, the client therapy relationship from which the written work sample is based will have been concluded so that the outcome of the case can be reported in its entirety. Evaluative data on the effects of the intervention (e.g., ongoing measurement of symptoms or functioning) should be included.

**\*If this is not possible, the student should have met with the client over a significant enough period that a comprehensive case conceptualization can be developed.**

**\*It is essential that clients understand that their continued receipt of psychological services will not be affected should they decide not to participate.**

The components of the written work sample for the Oral Exam include:

1. Necessary **release and/or consent forms** from the client (included in the appendices) and, where appropriate, from the practicum agency or professional facility where the student was being supervised when the services were provided. This release should indicate the licensed psychologist who supervised the examinee on this case. The release should be provided to the Prelim Director via Box.
2. A **“Clinical Vitae,” a one-page outline of relevant practice experiences** (practica, employment in counseling settings, relevant volunteer experience, etc., that have been supervised by a licensed professional).
3. A **brief synopsis of the student's theoretical model** and world view (no more than 5 pages, double-spaced) as it applies to psychological interventions.
4. A **written conceptualization of the case**, including identifying information and description of the client, population, or situation. Remember, the anonymity of the client(s) must be maintained. A template for formatting the case conceptualization is provided in the appendices.
5. A **20-minute segment of video recording** (audio files are discouraged), cued in advance, should be prepared for showing at the oral examination, demonstrating your intervention with the client. This segment should demonstrate your highest quality work and illustrate your use of your theoretical orientation. You may include more than one segment as part of the 20-minute whole if it will best demonstrate your work. Please note that this video recording will not be previewed by the Prelim Director or faculty; however, the student



will be expected to play a file segment as part of the oral presentation portion of the Oral Exam. At the Oral Exam, ***please provide a transcript of the 20-minute segment of video recording that will be shown in the oral examination.*** The format for this transcript should include: (a) the transcript in a larger, left column; (b) a right column in which you may make comments, including notations about the interventions you are using (e.g., “Discussion of journal exercise, CBT orientation”) or notations about what you would do differently now. It is okay to include some self-critique if this will illustrate that you are able to see how you might have done it better knowing what you do now.

### **Timeline and Protocol**

*Two weeks and one day prior* to the oral component of the oral exam, the written materials must be submitted via Box folder shared with the Prelim Director (with Editor permissions). Those include: the release/consent form, outline of relevant experience, statement of personal theoretical model, written case conceptualization, and client release. These materials should be of highest professional quality in content and format.

Students will password protect their confidential Word documents (Client Conceptualization, Client Permission Form) with the following password:

**CPPrelim!** (with the year you are submitting your materials immediately after the !)

For example, in 2025, you would use the password CPPrelim!2025.

### **Oral Prelim Administration**

Session transcripts should be brought to the oral examination and passed out to faculty at the beginning of the scheduled hour.

The one-hour Oral Exam will include:

1. A prior review of your work sample materials by members of the Counseling Psychology Examining Committee.
2. A brief welcome and introduction by the Prelim Director.
3. Elaboration of the written material with a video recording sample of your professional skills. After a brief (5-minute) introduction to the case, you will play a 20-minute segment of the recording at the outset of the oral exam to support your written case materials. Please be certain this segment is cued. Your 5-minute introduction should assume that faculty have read your theoretical orientation and client conceptualization and should not repeat information contained therein. Rather, you should orient the faculty to the number of sessions [overall and which session(s) they will see] and any things they should look for (e.g., interventions consistent with your theoretical orientation).
4. A 25-minute period of questioning from the faculty related to your recorded presentation of the clinical case (one question per faculty member), as well as your understanding of your conceptual model as applied to this case. Cultural and ethical issues related to the case will also be discussed and evaluated.
5. A brief evaluation period by the faculty, during which time you will be asked to step out of the room. You will then be asked to return for the result.

## Formulation and Evaluation of Exam Questions

### Written Exam:

Questions are written and graded by the current Counseling and Counseling Psychology Faculty. They reflect an expectation that students are familiar with the broad base of the domain, including, but not restricted to, information contained in the study guide below. Faculty who write exam questions also develop criteria for evaluating those questions. These criteria are agreed upon in advance by the writer and readers of each question to contribute to the reliability of the questions and evaluation process.

Written responses are fully de-identified, and three faculty readers independently evaluate each question. It is after all responses are graded that the Prelim Director tallies the grades and feedback and then asks department administrative personnel to match the ID numbers with student names. Students are not given information about which faculty evaluate questions. A passing score is reported to the student if at least two of the independent readers rate the response as a 3 or higher (e.g., received to ratings of passing or above). If at least two readers issue a score of 2 or lower, the student is failed on that item. Students demonstrating especially strong performance on any given item may be “Passed with Distinction” on that item. Such performance will be noted in the student’s file.

**\*If students participate in Written Prelims in July, it should be noted that faculty will not begin to grade them until they are back to work in September after the fall semester is underway. This is due to faculty operating on 9-month contracts while wanting to honor student requests that the exam be administered in summer months when student workloads are lighter.**

Each written response to the written component of the Prelim Exam is graded on a 5-point scale as follows:

5 = Exceptional Response, 4 = Above Average Response, 3 = Acceptable (passing) Response, 2 = Not a Passing Response, 1 = Seriously Flawed Response.

### *Grading Criteria*

- 5      Excellent. This response fully addresses the relevant essay tasks (presentation of empirical findings and/or documentation of problem-solving skills) and presents a thorough and accurate exploration of the topic. It shows both clarity and depth of thought and focused and coherent organization. The ideas are expressed with superior precision and literacy.
- 4      Above Average. This response addresses all relevant essay tasks and presents a substantial treatment of the topic that demonstrates understanding of the issues. It shows clear and sophisticated thinking and good organization. The ideas are expressed with good command of English syntax and grammatical conventions.
- 3      Acceptable/Passing. This response addresses all the relevant essay tasks and presents a defensible and adequate treatment of the topic. It shows clarity of thought and good organization. The ideas are expressed with good command of English syntax and grammatical conventions.
- 2      Not Pass. This response neglects or distorts one or more of the relevant essay tasks or presents a superficial or underdeveloped treatment of the topic. It may show some clarity of thought while being providing insufficient information to address the essay task . Problems in the organization of the response may be evident. The essay may demonstrate

a basic fluency in English, but the writing impedes communication of the respondent's ideas.

- 1 Seriously Flawed. This essay response seriously neglects or distorts one or more of the relevant essay tasks or offers insufficient treatment of the topic. In addition, the response may demonstrate substantial problems with the written analysis, synthesis, and organization of the topic. It may contain recurrent grammatical errors resulting in language that does not communicate respondent's ideas.

Students who fail to pass all portions of the written Prelim Exam will immediately be placed on probationary status. They will then be asked to repeat only those portions of the Prelim Exam that are failed. Failure of any question will result in the Program engaging the student in a formal remediation plan that will be established in consultation with the student, the student's advisor, and the Counseling Psychology faculty. This remediation plan will be communicated to the student in writing by the student's program advisor once the details of the formal remediation plan have been approved by the faculty.

**\*Students reapplying to take the Prelim Exam in the following semester must include (a) this remediation plan and (b) a letter signed by their advisor that specifically articulates how they adhered to and completed the remediation plan.**

**\*Students retaking items for a second time will receive those items at a time consistent with their distribution to students taking the exam items for the first time (e.g., consistent with existing Segment One and Two distribution schedules). Students will have exactly 24 hours to complete each item being retaken (e.g., if receiving two retake items on Friday at 8:30 am, responses are to be turned in electronically at 8:30 am on Sunday).**

A student on probation for failing the Written Exam must, upon successfully meeting the requirements of the remediation plan, 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 progressing in the program.

### **Oral Exam:**

#### *Grading Criteria*

1. Demonstration (video segment) of abilities to establish working relationships with clients, observe appropriate boundaries, and conduct purposeful sessions in a manner congruent with the student's theoretical model.
2. Ability to assess, diagnose, and conceptualize client problems; set goals for therapy or consultation; implement relevant and evidence-based interventions; and evaluate when goals are met.
3. Ability to present client material in a comprehensive manner, showing evidence of having utilized a broad range of client disclosures, information, assessment data, and your own study to understand the client, the client's problem; and developing an effective strategy for intervening with the client.
4. Ability to present the case in a manner that is respectful of the client.
5. Attention to issues of culture, human diversity, and client uniqueness.
6. Attention to ethical issues relevant to the case.
7. Integration of your work with client(s) with your theoretical orientation.
8. Organization and professional formatting and appearance of written materials.
9. Ability to respond directly and succinctly to faculty questions.

Students who fail to pass the Oral Exam will immediately be placed on probationary status. The Program will engage the student in a formal remediation plan that will be established in consultation with the student, the student's advisor, and at least one member of the Counseling Psychology program faculty. This remediation plan will be communicated to the student in writing by the student's program advisor once the details of the formal remediation plan have been approved by the faculty. If the remediation plan requires the student to present again, the student must include (a) this remediation plan and (b) a letter that specifically articulates how they adhered to the remediation plan when applying to take Prelims again.

A student on probation for failing the Oral Exam must, upon successfully meeting the requirements of the remediation plan, 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 progressing in the program.

**Important Notes for Written and Oral Exams:**

**\*If a student does not satisfy the requirements of the remediation plan within the timeline proposed, the student will be dismissed from the program.**

**\*If a student does not pass all portions of the Prelim Exam on a second attempt (written or oral), they must petition the CCP faculty to sit for a third attempt of the Prelim Exam. This petition must receive a majority vote of the CCP faculty and will be considered only under extraordinary circumstances. Failure of any portion of the Prelim Exam on a third attempt will result in immediate dismissal from the Counseling Psychology Program.**

## Appendices

### Client Conceptualization: CONFIDENTIAL

**Client Pseudonym:** # Sessions to Date:

**Counselor:** Presentation Date:

#### Client Presentation, Mental Status, & Presenting Problem

Physical appearance of client at initial session and over time; affect; rapport

Mental status

What client described as presenting issues

#### Background Information & Significant Prior Events

Client demographics: Age; gender; race/ethnicity; socioeconomic status; immigration status; religious/spiritual orientation; sexual orientation; partner & parenthood status; other relevant demographics.

Family background: Type of family (one- or two-parent, alternative family); siblings & location in sibling constellation; SES of family of origin; work background of parents; past and current dynamics with family members (include if deceased and when if known).

Academic/work history: Include current status if student (major, year, GPA). Academic or work difficulties or relevant changes.

Social history: Intimate relationships (current status and relevant history).  
Friendships/acquaintanceships, social supports.

Identity/ statuses: What are the client's salient identities regarding her/his demographic or other information?

Medical/health/disability history.

Abuse history: Physical, emotional, sexual, neglect, domestic violence (observer, victim, perpetrator).

Substance use history: Drugs, alcohol.

Other issues: Eating issues, sleep issues, etc.

Significant Prior Events: Brief history of events leading up to the problem situation, significant factors that need to be known to understand the setting or the significance of the problem or the persons involved, etc. Include multicultural influences and variables such as race/ethnicity, gender, sexual orientation, socioeconomic class, age, religion/culture, ability/disability. Also include significant developmental events or issues.

**Therapy History**

Prior therapy (when, where, what for?)

Date of initial contact for current therapy, frequency and number of sessions, duration of therapy.

**Assessment, Diagnosis, Conceptualization**

Formal assessment procedures (e.g., instruments used to assess client state, OQ45, Beck, MMPI, Strong, FMTOM): What did you find, and what did it mean? (For example, on the OQ45, indicate the cutoff score and what the client's score means. Do not just report scores without giving an interpretation of their meanings.) In the case of less commonly known instruments, give brief information/ psychometrics.

Clinical assessment procedures: How did you gather relevant information for diagnosis and conceptualization? What key questions did you ask? (e.g., when screening for depression, you may have asked questions about sleep, eating, affect, behaviors. Related to salient identities, how did you assess the relevance to the client's various statuses and identities to the presenting issues?)

DSM diagnosis, all Axes. Briefly explain diagnosis and give a brief interpretation of salient items in the diagnosis. [Note: some students, because of a humanistic, positive psychology, or feminist/multicultural orientation, are not fond of labels and diagnoses. Indeed, they should be approached critically. However, because the DSM is in common use throughout the mental health field, it is important to be able to use it appropriately and in a way that is congruent with your orientation to therapy. If another rubric is more appropriate, explain in your interpretation.]

Conceptualization: In light of your theoretical orientation to psychotherapy, how do you make sense of the client's issues? How do you understand the origins of your client's distress? How are client problems perpetuated?

Client strengths and coping strategies, especially as they affect the prognosis for successful problem resolution. Include resources, support systems, additional resources.

**Goals**

How established (client, therapist, collaborative?)

What were they (immediate, intermediate, long term)?

How have goals changed over the course of therapy?

**Description of the Therapeutic Relationship and Processes**

Describe the therapy relationship; that is, what behaviors and interactions characterized the client-counselor relationship? What did the client say or do that gave you information about how s/he perceived your relationship? How did you use the client-counselor relationship in therapy?

**Intervention Strategies and Procedures**

Give an overarching description of your interventions (e.g., cognitive behavioral), then describe specific strategies you used with this client. Note that interventions should be

targeted to goals of therapy. Give rationale for your use of these interventions and briefly relate to what is known in the field about the effectiveness of these interventions.

### **Multicultural Issues & Concerns**

These issues should have been integrated into the prior material. If there are additional, specific issues, they may be included here. This section should also include client and counselor's salient cultural identities (e.g., race, gender, age, religion, etc.) and how the interplay between these identities emerged or were considered in counseling.

### **Ethical Issues & Concerns**

Describe ethical issues or concerns that arose with this client and how you dealt with them. Was the client suicidal, homicidal, or otherwise a danger to self or others? How did you assess for lethality and prevent harm? Did you seek supervision/consultation? Be specific. Were there other issues that emerged (e.g., reporting abuse or HIV status, dual relationships, other), and how did you handle them?

### **Outcomes of Therapy**

Evaluate the outcomes of therapy. How were goals met? How did you know? Did you conduct any post-testing or formal evaluation of the client's progress and outcome? What issues remain(ed) unresolved?

### **Termination & Referral**

If therapy is completed, describe termination and, if applicable, referral. Include your recommendations for further counseling/psychotherapy for this client.

### **Questions & Issues for Further Consideration**

Include any additional comments/ questions to pose to the group (if class).

Keep in mind that there should be a clear relationship among the client's presenting problem and issues that are uncovered over the course of therapy, the goals of therapy, intervention strategies, and outcomes. All should be mediated by your theoretical orientation to psychotherapy.

## Client Release of Information for Doctoral Qualifying Examination

I, \_\_\_\_\_, understand that  
*(Type client name)*

\_\_\_\_\_ wishes to prepare a professional  
*(Type counselor's or consultant's name)*  
 presentation based on their work with me to submit to the Doctoral Qualifying Examination Committee of the Counseling Psychology Program at the University of Utah. This committee is made up of faculty members in the Department of Educational Psychology, who are licensed psychologists in the state of Utah. I also understand that this information release is subject to the policies and regulations of the human services agency or professional organization that supported and sponsored my work with my counselor/consultant. (Attach any relevant agency documents.)

I give my permission for my counselor/consultant to share with each member of the examination committee a video recorded session, along with a written description of our work together. I also give permission for this information to be discussed by my counselor/consultant in response to questions from members of the committee during an oral examination conducted by the committee. I understand that the purpose of this sharing is to evaluate the counselor's/consultant's progress and skills, and not to assess me, the client. My counselor/consultant will assign a code name to all materials, and my real name will not be used at any time during the presentation except as it may appear incidentally on the recording.

All information about me will be viewed and discussed confidentially. Please note that recordings and other case material will be transported to a secure location in the Department of Educational Psychology for the duration of the examination. After the evaluation is completed, all materials will be returned to my counselor/consultant for proper storage or disposal according to the policies of the agency in which I saw him/her and the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

I have read and discussed this release of information with my counselor/consultant. I have received a copy of this document for my records.

\_\_\_\_\_  
*(Signature of Client)*                      \_\_\_\_\_  
*(Date)*                                      \_\_\_\_\_  
*(Signature of Counselor)*                      \_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(Signature of Witness)*                      \_\_\_\_\_  
*(Date)*                                      \_\_\_\_\_  
*(Signature of Supervising Psychologist)*                      \_\_\_\_\_  
*(Date)*





201 South 1460 East, #426  
Salt Lake City, UT 84112  
(801) 581-6826

### Client Release of Information for Doctoral Qualifying Examination

I, \_\_\_\_\_, understand that  
(Type client name)

\_\_\_\_\_ wishes to prepare a professional  
(Type counselor's or consultant's name)

presentation based on their work with me to submit to the Doctoral Qualifying Examination Committee of the Counseling Psychology Program at the University of Utah. This committee is made up of faculty members in the Department of Educational Psychology, many of whom are licensed psychologists in the state of Utah. I also understand that this information release is subject to the policies and regulations of the human services agency or professional organization that supported and sponsored my work with my counselor/consultant. (Attach any relevant agency documents.)

I give my permission for my counselor/consultant to share with each member of the examination committee a videotaped session, along with a written description of our work together. I also give permission for this information to be discussed by my counselor/consultant in response to questions from members of the committee during an oral examination conducted by the committee. I understand that the purpose of this sharing is to evaluate the counselor's/consultant's progress and skills, and not to assess me, the client. My counselor/consultant will assign a code name to all materials, and my real name will not be used at any time during the presentation except as it may appear incidentally on the tape.

All information about me will be viewed and discussed confidentially. Please note that recordings and other case material will remain here at UCC. After the evaluation is completed, all materials will be stored or disposed of according to the policies of the agency in which I saw him/her and the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

I have read and discussed this release of information with my counselor/consultant. I have received a copy of this document for my records.

\_\_\_\_\_  
(Signature of Client)      \_\_\_\_\_ (Date)      \_\_\_\_\_ (Signature of Counselor)      \_\_\_\_\_ (Date)

\_\_\_\_\_  
(Signature of Witness)      \_\_\_\_\_ (Date)      \_\_\_\_\_ (Signature of Supervising Psychologist)      \_\_\_\_\_ (Date)