This student handbook serves to provide information specific to the Counseling Psychology specialization. This specialization is accredited by the American Psychological Association.

*Questions related to the program’s accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
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Web: www.apa.org/ed/accreditation
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Introduction

The University

The University of Wisconsin-Milwaukee (UWM), founded in 1958, is one of the 13 degree-granting institutions and one of two doctoral institutions in the University of Wisconsin System. UWM-Milwaukee is the only major urban doctoral university in the state, and has a strong mission to meet the diverse needs of Wisconsin’s largest metropolitan area. The 14 schools and colleges of UWM serve over 25,000 students on the 90-acre campus on the shores of Lake Michigan. The University's location allows students the opportunity to participate in the community as well as working, interning, volunteering, and enjoying the activities of a large metropolitan area. The University has a strong urban focus and is committed to preparing professionals who are knowledgeable about urban issues and competent to work with diverse populations and settings.

The University of Wisconsin-Milwaukee offers extensive graduate program offerings under the administrative structure of the Graduate School. A diverse group of local, national, and international students attend UWM. UWM has 14 schools and colleges, offering 94 undergraduate programs, 53 masters programs, and 32 doctoral programs.

UWM recently has been named a top tier Research 1 (R1) research university according to the gold standard Carnegie classification of American colleges and universities. Like UW-Madison, the University of Minnesota-Twin Cities, the University of Illinois-Chicago, the University of Michigan, Harvard and MIT, we are among the 115 best research universities in the nation. While Milwaukee has several excellent institutions of higher education, only UWM has R1 status.

The Department of Educational Psychology

The Department of Educational Psychology resides in the School of Education at the University of Wisconsin-Milwaukee and prepares graduate students for a variety of clinical, research, and teaching professions.

For more than 50 years, the department has focused on building multiculturally competent counselors and psychologists, and in 2013 it won the American Psychological Association’s prestigious Bersoff Presidential Cultural Award for its success in recruiting, training, and graduating doctoral students from diverse backgrounds

The Department of Educational Psychology at the University of Wisconsin-Milwaukee offers graduate program of study at the master's level in educational psychology as well as four doctoral specializations: Learning and Development, School Psychology, Counseling Psychology, and Educational Statistics and Measurement. The School Psychology and Counseling Psychology specializations are accredited by the American Psychological Association.1

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Counseling Psychology Program

Model
The APA-accredited Ph.D. Specialization in Counseling Psychology at the University of Wisconsin-Milwaukee follows a scientist-practitioner model. The doctoral program integrates theory, practice, and research to train counseling psychologists who possess the scientific knowledge and skills necessary to work with diverse urban populations and in diverse settings. The program prepares students for employment in applied and academic settings, particularly within urban areas. Ph.D. students are expected to conduct research and to advance the science of counseling psychology through scholarly inquiry.

Coursework is organized around the Competency Benchmarks in Professional Psychology, originally developed by a joint APA/CCTC working group (Fouad, et al., 2009; Hatcher, et al., 2013). While they are described in greater detail later in this document, these benchmarks centers on the areas of Professionalism, Relational, Science, Applications, Education, and Systems. Counseling psychology coursework is offered on a rotating basis; courses with a strong developmental component are offered once a year, while more content based courses are offered once every two years. This means that some classes will be smaller and cohort specific, while others will be larger with combined cohorts. The exception is COUNS 860 (Research), which is offered each spring to enable 3rd year students’ completion of their dissertation proposal.

Goals
The program aims to train counseling psychologists as scientist-practitioners, consistent with the model training program in counseling psychology (Scheel, et al., 2018). We focus on training students to be multiculturally competent who are prepared to work as psychologists within an urban context. We train psychological scientists who will contribute to and/or apply their scientific knowledge base using qualitative and/or quantitative methodologies.

To prepare students as psychologists, the program draws upon theoretical and foundational course work from faculty expertise in the curricular areas of learning, development, personality theory, social psychology, statistics, and individual differences. In addition, students are given a thorough grounding in psychological foundations in history of psychology, physiological psychology, and social psychology through the Psychology Department. These form the foundation of knowledge specific to psychology.

Students are trained as counseling psychologists, developing competencies as counseling psychologists through coursework and the application of that knowledge through Practica and Internship. Students are trained in the foundations of counseling psychology, specifically in vocational psychology, interventions, multicultural counseling, ethical, legal, and professional issues, assessment, and consultation and supervision. In addition, students may choose to emphasize a particular population (e.g., children), or setting (hospital) through electives and grouping foundational areas together.

Discipline-Specific Knowledge in Psychology

There are three categories of courses needed in psychological foundations of knowledge. Category 1 may be taken prior to entering the doctoral program, including at the undergraduate level. Students must demonstrate that they took this class with a grade of B - or better and provide a copy of the
syllabus for the course. If they have not taken it previously, they must complete the course with a grade of B or better.

**Category 1:**
PSYCH-550 History of Psychology

Category 2 courses are classes that must be taken at the graduate level and must be completed with a grade of B or better. If students have already taken the course as part of their master’s program or at another institution, they must demonstrate that they took this class with a grade of B or better and provide a copy of the syllabus for the course.

**Category 2: Foundations of Psychological Science**

*Biological Basis of Behavior:* Choose 1  
PSYCH 854-Behavioral Neuroscience  
Psych 727 Cognitive Neuroscience

*Cognitive Basis of Behavior*
Ed Psych 631 Cognition: Learning, Problem Solving and Thinking.

*Developmental basis of behavior*
Ed Psych 640 Human Development: Theory and Research.

*Affective Basis of Behavior*
EDPSYCH 814: Cognition and Emotion

*Social Bases of Behavior: Choose 1*
EDPSYCH 833 Social Psychology of Group Differences  
PSYCH 930-Seminar in Social Psychology

Category 3 classes are specifically designed to integrate two or more areas of Foundations of Psychological Science.

**Category 3: Advanced Integration: Choose 1**
EDPSYCH 814: Cognition and Emotion  
Psych 727 Cognitive Neuroscience

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**Research Skills:** Acquisition of research skills is an expectation of all doctoral students, reflecting the scholarly scientific nature of a Ph.D. Formal course work serves as the initial vehicle through which students acquire research competencies. Course work includes quantitative and/or qualitative analysis, measurement, methodology, research design, and specific areas of counseling psychology. Ongoing involvement with faculty research programs is expected, and students participate on Research Teams with their major professor for at least two years beginning early in their program of studies – activity that requires concurrent enrollment in EDPSY 838. Doctoral students must have completed a master’s thesis or publishable paper within their first 30 credits, and subsequently complete a dissertation. The thesis and dissertation represent original, independent empirical research.

All Students must take 7 credits of research core, completed with a grade of B or better.

EDPSYCH 724-Educational Statistical Methods II (4)  
EDPSYCH-728 Techniques of Educational Research (3)  
EDPSYCH- 838 Research Team Participation (12 credits)
Students must take at least 6 additional credits of statistical analyses, either qualitative or quantitative methods.

**Benchmark Competencies**

Professional psychology’s competencies can be represented in terms of a cube consisting of 1) foundational competencies, 2) functional competencies, and 3) stages of professional development (Rodolfa et al., 2005). There are minimal competencies required for one to be considered competent to function as a professional. Rodolfa et al. (2005) then identified six categories of functional competencies that encompass the major functions that psychologists are expected to perform. Our training model includes training in five of the six areas: (a) assessment/diagnosis/conceptualization, (b) intervention, (c) consultation, (d) research/evaluation, (e) supervision. We do not train the competency of management/administration.

Here at UWM, and as mentioned above, the foundational competencies arise from our Program Goals: to train psychologists who specialize as counseling psychologists. Competencies are elements of competence that involve the whole person, are teachable, observable, measurable, containable, practical, derived by experts, flexible and transferable across settings, and continually re-evaluated and redefined. They consist of 6 core areas – Professionalism, Relational, Science, Application, Education, and Systems. It is expected that these competencies will correlate with performance, and can be evaluated. The third dimension of the cube concerns the formal program milestones that are conducted by the faculty (i.e., program advancement, readiness for internship, readiness for graduation).

Our program addresses the content and minimum levels of achievement necessary for training as a health service psychologist in compliance with the APA standards. According to the SOA, in addition to the discipline specific knowledge identified above, there are nine profession-wide competency areas.

The nine PWC are (your curriculum includes graduate level coursework associated with all nine):

- Research (EDPSY-728, EDPSY-838, stats)
- Ethical and legal standards (COUNS-814)
- Individual and cultural diversity (COUNS-815)
- Professional values, attitudes, and behaviors (COUNS-814)
- Communications and interpersonal skills (COUNS-807)
- Assessment (PSYCH 831)
- Intervention (COUUNS-807)
- Supervision (COUNS 917)
- Consultation and interprofessional/interdisciplinary skills (COUNS-917)

**Satisfactory Academic Progress**

The Ph.D. Program in Counseling Psychology is designed so that it can be completed within four years of full-time study and a year of internship. Most commonly, for students entering the program with their Master’s degree this evolves as three (3) years of coursework, including both clinical practicum and research practicum, one (1) year of dissertation, and a one (1) year internship. Students are strongly encouraged to keep on schedule. However, all doctoral students in the Ph.D.
Program must complete their program within 10 years of their acceptance date, which is the first day of the fall semester of the student's first year in the doctoral Program. Time extensions may be granted in unusual cases upon written request to the Director of Training by April 15 in the student's 8th year.

Minimum Levels of Competence Achievement (MLAs)
Students should be aware that students’ competencies, dispositions, and behaviors are continually evaluated while they are enrolled in the program. As our training model is developmental and sequential in nature, so too is the formal evaluation of student competencies. As articulated in the Benchmark Competencies (Appendix I), there are minimum levels of achievement (MLA) students are expected to realize as they move through the phases of the program. These MLAs encompass various indicators of competence such as grades, supervisors’ evaluations of clinical skills, evaluation of research, and performance on qualifying examinations. Please review these MLAs closely, because you must comply with each MLA for the competencies.

As discussed later in this document, a formal review of doctoral students by the faculty is conducted each year (typically at the end of the spring semester). First year student have an additional evaluation meeting with the Training Director at the mid-point of their first year. The counseling psychology faculty meet to discuss each students’ progress in the program.

Time to Completion
The Counseling Psychology program has graduated 90 students since 2001. The mean time of completion for these graduates is 5.3 years, which includes cases of students’ requesting leaves of absence. There are currently 40 students at various points in the program (including internship); 3 students are on leaves. Since 2001 there have been 7 students who have not completed the program.

Work/Non-Program Commitments
This is for the most part a full-time program. Because of that, classes and other important activities are scheduled during the day as well as in the evening. While we understand that doctoral study is expensive, it is very difficult to fully benefit from doctoral-level study and to develop as a professional while also attempting to manage a full-time workload or other substantial outside commitments. Students will not be excused from mandatory program activities, daytime classes, or program deadlines because of outside work commitments or non-emergency personal commitments. Before enrolling in this program, prospective students should consider their family obligations and personal financial situations. Students are strongly encouraged to apply for loans and graduate assistantships, which will help them to remain on campus during the day and therefore to more easily meet the program requirements. The program faculty will make every reasonable effort to assist students in this process.

Leaves of Absence/Continuous Registration
Students who are unable to register for a regular semester because of illness, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave of absence to the Graduate School with a copy to the Department Chair and the Director of Training. Except in the case of military service, a leave of absence ordinarily will be limited to one year. The time taken for a leave of absence will not count toward the student's time limit for
completing the Program. That is, if a student takes a leave of absence for one year, that year will not be considered one of the 10 years.

Except in the case of military service, readmission to the program after a leave of absence requires the submission of a re-application to the Graduate School as well as the Training Director, and a meeting with the training director to discuss plans for completing the program. Decisions regarding the readmission of individuals from a leave of absence are made by the counseling faculty.

**Counseling Psychology Student Association**

The Counseling Psychology Student Association (CPSA) was formed in 2005 as the first student-run organization for all doctoral students in UWM's Counseling Psychology Ph.D. program. CPSA exists to fulfill three basic functions for its members: 1) student advocacy, 2) professional development, and 3) socialization/peer-to-peer mentorship, yet its activities are not limited to these objectives. Members of the CPSA are very active, both within the program and at the national (e.g., APA, APAGS) levels, offering a student perspective to the faculty and serving as the “student voice” within the administration. Election of officers is held on an annual basis and thus CPSA also provides an opportunity for students to take on leadership roles within the program. All students are encouraged to become members of this organization as it directly impacts their experiences. While involvement is not mandatory; it is strongly expected; attendance at the regular meetings is but one aspect of the Professionalism competency upon which you are evaluated.

**Counseling Psychology Values Statement**

The Counseling Psychology specialization at the University of Wisconsin-Milwaukee is a multicultural community of diverse racial, ethnic, and class backgrounds as well as representative of many religious, spiritual, political, beliefs, physical abilities, ages, national origins and sexual orientations. The program expects that students will be respectful and supportive of all individuals, including but not limited to clients, staff, faculty, and peers who are different from themselves in terms of age, gender, gender identity, race, ethnicity, culture, national origin, political orientation, religion, spirituality, sexual orientation, ability, language, and socioeconomic status. It is also expected that students and faculty will work to create a climate of safety and trust for all concerned.

The Counseling Psychology program recognizes that no individuals, whether they are faculty, students, staff, or clients, are completely free from all forms of prejudice. Furthermore, it is understood that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the program constitutes acceptance of the social value of respect for diversity as well as to the process of self-examination, so that such attitudes and values can grow and develop in regard to both available scientific data as well as standards of the profession. Indeed, the (2017) Guidelines on Multicultural Education, Training, Research and Practice, and Organizational Change for Psychologists, as well as the Accreditation Guidelines, specifically mandate psychologists to be multiculturally competent. This means that they develop the ability to work with diverse clients of many backgrounds. In addition, the American Psychological Association’s Ethical Principles and Code of Conduct (2010) specifically states that psychologists (including students in training) must both examine and try to eliminate the effects of bias from their work. Successful completion of the program requires a genuine commitment to the examination of one’s worldview in order to develop skills needed to work with individual differences.
Students are required to honor the American Psychological Association’s (APA) Ethical Principles and Code of Conduct (2002, 2010), and also be familiar with and abide by the various guidelines published by APA (www.apa.org) which address issues of working with diversity. The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. As such, counseling students must become familiar and comfortable working with the process of an individual’s self-disclosure and introspection. Therefore, it is an essential aspect of our training program here at the University of Wisconsin-Milwaukee to provide assignments and classroom experiences that call for our students, as counselors-in-training, to self-disclose and personally introspect about personal life experiences to an extant not expected in other academic disciplines. Accordingly, the Counseling Psychology faculty are committed to and expect an atmosphere of acceptance and respect among our students.

APA says the following about the ethics of requiring self-disclosure in an academic program: “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 or neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training faculty 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 other professionally related activities in a competent manner or posing a threat to the students or others” (APA, 2002, 7.04). Because both (1) and (2) apply to our specialization, we often require self-disclosure and introspection of our students as they matriculate through the program.

Social Media
The faculty are committed to protecting future clients from harm by ensuring that all students are fit to practice interpersonal psychotherapy. Therefore, public information obtained via the internet may be used by faculty to evaluate applicants and current students on behavior that might be indicative of competence problems, poor professionalism, or poor interpersonal judgment. This defines public information as anything that can be collected by a basic internet search using an engine such as Google; it does not provide either the counseling psychology program or UWM with permission to perform an in-depth investigation of an individual’s internet history. This includes search results for social media sites like Facebook, MySpace, Twitter, LinkedIn. Faculty are respectful of individuals’ reasonable right to privacy, even on a medium as inherently public as the internet. However, it is the responsibility of applicants and current students to decide what information about themselves they want shared with the general public. Program faculty will therefore not circumvent established privacy settings in an attempt to “dig” for information that individuals are making a reasonable attempt to keep private. You are not required to disclose your password as a condition of either interviewing or enrollment.

This evaluation may result in adverse actions. This practice is consistent with the role played by training programs as gatekeepers to the profession. Examples of troubling behavior include acts of discrimination such as racism or sexism, illegal behavior, or behavior that suggests a lack of professional judgment relevant to the professional practice of counseling. Details on how this evaluation would proceed can be found later in the Competency Reinforcement section. An applicant will never be evaluated based on their race, sex, religion, or any other protected class listed in United States anti-discrimination laws.
When problematic behavior is identified, it shall be reviewed and discussed using the following criteria (adapted in part from Lamb, Cochran, & Jackson, 1991, Fouad, et al., 2009): What are the actual behaviors that are of concern, and how are those behaviors related to the goals of [the training program]? How and in what settings have these behaviors been manifested? How serious is this behavior on the continuum off ethical and professional behavior? What is the explanation for the behavior?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious: The individual does not acknowledge, understand or address the problematic behavior when it is identified. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training. The behavior has the potential for ethical or legal ramifications if not addressed. Behavior negatively affects the public image of the agency or the university or the training site.

Integration of Science and Practice

The Counseling Psychology Ph.D. Specialization program strives to integrate practice, theory, and research at all levels of the doctoral program. This is especially true of the integration of the DSK categories across each other and within the PWC coursework and training experiences.

a) Students are enrolled in DSK psychological foundation areas early in their program. They are immediately exposed to the most current theories and research on development, principles of motivation and learning, social, psychological, and biological determinants of behavior, and statistical and research methods, while taking core course work in Counseling Psychology and applying that to their practice in Practicum.

b) Students participate on Research Teams or other research projects early in their doctoral program, prior to developing their dissertations. This experience covers a multitude of PWC, while also integrating DSK material into the development and execution of empirical research. Ph.D. students are encouraged to participate on Research Teams for a two-year period, which requires concurrent enrollment in EDPSY 838 (Research Practicum). Research Teams are typically comprised of the student, his/her major professor, other Ph.D. students, and may include a research faculty and master’s students. Students engage in supervised research activities which may include: (1) designing studies; (2) collecting, compiling, and analyzing data; and, (3) writing and disseminating research findings. Students, may, however, choose to develop individualized projects with their advisors, and to work independently on those.

c) Students are required to enroll in research coursework (e.g., EDPSY 728, EDPSY 838) their first year in the program, and are required to begin their statistical training immediately.

d) Students are required to work with faculty to have a publishable paper within 30 credits of admission to the doctoral program. This may be their master’s theses and/or master’s papers, where original research is generated or a critical review of research is developed. It may also be a collaborative effort, publishing a chapter or article with a faculty advisor as well as presentation activities.

e) Students are required to conduct an original research study for their dissertation that explores a topic relevant to Counseling Psychology. Students are encouraged to conduct research relevant to an urban environment. Recent examples of student topics include: career interventions in urban schools, college retention of minority youth, counseling effectiveness with multicultural clients, trauma issues unique to urban populations.
f) All core Counseling Psychology course work emphasizes the integration of DSK psychological practices, while being organized around the Benchmark Competencies in Professional Psychology as they are operationalized within the SOA’s PWC. Students are expected to demonstrate knowledge about the theoretical and research findings through examinations, papers, and other course requirements. The integration of science and practice will be achieved through successful completion of course work (B or better) as well as a number of other experiences (preliminary exams, research projects, and dissertation defense). Topic areas designed to integrate science and practice include ethics, interviewing, diagnostics, advanced multicultural counseling, intervention and assessment, supervision, and counseling psychology research.

**Background Checks**

Students should be aware that, although it is not a condition to join the program, it has become increasingly common for practicum sites to request that potential practicum students successfully complete a criminal background check at student expense prior to beginning practicum work. It is also University policy to conduct a background check on those individuals hired for an assistantship. You should discuss any concerns you have or anticipate with your advisor and the Training Director.

**Insurance**

Students should be aware that they are indemnified while on practicum placements provided (a) there is an Affiliation Agreement in place between UWM and their practicum site, and (b) they are enrolled in a practicum class. However, the UW system self-insures as it is allowed through WI statute. Therefore there is no dollar amount attached to this coverage. For this reason, and because it is becoming increasingly common for practicum sites to ask their prac students to obtain additional liability coverage, it may be the case that you will need to obtain professional liability insurance. Such coverage can be obtained through professional organizations such as the American Counseling Association and/or the American Psychological Association at minimal student expense.
Admissions Requirements and Procedures
While the program accepts applications from both Bachelor’s and Master’s level individuals, it should be noted that evaluation for entry into the program is a competitive process. The prospective student must initiate an application to the Graduate School. The applicant should indicate the students’ interest in pursuing the doctoral program in the School of Education under the title Educational Psychology with a specialization in Counseling Psychology. Two official copies of all undergraduate and graduate transcripts must be forwarded to the Graduate School. A list of critical dates for applicants is available in Appendix C.

Applicants should contact the Training Director, Doctoral Program, Department of Educational Psychology, P.O. Box 413, University of Wisconsin-Milwaukee, 53201 with questions. While applicants are free to send whatever supplemental materials they wish, all applicants must submit:

**Graduate Record Examination** - A combined percentile score (verbal plus quantitative plus analytical) of 120 on the Graduate Record Exam with neither the verbal nor the analytical percentile falling below the 40th percentile and the quantitative below the 30th percentile. Scores more than 5 years old will not be considered valid. Our 2016-2017 class had average scores of 172 (V), 156 (Q), and 5 (W).

**Grade Point Average** - Undergraduate GPA of 2.85; graduate GPA of 3.5; and a combined (Undergraduate and Graduate) GPA of 6.5. Our 2016-2017 class had average GPAs of 3.6 (UG) and 3.9 (G).

**Statement of Interest**: – Applicants must submit a statement of interest detailing why they wish to pursue graduate work in counseling psychology, why they wish to do so at UWM, and how UWM can help them achieve their goals.

**Resume or Curriculum Vita**: Applicant must submit either a resume or a CV which details their training, their accomplishments, and their academic/work history.

**Letters of Recommendation**: – Applicants must have a minimum of three appropriate (e.g., academic, professional) persons write letters of recommendation.

**Application Deadlines**
Applicants may be admitted one time during the academic year. The application deadline is **December 3, 2018** for Fall 2019 admission. Incomplete applications will not be considered. All on campus interviews will be held on **Wednesday, January 23, 2019**. Students will be notified if they are to be invited for an on-campus interview. Admission decisions will be made by **February 15, 2019**.

**Admission Procedures**

1. Students seeking admission to the Doctoral Program must indicate their intended area of specialization. The application will be reviewed by the graduate faculty of the Counseling Psychology Area in the Department of Educational Psychology.

Counseling Psychology faculty in the Department of Educational Psychology have ultimate admissions authority into the Specialization. Students may undergo a personal interview and are reviewed on the basis of letters of recommendations, academic credentials, GRE scores,
and intended professional goals. Space availability, students’ evidence of commitment to and interest in urban issues, and a match between student interests and faculty expertise also influence admissions decisions. Approximately 6-8 Counseling Psychology doctoral students are admitted each year.

2. Subsequent to admission a student must submit a Program of Studies in Counseling Psychology developed in conjunction with the student’s advisor. Initial approval of the Program of Studies is done at the end-of-year annual evaluation for all 1st year students. Review of the Program continues each year during the evaluation process until graduation.

3. Prior to admittance, or within the first 30 graduate credits after admittance to the Counseling Psychology Ph.D. Specialization, students must complete a research project which culminates in a demonstrable outcome (e.g., Masters thesis, presentation, publishable paper).

Assistantships and Student Support

Funding for doctoral study is always a challenge. Each year the counseling program commits to a developmentally arranged process in which 1st year students are given priority, followed by 2nd year, 3rd year, and so on. Advanced students, farther along in their training and their expertise, tend to be more marketable to outside funding sources while also having a lower course load, whereas 1st and 2nd year students are often less competitive for such positions.

Doctoral students are eligible to apply for research and project assistantships and fellowships through the University of Wisconsin-Milwaukee School of Education and the Graduate School. The doctoral program provides assistantships to approximately 20 students in the School of Education each year; typically about 3-5 students in the counseling psychology program are funded through this mechanism. In addition, the faculty seek other funding which provides for additional student support. Students are encouraged to apply for assistantships by contacting the Training Director and applying at the time of application. Various fellowships and awards are offered through the Graduate School for those who have a financial need and for racial/ethnic minority students. Students may contact the Graduate School, UWM P.O. Box 340, Milwaukee, WI 53201 http://www.graduateschool.uwm.edu/faculty-staff/administrative-financial/assistantships/grad-assistant-policies/#AppendixA for additional information.

Stipends for assistantships above a 33% time include tuition remission. Stipend salaries vary according to type of assistantship (e.g., teaching, research) and type of student (doctoral, dissertator). For example, an academic year (9 month) appointment for a teaching assistantship (2016-2017) is $15,000 for 50% assistantships and $9,900 for 33% assistantship. However, if the student assigned to this position is a dissertator, the salaries increase to $16,595.00 and $10,953.00 respectively. During the 2017-2018 academic year, the following table indicates the type of support given to each cohort of students. Students are eligible for assistantships funded through the School of Education for three years, thus after the 3rd year in the program, students are strongly encouraged to seek assistantships through faculty grants or off-campus sources.
Student support (for those who sought funding): 2018-2019

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th># Faculty Grants</th>
<th># Fellowship</th>
<th># Assistantship</th>
<th># Off campus employment</th>
<th># Not funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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</table>
Program Courses

The APA Standards of Accreditation (SOA) require training and educational experiences which encompass two domains: Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC). Our program addresses the content and minimum levels of achievement necessary for training as a health service psychologist in compliance with the APA standards.

Ph.D. students are required to take

a) 18 credits in psychological foundations (psychophysiology, psychopathology, social psychology, history and systems, learning, individual differences, development). These credits satisfy the majority of your DSK coursework.

b) 21 credits in core Counseling Psychology, with topics covering but not limited to ethics, interviewing, diagnostics, advanced multicultural counseling, intervention methods, assessment, supervision, vocational psychology, social justice, and counseling psychology research. These credits satisfy your PWC course requirements.

c) 18 credits of Clinical Practicum, in which your DSK and PWC knowledge is both integrated and applied within a supervised training experience.

d) 12 credits of Research Practicum, (EDPSYCH 838) enrolled each semester under your Research Team leader

e) 13 credits of Research and Evaluation (quantitative or qualitative methodologies). These credits satisfy your DSK requirements as well as your remaining PWC requirements.

Students must demonstrate an understanding of the broad theories, current and empirical research across these various disciplines. Please see Appendix B for a suggested sample timetable plan for coursework.

Listed below are courses suggested to fulfill requirements in each of the target areas. Recommended courses may be substituted with advisor consultation and approval by the faculty. In some cases, students will want to consult with their advisor to create a concentration in rehabilitation or pediatric (or student-designed), and they may choose courses in the foundational areas that fit that concentration. Courses required for the program are so designated, and may only be substituted with approval by the faculty.

**Goal 1. Training Psychologists who specialize as Counseling Psychologists.**

A. **Psychological Foundations (DSK): The breadth of scientific psychology**

Eight of these credits need to be taken in the Department of Psychology in order to satisfy the requirements for a minor in psychology. (3 credits are needed in each Foundation area [e.g., each course is 3 credits], unless otherwise noted).

- **Biological Aspects of Behavior (required):**
  - PSYCH-854 Behavioral Neuroscience OR PSYCH 727- Cognitive Neuroscience

- **Cognitive Aspects of Behavior (required):**
  - EDPSYCH 631 Cognition: Learning, Problem Solving and Thinking

- **Affective Aspects of Behavior (required):**
EDPSY-814 Cognition and Emotion

**Social Bases of Behavior (required):**
All students will be required to successfully complete either EDPSYCH-833 (Social Psychology of Group Differences) or PSYCH-930 (Seminar in Social Psychology) – these courses are cross-listed accordingly.

**History and Systems of Psychology (required):**
PSYCH-750 History of Psychology

**Human Development (required):**
All students entering with a Master’s degree are to have completed a graduate level course in lifespan human development akin to our EDPSYCH 640 (Human Development). Those who have not, or for those entering with a Bachelor’s degree, this requirement is satisfied by the successful completion of EDPSYCH 640.

**ADVANCED INTEGRATION: (required)**
Students will be required to successfully complete either PSYCH 727 or EDPSY 814 to demonstrate competence in integrating at least two of the DSK.

**B. Counseling Psychology**; the scientific, methodological, and theoretical foundations of professional competence.

All courses are 3 credits unless otherwise noted. Courses with a developmental focus are offered once a year, while more content focused courses are offered every other year. The exception to this rotation is COUNS 860; 3rd year students will register in this class spring semester of that third year in order to work with their Dissertation Chair so as to facilitate the success defense of their dissertation proposal. This means that eventually counseling psychology doctoral students will be enrolled in courses across cohorts, thereby increasing connectivity and mentoring throughout the program. This also means that 3rd year students will be enrolled in two counseling psychology course the final semester of that third year. In courses with multiple cohorts, students are graded according to developmentally appropriate standards, such that first years would be expected to demonstrate the competence “somewhat”, second years would be expected to demonstrate the competence “mostly” and third years would be expected to demonstrate the competence almost always.

Any questions, consult your advisor or the Training Director.

**COUNS-803: Advanced Vocational Psychology**
Advanced vocational psychology, including career theory, the role of work in people’s lives, and the multicultural application of career counseling are covered. Social justice, and the degree to which counseling psychology can be used to advance the lives of individuals, is integrated throughout this course. This is a once a 2-year rotation class.

**COUNS-807: Interventions**
This class covers the major models of psychotherapy, their associated techniques, and the research supporting their use with specific populations. Competencies addressed include intervention planning, implementation, evaluation and the integration of theory and research into practice. This is an every other year rotation class.
COUNS-814: Ethics
This course covers the ethical code of conduct for the American Psychological Association, with an emphasis on application and understanding over memorization. Competencies include awareness of the code, its application and variation, as well as ethical decision making, consultation, and the multicultural role of the code. This is an every other year rotation class.

COUNS-815: Advanced Multicultural Counseling
This course focuses on the application of counseling techniques to individuals of diverse backgrounds, as well as increased self-awareness and knowledge of societal forces which influence prejudice and discrimination across the lifespan. This is an every other year rotation class.

PSYCH 831: Assessment 1
This class covers the psychometric assessment of adults, focusing on the Weschler Adult Intelligence Scale and the Minnesota Multiphasic Personality Inventory while also discussing instruments often seen in clinical practice. Application of the tests to multicultural populations is covered, as are psychometric theory, evaluation of instruments, interviewing, report writing, results integration into therapeutic treatment. This is an every year class offered by the Psychology Department.

COUNS Supervision and Consultation -917:
This class focuses on the development of supervisory skills, including models of supervision, the capacity to build and sustain a supervisory relationship, and the balancing multiple roles. This course is limited to 2nd and 3rd year students.

COUNS-860: Research in Counseling Psychology
The goal of this class is to synthesize the students’ research team experiences over their tenure, as exemplified by the development of a dissertation proposal. Competencies addressed include advanced research skills, scientific and critical thinking, as well as interpersonal functioning, self-assessment, and internalizing professional standards. This is a closed class, offered to the third year cohort.

C. Training in research skills
Students are required to take thirteen credits in research design and methodology. EDPSYCH 724 (prerequisite: EDPSYCH-624 Educational Statistical Methods I) and 626 are required for all students). The four (4) credits in these courses count toward the 13 required credits in this area.

All incoming doctoral students are required to enroll in EDPSYCH 728 Techniques of Educational Research, usually during the second semester of their first year. The three (3) credits for this class count toward the 13 required credits in this area.

However, all students are required to have a background in measurement theory akin to our EDPSYCH 720 Techniques of Educational and Psychological Measurement. Those students without this background must enroll in EDPSYCH 720; the credits of which do not as yet satisfy any of the statistical requirements.

Student participation in faculty research teams is required for a minimum of two years; usually, after two year, students proceed to developing their independent dissertation proposal under the
supervision of their faculty adviser. Research teams are the primary method through which students are trained in the actual activates of empirical productivity. Accordingly, students are required to enroll in EDPSY-838 (Research Practicum) for each semester they are involved in faculty research. These credits of EDPSY 838 do not count toward the satisfaction of the statistics requirements.

Six credits in quantitative or qualitative research tracks are also required, and may be satisfied by two (2) of the following courses (all are 3 credits, and are offered on a rotating 2-year basis).

- EDPSYCH-824 Educational Statistical Methods III
- EDPSYCH-820 Multiple Regression and other General Linear Models
- EDPSYCH-821 Psychometric theory and Practice
- EDPSYCH-823 Structural Equation Modeling
- EDPSYCH-826 Analysis of Cross-Classified Categorical Data
- EDPSYCH-827 Survey Research Methods in Education
- EDPSYCH-829 Method of Uni- and Multidimensional Scaling
- EDPSYCH-922 Seminar in Measurement and Evaluation
- EDPSYCH-929 Seminar in Statistics and Research Design
- CURR 729 Qualitative Research and Field Studies in Educational Settings

**Entering with a Baccalaureate Degree**

The sequence of courses noted above is delineated for students entering the program with a master’s degree in counseling. Students entering with bachelor’s degree must also complete the following courses, or the equivalent:

1) COUNS-710 Theories of Counseling
2) COUNS-711 Foundations of Career Development
3) COUNS-714 Essentials of Counseling Practice
4) COUNS-715 Multicultural Counseling
5) EDPSY-720 Techniques of Educational and Psychological Measurement
6) COUNS-751 Psychopathology
7) COUNS-800 Group Counseling
8) COUNS-820 Clinical Appraisal and Decision Making
9) COUNS-970 Practicum
10) EDPSYCH-624 Statistics
11) EDPSYCH-720 Techniques of Educational and Psychological Measurement
12) EDPSYCH-640 Human Development

Students entering with a Master’s Degree must also have had these courses, or their equivalent lest they be required to take them after entering the doctoral program. Please see Appendix G for your checklist regarding required Master’s coursework.
Milestones of Doctoral Study

Below are highlight of the program of which students need to be aware. Students are also recommended to consult the Graduate School documentation regarding the milestones of their matriculation though a doctoral program for information regarding doctoral committees, applications for graduation, and timelines for the submission of their dissertation.

http://www.graduateschool.uwm.edu/students/current/doctoral/

Practica

In accordance with the ASPPB guidelines for practicum experience (October, 2008), UWM provides an organized, sequential, and increasingly complex set of training opportunities designed to help our students achieve the associated program aims and competencies. In addition, practicum training is designed to help prepare our students for pre-doctoral internship in an increasingly competitive environment.

Three years of formal practicum experiences are required of all students, and consist of eighteen (18) credits over six consecutive Fall-Spring semesters (summers optional, but those taking prac hours in summer must register for class for insurance purposes, or obtain their own liability coverage). The first semester of the first year is considered a pre-practicum experience, in which students are introduced to the practicum process here at UWM and their site procedures while also being evaluated as to their developmental level regarding the competencies stressed by the program. The hours requirement for this pre-practicum experience is lower than for the remaining

Students are encouraged to complete a minimum of 1500 hours of practicum prior to internship. This includes the first year first semester pre-prac (+/-100 hours), the second semester of the first year (250 hours) and the remaining two years (Fall/Spring 300 hours each X 2 years = 1200). Students entering the program directly from the baccalaureate degree must complete a semester of Practica (3 credits; COUNS-970) prior to entry into the doctoral level practicum (COUNS-975). At least one doctoral practicum site (1 year) must provide students with experience in working with multicultural and/or urban populations.

Using data collected from applicants and from internship training directors, research regarding practicum training hours indicates that the mean intervention/assessment hours for applicants applying to university counseling centers is 875 with a range between 590 and 1277. Total practicum site hours ranged from 1571 to 2905 with a mean of 2153. Due to the increasing competition for internship match placement, our program recommends that students acquire a minimum of 750-1000 direct contact (intervention and assessment) hours prior to internship application. A recent match statistic (2015) indicated that the mean reported doctoral intervention hours on the AAPI were 666 with a standard deviation of 311. Mean reported doctoral assessment hours were 216 with a standard deviation of 189. More information about match statistics can be found on the APPIC website: http://appic.org/Match/Match-Statistics.

All students, at the beginning of each year, are required to submit a narrative Plan for Practicum, in which they detail their goals for the practicum and how it fits within their training/professional goals. This Plan will be submitted to the instructor as well as to the Training Director, for approval.

Supervision during these practica is a two-fold process. First, group supervision, provided by counseling program faculty, occurs on campus – typically Wednesday mornings. Second, on-site supervision must be weekly meetings (an hour each week) with a doctoral level licensed
psychologist who not only oversees the work being done by the students but has the ability to intervene in the case of emergency.

Summer supervision arrangements, as well as those involving advanced students, are made in conjunction with consultations between advisors and the Training Director.

**Preliminary Examinations**

Your preliminary examinations currently consist of a portfolio, described in Appendix J. Be aware: the process described is subject to continued revision, of which you will be apprised. This happens at the end of summer after the 3rd year (deadline usually early August).

**Defense of the Dissertation Proposal**

All students, prior to taking their preliminary examinations and applying for internship, must successfully defend their dissertation proposal before their doctoral committee. Document preparation and meeting scheduling are handled in consultation with advisors. The deadline for this defense is the week following the final exams of Spring semester third year.

Please be aware that most faculty require at least a two-week window to read and comment on a dissertation, so schedule your work with your advisor that third year accordingly. There is no presumption of passing the proposal defense, and waiting until the last minute often makes it difficult for students to schedule meetings and appointments.

**Internship**

All Ph.D. students must complete an internship – it is the responsibility of the student to develop their application and secure an internship. All students are expected to go through the APPIC internship match process and secure an APA accredited internship placement. Non-accredited internships do not satisfy this requirement, pursuant to APA’s Resolution on Accreditation for Programs that Prepare Psychologists to Provide Health Services, adopted July 31st, 2013. Students may not apply for, develop, or accept a non-accredited internship.

The internship is the last phase of the Ph.D. program in Counseling Psychology. It combines previously developed competencies with new competencies gained under the internship. The internship takes place after course work and Practica have been completed. The internship begins when the intern has displayed proficiency/competency in a set of content areas previously established by the training program as necessary prerequisites for the internship, such as psychological foundations, knowledge of urban and multicultural competencies and research skills.

The internship occurs on a full-time basis over one year or half-time for two consecutive years. A minimum of 2000 clock hours is required. Students must maintain a relationship with the university in the form of enrollment over the academic year (Fall/Spring) throughout this process. For students still working on their dissertation, this consists of 3 dissertator credits each semester. For students who have finished their dissertation, this consists of 1 dissertator credit per semester.

Fourth year students are asked to meet with Counseling Faculty (mid-October) at an Internship Readiness Evaluation in order to determine if they are ready for internship, based on an evaluation of their competencies and clinical skills, in obtaining an internship. Midway through the Fall semester of their fourth year, subsequent to successful passing of preliminary examination, defense of a
dissertation proposal, and admission to doctoral candidacy, students who plan to apply for internship will be evaluated by the Counseling faculty as to their readiness. Students are asked to submit their responses to several of the AAPI essays, and respond to questions about their essays during a mock interview. They are given feedback on their interview and the faculty vote on the student’s readiness to apply for internship and develop a summary of the student’s competency strengths and challenges for the Training Director to use in the student’s AAPI.

The counseling psychology program abides by the Expectations for Internship Eligibility, adopted by the Council of Counseling Psychology Training Programs, February 9, 2013. To wit:

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

We have enjoyed great success in matching our students with approved internships. Since 1999, there have been 87 students who have gone through the matching process, and 82 of them received approved APA or APPIC placements. This is an overall match rate of 93%.

**Dissertation**

Students are required to complete a dissertation on a topic appropriate for counseling psychologists, and related to urban settings. Students may consult the Graduate School guidelines on dissertations. Topics are developed in conjunction with their advisor.

Students must pass an oral defense of their dissertation proposal prior to the preliminary qualifying examinations and before approval will be issued to begin the internship application process. Again,
this typically occurs at the end of the students’ third year – the overall deadline for approval to be issued for internship application is September 1. Students are required to apply for dissertator status after they have completed these prelims and this oral proposal defense. Subsequently, they must apply for (and be approved) dissertator status and maintain enrollment in three (3) research credits until the dissertation is successfully defended and completed. At this point, students can register for 1 credit per semester (usually while on internship), until graduation.

**Licensure**

While not under the auspices of the Counseling Psychology program, upon completion of the coursework, dissertation, and internship, newly minted Ph.D.’s are expected to work toward licensure to practice psychology in their expected state of residence. Guidance in this process is offered by advisors as the student’s program draws to a close, but be clear: licensure is a post-degree process. Each region in which you choose to be licensed may have distinct or additional requirements. In the State of Wisconsin, for example, and current as of this edition of our Handbook, license to practice requires 1500 hours of supervised pre-doctoral clinical experience (usually in the form of an APA-accredited internship), as well as 1500 supervised post-doctoral clinical experience, successful performance on the Examination to Practice Professional Psychology (EPPP) and both the State of Wisconsin Ethics and Laws written exam and verbal interview.

Generally, licensure falls under the purview of the state Psychology Board, whose mission it is to protect the public in its relationship with psychologists by gatekeeping the professional practice of psychology. It is the State Board which will review your credentials, approve your experiences, allow you to take the EPPP, and administer the state exam. Details of state-specific requirements can be found on the website of respective state’s Department of Regulation and Licensure. For the State of Wisconsin, this information can be found at http://drl.wi.gov/index.htm

For additional information regarding the licensure process, contact The Association of State and Provincial Psychology Boards (ASPPB), which is the umbrella organization of psychology licensing boards charged with overseeing the process. For a review of state-specific requirements, consult: http://www.assessmentpsychology.com/states.htm

The program has an excellent record with regards to graduates successfully obtaining a license to practice psychology. Recent records released by ASPPB, for example, indicate that the average raw score on the EPPP obtained by our graduates was 154, which roughly translates to a scaled score of 570 (where 500 is required to pass). Of those graduates seeking licensure, 95% of them successfully complete the process.


**Student Evaluation**

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know – at the outset of training – that their faculty, training staff, and supervisors have a professional and legal obligation to: (1) evaluate the interpersonal competence of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future professional relationships (e.g., client, collegial, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, behavioral, interpersonal, technical, and/or ethical) that interfere with professional competence to other programs, the profession, employers, or the public at large.

For purposes of the Counseling Psychology training program at the University of Wisconsin – Milwaukee, and adopted from the final report (2006) of the American Psychological Association’s Task Force on the Assessment of Competence in Professional Psychology (http://www.apa.org/ed/resources/competence-report.aspx), competence can be considered “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (Epstein & Hundert, 2002, p. 227), in large measure dependent on “habits of mind, including attentiveness, critical curiosity, self-awareness, and presence” (p. 227).

Competence connotes the capability of critical thinking and analysis, the successful exercise of professional judgment in assessing a situation and making decisions about what to do or not do based on that assessment, and the ability to evaluate and modify one’s decisions, as appropriate, through reflective practice. These actions, which require public verification, must be executed in accord with ethical principles, standards, guidelines, and values of the profession (Rodolfa et al., 2005). In this regard, competence refers to the professional’s overall suitability for the profession, which is a reflection of the individual’s knowledge, skills, and attitudes and their integration. Competence is both developmental and incremental in that what is expected of the professional differs depending on the individual’s stage of professional development and subsequent functioning. Additionally, competence is context-dependent, specifically meaning that different competencies, aspects of each competency, and execution of each competency varies depending on the setting.

Related to competence, competencies may be conceptualized as complex and dynamically interactive clusters of integrated knowledge of concepts and procedures, skills and abilities, behaviors and strategies, attitudes, beliefs, and values, dispositions and personal characteristics, self-perceptions, and motivations that enable an individual to fully perform a task with a wide range of possible outcomes.

Therefore, within a developmental framework and with due regard for the inherent power differences between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements in accordance with our Benchmarks and the minimum levels of achievement (see Appendix I). These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g.,
knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds and histories): (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in constructive processes in order to resolve problems/issues).

Six clusters provide the overarching structure for the Benchmarks. Within these clusters, 16 core competencies are nested, each of which contain several essential components with corresponding developmental descriptors, behavioral anchors, and minimum levels of achievement delineated for each of the three stages in the education and training sequence (readiness for practicum, internship, and entry to the profession).

1) **Professionalism:**
   - Professional Values and Attitudes
   - Individual and Cultural Diversity
   - Ethical, Legal Standards and Policy
   - Reflective Practice/Self-Assessment/Self-Care

2) **Relational:**
   Relationships

3) **Science:**
   - Scientific Knowledge and Methods
   - Research/Evaluation

4) **Application:**
   - Evidence-based Practice
   - Assessment
   - Intervention
   - Consultation

5) **Education:**
   - Teaching
   - Supervision

6) **Systems:**
   - Interdisciplinary Systems
   - Management/Administration
   - Advocacy

Students undergo a number of ongoing evaluations to monitor their academic progress. Several of the major evaluation feedback mechanisms that exist include:

- Annual student evaluation and feedback
- Competencies in practicum (4X a year)
- Preliminary qualifying examinations
- Dissertation proposal defense and eventual defense of written dissertation
- Research activity, Overall GPA

**(a) Annual Student Evaluation**

Students will be evaluated at the end of each year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practica experiences, research and thesis/dissertation progress, and interpersonal competencies will be used.
Students will fill out an Annual Report of Student Progress form each year for the Counseling Psychology program (See Appendix A). Students will also complete a self-evaluation on the Benchmark Competencies, the specific Interpersonal Competencies, as well as a self-ranking on the program’s Goals and Objectives. These documents are to be submitted each May. Counseling Psychology faculty formally review each student, and evaluate the student’s academic and professional progress at the end of the spring semester – typically early June. Students are informed of the date on which evaluations are discussed by faculty. The student may request to be present at a meeting of the faculty to present their progress report or to address areas of self-evaluated weakness.

New doctoral students are also evaluated at the mid-point of their first academic year. This evaluation is the same as the end of the year evaluation, with a specific eye toward evaluating the student on the developmental path toward benchmark competencies. Further, at the end of the year eval new first year doctoral students must complete a benchmark competencies task in the area of Professionalism, the product of which will be considered in the course of their evaluation.

Counseling Psychology Faculty provide the students with written evaluation of their progress towards the doctoral degree. Student evaluations and feedback letters are placed in the student file. For discussions of the consequences associated with unsatisfactory performance, please see the section on remedial procedures.

Evaluation Criteria

Examples of the criteria on which students are evaluated include, but are not limited to:

1)  Courses Completed: including grades, number of incompletes, learning experiences or personal products
2)  Practice: including application of work in courses, progress towards practicum competencies, internship and experience with multicultural populations.
3)  Research and Writing: including research team involvement, progress towards thesis/dissertation, or other extracurricular writing experiences
4)  Conferences & Workshops: including all professional conferences or meetings attended (local, state, and national).
5)  Presentations given: including topics, dates, and occasions of presentations made at professional meetings, conferences.
6)  Other Professional Activities: including significant educational activities, such as committee work, manuscript reviewing, or professional memberships not covered in other areas.
7)  Articulation of professional goals for next 12 months in multicultural competencies, research competencies, and academic work.

Criteria for Maintaining Satisfactory Status

Students are evaluated in each of these categories, and their progress is judged as exceptional, satisfactory, or unsatisfactory. Counseling Psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. In addition to the Benchmark Competencies (see Appendix I) and their minimum levels of achievement, the following behavioral anchors are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty members look for excellence in scholarship, research potential, and professionalism as well as the behavioral anchors described in the competencies evaluation document provided in the appendices of this Handbook.
Exceptional:

Student has completed course work in a timely manner with high grades (A or A-). Student has submitted articles for publication or proposals for presentations.

Student has been actively involved with research team projects in addition to his/her own thesis/dissertation projects.

Student’s practicum competency evaluations are demonstrated “mostly” (3) or “almost always” (4)

Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.

Student is an active member of Division 17 of the American Psychological Association.

Student has attended a national conference/meeting, and has participated with either joint or sole presentation.

Professional goals statement is clear, specific, and purposeful.

Satisfactory:

Student has completed course work in a timely manner with at least a B+ average.

Student has received at least “somewhat” (2) on competency evaluations

Student has participated on a research team.

Student has made adequate and timely progress on thesis/dissertation or exams (preliminary exams or oral dissertation defense).

Student has attended a local, state, or national conference/meeting.

Student is a member of American Psychological Association (APA) Division 17.

Student has submitted professional goals statement.

Unsatisfactory Progress:

Student has not maintained a B average (less than 3.0 on a 4.0 scale).

Student has received 1 on competency evaluations

Student has minimal or no attendance on a research team.

Student has not submitted any proposal for presentations.

Student is not a member of APA Division 17.

Student has not submitted a professional goals statement.

Student has not made adequate progress on thesis/dissertation or exams (failed preliminary exams or oral dissertation defense).

Student has not been enrolled in her/his program of studies during the past semester.

Students are expected to enroll in at least three credits to remain active in the Counseling Psychology program.

Feedback to Students

Faculty in the Counseling Psychology area review student annual reports and evaluate the progress of every student in the Ph.D. program on a yearly basis at the end of the spring semester. Students may be present during the meeting when their progress is being considered and they may provide verbal support of their materials if they so request. Written letters detailing the evaluation results will be sent mid-summer from the Training Director. Students are required to meet with their advisor at the end of each year to discuss their progress reports. First year students are required to meet with the Training Director at the end of their first year. First year students should know that they are also informally evaluated at the end of the first semester and will receive any feedback needed to improve performance for the rest of the year.
Students also receive feedback on the quality of their preliminary examination (oral and written), on their proposal hearing for their dissertation, and for the oral and written presentation of their dissertation (most commonly from their adviser). Each of these benchmarks provides an opportunity for students to receive guidance and feedback from their major professor and other committee members.

**Student Feedback to the Program**

During the spring semester of each academic year, students will be given an opportunity to provide feedback to the program. The evaluation will be anonymous and will entail students’ reflections on the program and faculty’s implementation of the program aims, competencies, and minimum levels of achievement. In addition, student focus groups will be conducted to solicit student feedback about the program. Facilitators of the focus groups will summarize student feedback in an anonymous fashion, and present the results to the faculty. The faculty reviews the results of the program evaluation and focus groups, and makes modifications to the program as necessary.

**Academic Misconduct**

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

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

An instructor who believes a student has engaged in academic misconduct first discusses the matter with the student. Following the meeting, if the instructor concludes that misconduct occurred, the instructor might impose a sanction of reprimand, a repeat assignment, lower or failing grades for the assignment or course, or removal from the course. Course-related and any other (i.e., research-related) allegations of academic misconduct will be reviewed by the Program faculty; further actions by the Program faculty could include dismissal from the program. All sanctions may be appealed to a hearing committee.

**(b) Program of Studies**

All students are required to submit to their advisor a Program of Studies as part of the annual evaluation process. This Program details the courses you have taken (or will take) as well as how they fit within the Ph.D. requirements and professional goals.
(c) Practicum Competencies: Competency Checklists

Checklists related to the knowledge and skills targeted for Practica are used to determine the ‘match’ between training priorities and achieved competencies by students. It is completed by the field-based supervisors to monitor students’ progress (Appendix D).

As has been stated, within a developmental framework and with due regard for the inherent power differences between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements.

(d) Competency Benchmarks

As the profession of counseling psychology is moving toward the establishment of competency required of students at the three main levels of training – entry into practicum, entry to internship, and entry to the profession, the counseling faculty have developed checklists related to each standard. This Benchmarks document (see Appendix I) includes behavioral anchors so as to aid the student in understand what is expected of them as they matriculate through the program.

As has been stated, within a developmental framework and with due regard for the inherent power differences between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements.

(e) Plan for Practicum

As stated earlier, each student will be required to submit to their advisor, to the instructor of the practicum class, and to the Training Director, a narrative Plan for Practicum in which they detail their goals for the prac experience as well as how it fits into their long-term short-term professional goals.

(f) Preliminary Examinations

Your preliminary examinations currently consist of a portfolio, briefly described in Appendix J. Be aware: the process described is subject to continued revision. This happens at the end of spring semester 3rd year (deadline usually early August).

(g) Dissertation

As was stated earlier, students are evaluated on their research skills/competencies by passing an oral preliminary defense of their dissertation proposal by the end of their third year and prior to beginning the application process for internship. Ultimately, they will orally defend their eventual dissertation.

(h) Overall GPA

Students must maintain a 3.0 average (4.0 point scale) throughout their program of studies. Students who obtain less than a B in any given class may be required to repeat course work. PLEASE NOTE: Incompletes are given only under exceptional circumstances at the Professor’s discretion; the course must subsequently be completed within one (1) semester. After this time period passes, the “I” becomes a Permanent Incomplete and will not count towards graduation, thus must be taken again.
**Doctoral Committee Composition and Procedures**

It is the student’s responsibility and choice to determine membership of his/her doctoral committee. The committee consists of four members and may contain no more than two faculty members from Counseling Psychology, exclusive of the major advisor. It is required that one member of the committee must be selected from outside the School of Education but part of the UWM faculty. All members are selected in consultation with the major professor.

All members of the student’s Doctoral Committee must be members of the University of Wisconsin-Milwaukee Graduate Faculty. However, upon petition to the Dean of the Graduate School and the Department of Educational Psychology, it is possible to have one member of the committee who is not a member of the University of Wisconsin-Milwaukee Graduate Faculty. Retired faculty members may serve as Committee members (but not chair) with the permission of the Dean of the Graduate School and the Department of Educational Psychology. If a student wishes to appoint an external member, appoint a retired member, or retain a newly retired member, they should send a letter of request to the Department of Educational Psychology. After selection of part and/or all of the committee members the student must notify the Department of Educational Psychology.

Any membership change in a students’ Doctoral Committee, from the point where preliminary exams are scheduled through the final approval of the dissertation, must be initiated by the faculty member involved as well as countersigned by both the Major Professor and student. The Department of Educational Psychology will not approve Committee changes that violate this rule.

The Counseling Psychology Specialization requires that students work with their Major Professor when selecting committee members, and at least one other Counseling Psychology faculty should serve as a member.
Competency Reinforcement

Identification and Verification of Problems Requiring Reinforcement of Competencies, Remediation and/or Dismissal

Difficulties with the development of competencies, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student’s progress takes place annually during the portfolio review, which is described in the “Student Evaluation” section of this Doctoral Student Handbook. This section discusses how the Counseling Faculty respond throughout students’ matriculation through the program. Specific steps, including the process for student appeals, are also discussed.

Informal Identification of Problems

In addition to problems identified during the annual evaluation, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible impairment or problematic behavior has been identified, the faculty of the Program meet with the student to review the evaluation, and to determine whether a problem actually exists. This discussion can take place in the context of the annual review process, or during the semester at an Counseling Area meeting. In addition the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
• Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?

• What was the frequency of this behavior?

• Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?

• Has the feedback regarding the behavior been documented in any way?

• How serious is this behavior on the continuum of ethical and professional behavior?

• What are the student’s ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

• The student does not acknowledge, understand or address the problematic behavior when it is identified.

• The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.

• The quality of service delivered by the person suffers.

• The problematic behavior is not restricted to one area of professional functioning.

• The behavior has the potential for ethical or legal ramifications if not addressed.

• A disproportionate amount of attention by training personnel is required.

• Behavior that does change as a function of feedback.

• Behavior negatively affects the public image of the agency or the university or the training site.

After the initial meeting with the student, the faculty will meet to determine whether problematic behavior exists. If the faculty determines that there is a problem, they will decide at what level intervention is required. The first level is an Instructional Letter, detailing to the student and the advisor, the nature of the issue and steps that should be taken in order to address the problem.

The second level involves a Remedial Letter, in which a written plan for remediation or a recommendation for dismissal is presented. In the case of this level, a meeting will be scheduled with the student to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student’s recommendations in developing their own recommendations. The student’s advisor or mentor, using the Student Performance Remediation Cover Sheet that immediately follows this document (Appendix E), will document the plan.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the Performance Remediation Cover Sheet (Appendix E) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within
three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty’s
decision, he or she may follow the appeal procedures outlined in the UWM Student Handbook.

Regardless of the outcome of the feedback meeting, the student’s advisor or mentor will schedule a
follow-up meeting to evaluate the student’s adjustment to the review process, and recommend
potential sources of guidance and assistance when necessary.

Remediation Procedures
The remediation process will follow the written plan detailed in the Remedial Letter, which must
include scheduled review dates and target dates for each issue identified. Examples of actions that
may be included in the remediation plan are an increase in didactic instruction, a decrease in course
load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or
faculty advisement, and/or a leave of absence. Progress must be reviewed at least once every
semester for the fall and spring semesters, at least two weeks before registration. Additional reviews
may be scheduled as necessary. After each review, a copy of the current Remediation Plan including
student comments and faculty signatures must be filed in the student’s portfolio. If faculty view
progress against targets as insufficient, they may recommend either a change in the remediation plan
or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Procedures for Student Difficulties
There are a number of methods that are in place to assist students who are experiencing difficulties.
These include:

a) Students who experience trouble in their clinical placements (e.g., practicum or internship)
receive an opportunity to improve their skills and to develop a plan of action in order to
improve.

b) When students meet with their major professor to review their annual progress in the program,
they develop goals for the coming year. If students are struggling, the goals will specifically
address ways to improve.

c) Students who earn less than a B (B- or less) in major course work must retake these courses to
ensure that the content is mastered.

Unsatisfactory Student Progress
While every effort is made to prevent problems from occurring, if student progress is not
satisfactory, the Counseling Psychology program faculty may choose to recommend dismissal from
the program.

Students may be recommended to be dropped from the Ph.D. program under the following
conditions:

1. Student has received Unsatisfactory Student Evaluations for two years.
2. Student has failed to maintain active status (enrolled in less than 3 credits per semester)
without prior approval.
3. Student has not maintained a B average.
4. Student has not passed preliminary examinations or has failed their oral dissertation defense.
   Students may be given a second opportunity to pass preliminary exams or dissertation
defense; however, this is at the discretion of the doctoral committee and Major Professor.
Satisfactory Academic Progress
The Ph.D. Program in Counseling Psychology is designed so that it can be completed within four years of full-time study and a full year of internship. Students are strongly encouraged to keep on schedule. Should the faculty determine that a student is having difficulty doing so, they may take one of the following steps. Students may be placed on Counseling Psychology Probation, required to submit a Plan of Action to deal with their progress issues, meet more frequently with their Advisor, or engage in other actions as deemed appropriate by the Counseling Psychology faculty.

Unacceptable Performance in Clinical Training
While rare, there are occasions when a student’s performance in the clinical training component of the Counseling Psychology program is unacceptable or inadequate even though the student’s academic course work may be acceptable or even exemplary. While the previous section discussed how problems are defined, monitored, and responded to, the following policy is intended to cover all instances of unsatisfactory progress in the development, acquisition, and application of clinical counseling skills. In essence, when formal problems are observed and the methods discussed previously have not been effective, this process begins.

In response to unsatisfactory evaluations, the following steps will be followed:

1. **STEP 1**: The faculty course instructor or site supervisor will notify the Counseling Psychology Program Director.

2. **STEP 2**: The Counseling Psychology Program Director will notify the student in writing that a review is being conducted.

3. **STEP 3**: The student will be offered the opportunity to submit a written response to the unsatisfactory evaluation.

4. **STEP 4**: The Counseling Psychology Faculty will meet to discuss the problem and review written assessments.

5. **STEP 5**: One of the following actions is available:

   a. Formal acknowledgment and awareness of the problem; no further action required.
   b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
   c. Student is suspended from all clinical activities for a specified period of time. Written notification provided to student and Counseling Psychology faculty meets to review the situation. Remedial library research, course work, and reflection pieces may be required.
   d. If no improvement by student is demonstrated, he/she may be continued on probation or suspension and/or removed from the program by a unanimous vote of the Counseling Psychology faculty and after a careful review of the student’s materials and other relevant evidence.

Because probation or suspension are academic matters, students have the right to appeal the decisions of the Counseling Psychology faculty at any point by utilizing the **Graduate Student Appeal/Grievance Procedure** described below in the **Academic Appeals** section (pp 29-30).
Ethical Violations

The Counseling Psychology program sets high standards for ethical behavior. Students are given direct instruction on ethical behavior, as well as guiding ethical research and practice.

The Counseling Psychology program at the University of Wisconsin-Milwaukee teaches students the value of scientific and ethical responsibility in the Proseminar in Counseling Psychology. This block area instructs and evaluate students in ethical standards of psychologists, standards for providers of psychological services, standards for educational and psychological tests, and ethical principles in the conduct of research with human participants. Students must demonstrate competency in knowledge of professional codes of ethics and their role in professional practice, ethical decision-making skills, and legal issues.

Ethical conduct in psychological research is also included as a component of the Proseminar, and in research teams. Ethical behavior is expected and evaluated in practicum and internship experiences. During case presentations, ethical issues are discussed, and ethical decision-making is modeled and learned by students.

Any student found in violation of ethical standards is subject to the following policy. The policy is intended to cover all instances of ethical violations. Counseling faculty reserve the right to act preemptively in order to protect client safety. Furthermore, depending on the nature of the violation, additional steps may occur. For example, formal charges of academic misconduct are often handled between the Instructor, the Student, and the Graduate School. As such, the Counseling Faculty may not be brought into the process until some steps have been handled by those outside parties.

In response to a complaint of violation of ethical standards or professionally inappropriate behavior of a student, the following steps will be followed:

1. **STEP 1:** The faculty member who has become aware of an ethical violation will meet with the student to discuss the matter. The faculty member will suggest changes in behavior, and will document the meeting.

2. **STEP 2:** If following the meeting, in the faculty member’s judgment the student’s behavior constitutes a violation of APA ethical guidelines or standards, the faculty member will notify the student’s advisor, the Counseling Psychology Training Director and the student, in writing. The letter will consist of the specific incident and the ethical standard(s) that have been violated. The Training Director will notify the student in writing that a review is being conducted.

3. **STEP 3:** The student will be offered the opportunity to submit a written response to the alleged violation and the outcome of the initial meeting.

4. **STEP 4:** The CP Faculty will meet to discuss the problem and review the allegation.

5. **STEP 5:** One of the following actions is available (and the University and the Graduate School have at their command additional actions – see the Graduate Student Handbook):
   a. Formal acknowledgment and awareness of the problem; no further action required.
   b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
   c. Student is suspended from all activities for a specified period of time. Written notification provided to student and CP faculty meets to review the situation.
   d. Removal from the program by a unanimous vote of the CP faculty and a review of the student’s materials as well as other relevant evidence.
**Policy on the Retention and Remediation of Students**

I have read and fully comprehend the Policy on the Retention and Remediation of Students.

Signature: _________________________________________________________

Signature of Student: Date:__________________

Please photocopy this page and return the signed copy to Dr. Nadya A. Fouad, Director of Clinical Training by the first day of classes for the Fall 2018 semester.

**Objective**

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their doctoral education.

**Introduction**

As described in this Doctoral Student Handbook, the overarching goal of the Counseling Psychology Ph.D. Specialization is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described in detail in this Doctoral Student Handbook.

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

**Definitions**

**Insufficient Competence** is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

**Incompetence** is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.
**Ethical Misconduct** is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2002, revision 2010) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts that all unethical behaviors are reflective of impairment, whereas problematic behaviors may involve other aspects of professional behavior that may or may not result in unethical behavior.

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

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Problematic Behaviors** refer to a student’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client’s diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status [Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296].
Appeal and Grievance Procedures

Students enrolled in the Counseling Psychology Ph.D. Specialization are governed by the rules and regulations of The Graduate School and the policies, procedures, and guidelines approved by the Department of Educational Psychology. Depending on the nature of the student grievance/complaint, appeals are made either to the appropriate faculty member in the Department of Educational Psychology, the Director of Training, the Counseling Area, or to the Graduate School.

Informal Grievance Policy and Procedure

The faculty of the Counseling Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002, revision 2010), the faculty strives towards the highest ethical behavior in our conduct towards students and in the delivery of the program. This is guided, in particular, by the Principle A: Beneficence and Nonmaleficence (benefiting students, safeguarding their welfare, and being alert to how our actions may affect them), Principle B: Fidelity and responsibility (uphold standards of conduct, accept responsibility for our behavior, and avoid conflicts of interest) and Principle E: Respect for People’s rights and dignity (taking special safeguards to protect the rights of students, and respecting cultural and individual differences). We also are guided by Ethical Standards 3.01 (Unfair discrimination), 3.02 (Sexual Harassment), 3.03 (Other Harassment), 3.04 (Avoiding Harm), 3.05 (Multiple Relationships), and 7.01 (Design of Education and Training Programs). Furthermore, ethical standard 7.01 stipulates that the faculty “takes reasonable steps to ensure that programs are designed to provide the appropriate knowledge and proper experiences…” (p. 10).

We strive to make all student-faculty interactions collegial and respectful. However, inherently, students and faculty have differences in power and student-faculty interactions in a doctoral program include evaluations of student performance and conduct. Students and faculty members may encounter interpersonal interactions that are difficult and that may described as disrespectful or uncollegial. The following steps are provided as a guide for students to follow in informally resolving the situation.

**Step 1.** We encourage students to remember that as psychologists, they will frequently be in situations where they will engage in uncomfortable discussions. We highly recommend that students follow the first step outlined for informal resolution by the APA Code of Ethics, and “attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate.” (APA, 2002, p. 3). Thus, students are encouraged to directly approach the student or faculty member directly to discuss the situation or issue.

**Step 2.** There may be situations, though, in which students are not comfortable approaching the faculty member or student. Students may then consult with their advisor and/or the Director of Training (DOT) to discuss the situation and to help develop alternatives. Students may choose not to seek action at that point, but feel that the situation is resolved with the acknowledgement of their concerns.

**Step 3.** If the student wishes to take actions, the first action step may include the faculty member and/or DOT seeking a consultation. This consultation may be between the DOT and faculty member or student in question and include the originating student to attempt to resolve the situation.
Step 4. If Step 3 does not result in a resolution, the student may present the situation to the Counseling Area for resolution.

Students should know, however, that because faculty members and DOT have primary obligation to creating a safe environment for all students, the student’s concern may be brought to the Counseling Area Faculty for discussion. If this occurs, the student will be informed, and all possible anonymity will be preserved, and all possible care will be taken to prevent retaliation or consequences.

Academic Appeals

A graduate student who receives an unsatisfactory decision in an academic matter (e.g., grades, dropping a course, unsatisfactory progress, removal from field placement, class, the Program) shall have access to the appeal/grievance procedures of the Department of Educational Psychology. Appeals are normally made to the appropriate authority within the department, school, or college in where the decision was made. As dean of the school administering graduate programs, the Dean of The Graduate School and Research is the final authority in receiving all appeals.

All requests for an appeal hearing should state in writing the exact nature of the appeal and should include all supporting documentation. Students must observe the following sequence:

1. **STEP 1:** The student appeals in writing, with supporting documentation included, to the faculty member or faculty/staff body responsible for making the initial decision within 30 working days of the action which prompted the appeal/grievance. If requested by the student, the faculty member or body provides the student with a written statement of the reason for the adverse decision.

2. **STEP 2:** If the Step 1 decision is unsatisfactory to the student, the student may, within 10 working days from the date of that decision, appeal to the Department Appeals Committee (Administrative Committee). The student must present to this body, in writing, evidence and supporting documentation. A written report of the decision on the appeal is provided by the Department Appeals Committee to the student, to the faculty member/staff or body responsible for the initial decision, and to the Director of Graduate Student Services, The Graduate School.

3. **STEP 3:** If the Step 2 decision is unsatisfactory to the student, the student may, within 10 working days from the date of that decision, appeal to the Dean of The Graduate School and Research. All documentation must be forwarded to the Director of Graduate Student Services. The Director reviews the case and forwards the supporting file with a recommendation to the Dean who makes the final decision. The Dean may seek the advice of the Dean’s Committee on Graduate Studies in making final decisions in appeals/grievances.

Appeals to the Graduate School

The rules and regulations of The Graduate School include those which govern the administration of the program. Among the rules which may be appealed to The Graduate School are course overloads, transfer of off-campus courses, late registration, extension of time limits, and late add/drops. Appeals of rules and regulations which fall within the purview of The Graduate School are to be addressed to the Director of Graduate Student Services. The nature of the appeal and substantiating reasons must be included on the form. The appeal must be supported in writing by the appropriate faculty/staff member and be signed by the Chair of the Department of Educational Psychology, the designated graduate program representative.
Legal and Ethical Procedures

As has been mentioned, students enrolled in the Counseling Psychology Ph.D. specialization are governed by the laws of the State of Wisconsin, as well as by the Ethical Guidelines and Code of Conduct (APA, 2002, revision 2010). The purpose of this section is to clarify those areas in which, while working with clients, students may find themselves interacting with these systems as well as to articulate procedures that must be followed if those situations occur. Our goal is to be clear as to the policies that should be followed, as well as to ensure that students who encounter these situations are professionally and personally supported by the University, the Department, and faculty.

Duty to Warn
A formal “duty to warn” exists when a client has expressed an intention to harm someone else—such as their spouse, their children, or a coworker. More specifically known as the “duty to protect” these situations require the breaking of confidentiality (WI 51.15) in order to warn (protect) the threatened individual. Essentially, the student in working with the client has conducted a risk assessment in response to the client’s disclosure and concluded that it is a credible threat (e.g., there is a plan, a method, and access to the method—often with a history of such behavior) with an identifiable target (e.g., a specific person, place, or thing). This constitutes a duty to warn.

The first step is to contact the site supervisor, usually before the client leaves, in order to seek supervision as well as ensure compliance with site regulations. The second step involves contacting law enforcement, which under the above-mentioned statute satisfies the duty to warn expectation. Law enforcement will than work with involved parties to resolve the issue. Thirdly, the student should contact his or her group supervisor, the Practicum Coordinator, as well as the Training Director in order to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of university counsel.

Abuse/Neglect
Similar to duty to warn, students in their practicum placements are considered under WI 48.98(1) as mandated reports of abuse and neglect, including abuse or neglect of children and/or other vulnerable individuals (e.g., the elderly). The ethics of this mandated reporting are more specific than typically duty to warn, however. For example, if an adult client discloses experiencing abuse (either as an adult or as a child), you are not allowed to disclose without the clients’ permission (as it would violate confidentiality) unless the abuser in question remains in a position to abuse other children. If this is the case, then you must waive confidentiality under WI 48.98(1). If this is not the case, than you cannot disclose the abuse without the clients’ permission.

In the case of either child abuse or elder abuse, it is clearer: if you encounter this situation in your professional capacity you must waive confidentiality and disclose that abuse. The first step is to contact the site supervisor in order to seek supervision as well as ensure compliance with site regulations and access the appropriate reporting agency. The second step involves contacting the group supervisor, the Practicum Coordinator, as well as the Training Director in order to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of university counsel.
**Suicide**

There are two aspects to suicide that students in the program have encountered. The first is an extension of the duty to warn situation, in that the client has expressed a desire to harm themselves. In response, the student conducts a risk assessment, and determines it to be a credible threat (e.g., there is a plan, a method, and access to the method – often with a history of such behavior). This is a situation in which the law (WI 51.15) mandates a waiver of confidentiality in order to ensure the clients’ safety. The first step is to contact the site supervisor, typically while the client is still in the office, in order to seek supervision, ensure compliance with site regulations, and arrange for client safety. Secondly, the student should contact his or her group supervisor, the Training Director, and the Practicum Coordinator, in order to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of university counsel.

The second aspect of suicide that students may encounter occurs when a client (or past client) completes suicide. As before, students should contact the site supervisor, followed closely by contacting the group supervisor, the Training Director, the Practicum Coordinator, and their advisor. These are needed to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of University counsel as well as personal and professional support.

**Subpoena**

A subpoena is a command from a court, to require the person named in the subpoena to appear at a stated time and place to provide either testimony or evidence. There are two main types of subpoenas that students are most likely to encounter: “duces tecum” (requires the production of documents, papers, records etc.) and “ad testificandum” (requires a person to testify in a particular court proceeding). Past students have encountered these documents resulting from custody hearings, duty to warn situations, suicide threats, and the legal proceedings of their clients.

One of the challenges in dealing with subpoenas is that any disclosure of client information, even including acknowledging that someone was or is a client, can constitute a violation of confidentiality. As such, upon receipt of a subpoena the first step is to contact the site supervisor, the group supervisor, the Practicum Coordinator, and the Training Director. These individuals will, in turn, consult with respective legal departments and determine the best response. Under no circumstances are students to contact the parties who issued the subpoena, the client in question, or the court officer in question unless directed by University counsel.

**Injury**

Students sustaining a bodily injury while completing practicum duties must, in addition to potentially seeking medical treatment, report that injury to the appropriate officer on site as well as to the Practicum Coordinator and the Training Director. Furthermore, the student should complete the Accident/Injury form found online at the Risk Management Program website: www.uwm.edu/dept/ehsrn/risk/index.htm/

**Risk Management**

Students should understand that the liability covering their practicum activities is held by their site supervisor, their group supervisor, the Training Director, and the University, respectively. As such, it is critical to check with the Risk Management site to see a master Affiliation Agreement is on file. If not, students must complete and submit a program memorandum to the Practicum Coordinator.
Background Checks

Students should be aware that, although it is not a condition to join the program, it has become increasingly common for practicum sites to request that potential practicum students successfully complete a criminal background check at student expense prior to beginning practicum work. It is also university policy to conduct background checks on their individuals awarded an assistantship. You should discuss any concerns or issues with your advisor and the Training Director.

Insurance

Students should be aware that they are indemnified while on practicum placements provided (a) there is an Affiliation Agreement in place between UWM and their practicum site, and (b) they are enrolled in a practicum class. At the same time, the UW system is self-insured, which means there is no dollar amount attached to this coverage. If sites ask for such an amount, or if they require their prac students to obtain additional liability coverage above and beyond that which is assured through UWM, you may need to purchase same. Such coverage can be obtained through professional organizations such as the American counseling Association and/or the American Psychological Association at minimal student expense.
# COUNSELING PSYCHOLOGY FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Institution</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelsey Autin, Ph.D. Assistant Professor</td>
<td>Univ. Florida</td>
<td>Dr. Autin’s research interests include how people find fulfillment in their occupations and how this relates to overall well-being. Within this, she focuses on how people’s identities along with their sociopolitical contexts shape their beliefs about their freedom of work choice and barriers to obtaining decent work.</td>
</tr>
<tr>
<td>Nadya A. Fouad, Ph.D., ABPP Distinguished Univ. Professor</td>
<td>Univ. Minnesota</td>
<td>Dr. Fouad’s research interests include cross-cultural vocational assessment, career development, interest measurement, role of race and social class in development, and cross-cultural counseling. Dr. Fouad is board certified in counseling psychology, and a licensed psychologist in the State of Wisconsin.</td>
</tr>
<tr>
<td>Marty Sapp, Ed.D. Professor</td>
<td>Univ. Cincinnati</td>
<td>Dr. Sapp’s research interests include psychological applications of hypnosis, test anxiety, and cognitive-behavioral applications for academically at-risk students. Dr. Sapp is a licensed psychologist in the State of Wisconsin.</td>
</tr>
<tr>
<td>Stephen R. Wester, Ph.D., ABPP Professor</td>
<td>Univ. Florida</td>
<td>Dr. Wester’s research interests include male gender role conflict, multicultural expressions of masculinity, gender and emotion, counseling men, as well as the training of counseling psychologists and counseling supervision. Dr. Wester is board certified in counseling psychology, as well as a licensed psychologist in the State of Wisconsin.</td>
</tr>
</tbody>
</table>
Appendix A: Sample Annual Evaluation Letter

Annual student evaluation. This is conducted each spring. Students meet with their advisors to discuss their evaluation, and are invited to discuss the evaluation with the faculty.

Dear,

Each year the Counseling Psychology faculty evaluate the progress of the doctoral students in Counseling Psychology. This is in tandem with the evaluation that the Urban Education Doctoral Program conducts, but is designed to be more specific to the skills and competencies expected of counseling psychology students. Specifically, we would like to ask you to respond to the following questions, writing a paragraph on each.

1. Looking at this past year’s activities specify two events that outline your accomplishments in your academic coursework as a psychologist:

2. Looking at this past year’s activities specify two events that outline your accomplishments in your skills as a practitioner skilled in working with diverse populations:

3. Looking at this past year’s activities specify two events that outline your accomplishments in your research competencies:

4. Identify one to two goals for improvement for the next academic year:

Please summarize your coursework and activities of the past year in coursework, practicum or client contact, and research activities.

Please submit your answers to each question to your advisor by xxx. The faculty are planning to meet to discuss the progress of each student on xxxx. You are welcome to attend the meeting to discuss any aspect of your progress this year. Contact me to arrange for your participation in the meeting.

Sincerely,

Nadya Fouad, Ph.D., ABPP.
Appendix B: Sample Course Plan

This is an example of a plan of course of studies for a student who wants to finish the coursework in 3 years, with 4 courses a semester and potential coursework each summer. Practica will be offered as designated, but the Psychological Foundations classes may vary in timing of the offering. Please note, this is just a suggested, sample program. Students are encouraged to monitor UWM online timetables to obtain information on potential course offerings each year.

**Fall Year 1**
Ethics/ Adv. Multicultural /Supervision
First year practicum
Research Prac EDPSY 838
#1 Psychological Foundations:
Stat class (e.g., Ed Psych 724)

**Spring Year 1**
Vocational/Interventions/Assessment
First year practicum
Research Prac EDPSY 838
#2 Psychological Foundations
Stats/Research class (Ed Psych 728 required)

**Summer 1**
Advanced Prac (optional)
#3 Psychological Foundations: We notice that psychophysiology is often the only class offered in summers

**Fall Year 2**
Ethics/Adv. Multicultural/Supervision
Second year practicum
Research Prac EDPSY 838
Stats class
#4 Psychological Foundations

**Spring Year 2**
Assessment/Vocational/Interventions/Research
Second year Practicum
Research Prac EDPSY 838
Stat class
# 5 Psychological Foundations

**Summer Year 2**
Advanced Prac (optional)
Dissertation Research

**Fall Year 3**
Supervision
Urban Ed
Third year practicum
#6 Psychological Foundations
Dissertation Research

**Spring Year 3**
Assessment/Vocational/Interventions/Research
Urban Ed
Third year practicum
Dissertation Research

**Summer Year 3**
Dissertation research
Dissertation Proposal
Preliminary qualifying exams

**Fall Year 4**
Internship Applications
Advanced prac (optional)
Dissertation Research

**Spring Year 4**
Dissertation Research
Internship Match
Advanced prac (optional)

**Summer Year 4**
Dissertation Research

**Fall, Spring, Summer Year 5**
Internship
## Appendix C: Critical Dates 2018-2019

### Critical Dates for Applicants:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 3, 2018</td>
<td>Applications are due</td>
</tr>
<tr>
<td>January 23, 2019</td>
<td>On campus interviews</td>
</tr>
<tr>
<td>February 15, 2019</td>
<td>Admissions Decisions made</td>
</tr>
<tr>
<td>August 23, 2019</td>
<td>New student Orientation</td>
</tr>
<tr>
<td>September 3, 2019</td>
<td>Courses Begin</td>
</tr>
</tbody>
</table>

### Critical Dates for Continuing Students

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September (all years)</td>
<td>Practicum Plan due to Advisor, Instructor, and Training Director</td>
</tr>
<tr>
<td>December, Year 1</td>
<td>Midterm Evaluation, 1&lt;sup&gt;st&lt;/sup&gt; year students</td>
</tr>
<tr>
<td>May (all years)</td>
<td>Program of Studies to Advisor</td>
</tr>
<tr>
<td>May (all years)</td>
<td>Annual Evaluations Due, including benchmark task for 1&lt;sup&gt;st&lt;/sup&gt; years</td>
</tr>
<tr>
<td>August, Year 3</td>
<td>Prelims (procedure to be determined)</td>
</tr>
<tr>
<td>May, Year 3</td>
<td>Dissertation proposal defense</td>
</tr>
<tr>
<td>Fall Year 4</td>
<td>Internship application prep</td>
</tr>
<tr>
<td>September 1</td>
<td>Deadline for Dissertation Proposal</td>
</tr>
<tr>
<td>Mid-End of October, Year 4</td>
<td>Internship readiness meeting</td>
</tr>
<tr>
<td>November, Year 4</td>
<td>Apply for Internships</td>
</tr>
<tr>
<td>February Year 4</td>
<td>Rank Internship sites</td>
</tr>
<tr>
<td>February Year 4</td>
<td>Uniform Notification Day (internship matches made)</td>
</tr>
</tbody>
</table>
Appendix D: TimeLine Doctoral Study

Please note: This material is taken directly from the Graduate School. The applications and processes described herein are largely governed through their Milestones of Doctoral Study website. https://www4.uwm.edu/grad_school/doctoral_milestones

Access and use this site for informational purposes, applications, and progress documentation. To be clear, it is not uncommon for UWM to update website and change information frequently, so it is your responsibility to keep track of those changes when it comes to Graduate School requirements, applications, and deadlines.

1. Program of Study

The student and advisor prepare a Program of Study, which specifies all required and elective coursework, completed and proposed, that will be offered in fulfillment of degree requirements in the major field and in the minor. The Program of Study also specifies the foreign language, technical, or research skill requirements, if any, that will be offered in fulfillment of the program requirements.

2. Doctoral Preliminary Examination

Doctoral preliminary examinations, or "prelims," as they are commonly called, are designed to assess a doctoral candidate's mastery of subject knowledge and application skills, and ensure adequate preparation for individual dissertation research. The Graduate School requires that you pass your prelims within five years of initial enrollment in your doctoral program. In the Counseling Psychology specialization, this occurs at the end of your third year – after coursework has been completed and subsequent to the dissertation proposal but prior to the internship application.

At the beginning of the semester that you are eligible to take the prelims (spring, 3rd year), both you and your advisor must complete Application for the Doctoral Preliminary Examination. After the exam, the examining committee members and department graduate representative complete the online materials and submit it to the Graduate School.

If you fail the prelim, your graduate program unit must provide you with its written policy regarding continuation. If you miss the scheduled prelims, you must file a new application for the next semester.

Your prelim results are posted in the memorandum section of your unofficial transcript. The completed form, with test results, is kept in your graduate record file.

One-credit exemption: During the semester that you are preparing for doctoral prelims, you may enroll for a minimum of 1 graduate credit and still be considered full time for financial aid or grant purposes. International students should check with the Center for International Education for more information. This status is available for one semester only, and does not fulfill residence requirements. To request this option, you must have already submitted your Application for the Doctoral Preliminary Examination. Teaching, project, and research assistants must also submit the Graduate Assistant Justification form for approval to enroll for this one-credit exemption.
3. Dissertator Status

You are eligible to become a dissertator when you have:

1) Completed all major and minor course requirements.
2) Passed the doctoral preliminary examination.
3)Submitted a proposal hearing form to the Graduate School.
4) Met residence requirements.
5) Cleared incomplete and "progress" grades/reports in non-research courses.
6) Achieved a 3.0 or higher cumulative GPA.
7) Completed other departmental requirements (if any).

You must submit an Application for Doctoral Dissertator Status for this information to be verified and approved by the Graduate School and your graduate program unit. You must complete this before the semester begins.

Your dissertator status is confirmed with an e-mail from the Graduate School doctoral specialist to you and your department's graduate representative.

Continuous Registration: Doctoral students with dissertator status must maintain continuous registration. A dissertator must register for 3 graduate-level dissertation or research credits (usually either EDPSY 838 or COUNS 990 per advisor's discretion) each semester until the dissertation is accepted by the Graduate School. During any summers in which you use University facilities or faculty time, are a fellow or research assistant, or plan to graduate, you must register for 3 graduate-level credits (dissertator rate) in the regular eight-week summer session. Three is the minimum (and the maximum) number of graduate credits required per semester.

Once you have successfully completed – defended, edited, and submitted, your dissertation you need to enroll in only one (1) credit in order to maintain your continuous registration during internship. This will usually be while on internship and involve enrollment in an “internship class” which is under development.

The Graduate School will monitor your registration every semester to be sure that you are registered properly. The Graduate School has the authority to remove you from dissertator status if you are not in compliance with dissertator regulations. The Graduate School will notify you and your program unit of dissertator status requirements and of any registration problems. If you do not maintain continuous registration, you will be placed in a default status.

Default status: If you break the continuous registration requirement after attaining dissertator status, you will be assessed a completion (dissertator default) fee of 12 credits. After re-entry, the 12-credit completion fee is reduced by 3 credits per semester for each consecutive semester of enrollment. If you return for at least 4 consecutive semesters following a break in registration, the completion fee is not assessed.

4. Dissertation Proposal Hearing

The dissertation proposal must be approved by your doctoral committee. Committee approval of the dissertation proposal establishes agreement on your chosen research and indicates that you have adequate preparation to complete the research. Deadline for this to happen and subsequently apply for internship is September 1.
Changes to Proposal: Any significant changes to the dissertation as presented in the proposal hearing must be approved. A new proposal and proposal hearing are required.

5. Internship
The internship is the last phase of the Ph.D. program in Counseling Psychology aside from the dissertation. It combines previously developed competencies with new competencies gained under the internship. The internship takes place after course work and Practica have been completed. The internship begins when the intern has displayed proficiency/competency in a set of content areas previously established by the training program as necessary prerequisites for the internship, such as psychological foundations, knowledge of urban and multicultural competencies and research skills.

Beginning Fall semester of the fourth year, potential internship applicants begin a series of regular meetings with the Training Director to review the application process, assemble their materials, and ensure progress toward the goal of the internship readiness meeting. This may include enrollment in a 1-credit seminar.

Midway through the Fall semester of their fourth year, subsequent to successful passing of preliminary examination, defense of a dissertation proposal, and admission to doctoral candidacy, students who plan to apply for internship will be evaluated by the Counseling faculty as to their readiness. Students are asked to submit their responses to several of the AAPI essays, and respond to questions about their essays during a mock interview. They are given feedback on their interview and the faculty vote on the student’s readiness to apply for internship. All students are required to go through the APPIC internship match process and to secure an APA accredited internship. We believe that such accreditation sets the gold standard with regards to the training and supervision process. Non-accredited, so called “self-developed” internships are not allowed according to APA policy.

6. Dissertation
The dissertation is the report of an original investigation you have carried out under the direction of your major professor. The dissertation must be your own work. Although it may be the result of collaboration with others, it must reflect your own style, and a substantial portion must represent your own creative contribution.

Dissertation format requirements are published in Master's Thesis and Doctoral Dissertation Format Requirements. Also, every semester the Graduate School holds a workshop on thesis/dissertation formatting and graduation requirements.

7. Dissertation Defense & Graduation
Application: First, complete and submit Part I of the Application for the Doctoral Dissertation Defense and Graduation (through PAWS), no later than the end of the second week of the semester you expect to graduate. You must also pay a non-refundable $40 graduation processing fee, which will be billed by the Bursar's office during the semester. If you do not graduate when anticipated, another application must be submitted; an additional fee is not required. The Graduate School then completes Part II of the application and sends it to your program unit for completion of Part III.
At the same time you submit Part I of the application, send a draft of the dissertation to your major professor, who is responsible for determining the readiness of your dissertation for defense and scheduling a tentative defense date.

In order to graduate in the semester you applied for, the dissertation defense must be held at least two weeks before the graduation ceremony date. The Spring and Fall semesters are the best for scheduling defenses; scheduling during the summer may be very difficult.

**Committee Evaluation:** Next, submit a draft of the dissertation to each of the four members of the doctoral examining committee, which is your doctoral committee. All committee members must read the dissertation in its entirety. The time allowed for members to read the dissertation is determined by the individual program units. A member cannot keep the dissertation for an inordinate amount of time because of the press of other duties. Service as a doctoral committee member is an integral part of a faculty member's teaching assignment, fully comparable to conducting classes.

After the committee members have read the dissertation, they advise your major professor on its readiness for defense. If substantial revisions are necessary, they must be completed before the defense date is confirmed. Your major professor contacts you to confirm this date.

**Defense Readiness Confirmation:** By mid-semester, the defense date should be set. Your major professor returns the application for defense and graduation to the Graduate School, confirming the date. About a month before the defense, you must have dissertation format reviewed by the Doctoral Student Specialist for Graduate School requirements.

Readiness for defense does not indicate acceptance of the dissertation; it means the committee agrees that you have met the terms of your proposal and that the dissertation is defensible. The decision to hold a doctoral defense, moreover, is not solely that of the committee. If you insist on defending the dissertation before the committee believes it is ready, you may defend.

At least a week prior to the defense, the Graduate School sends a warrant to your department's graduate representative. This is the document the committee will sign on the day of the defense. If committee membership or the defense date changes, the Graduate School must be notified, and a new warrant will be issued.

**Defense:** The subject of the doctoral defense is the dissertation itself. The dissertation defense provides an opportunity for you to demonstrate your expertise after several years of preparatory coursework, research, and writing. You also will demonstrate your ability to explain ideas and methods embodied in the dissertation and to defend the implications and conclusions of your research.

The defense allows your committee members to verify your independent scholarly contributions. They may offer guidance regarding publication possibilities for the dissertation, and encourage further research efforts in your area of academic specialization.
Handbook

Voting: All committee members are responsible for reading and voting on the dissertation. At the conclusion of the defense, the committee may vote either pass or fail, or it may decide to defer the decision. The warrant (indicating pass or fail) or the deferral form must be returned to the Graduate School within 10 working days of the defense or a deferral is automatically assigned.

Pass To pass the defense, a simple majority of the committee must vote to pass—in this case three out of four. No absentee ballots are allowed.

Fail If you fail the defense, you may re-defend once after a waiting period, to be determined by the committee and communicated to you in writing. The Graduate School requires that this second defense take place within one calendar year of the original defense. A new application and warrant are required for the second defense.

Defer If the committee determines that you need more than 10 working days to complete revisions to the dissertation, a deferral form must be so marked and submitted to the Graduate School within 10 working days of the defense.

Your major professor must notify you and the Graduate School of the specific reasons for the deferral action and the completion date required by the committee (not to exceed 4 months from the original defense date). If satisfactory changes are not made within 4 months, the deferral turns into a fail. You then have 8 months from the deferral deadline to pass a second defense. You cannot graduate in deferral status and must register for the next semester if the deferral is not changed to a Pass by the Graduate School dissertation submission deadline.

The entire committee is responsible for verifying that the dissertation revisions have been made to their satisfaction. At this point, the committee passes or fails the dissertation and the major professor returns the signed warrant to the Graduate School.

8. Graduation
To graduate in the semester you applied for, you must meet these deadlines:

1) During the first two weeks of the semester: Submit the Application for the Doctoral Dissertation Defense and Graduation to the Graduate School.
2) At least two weeks before the graduation ceremony date: Hold the dissertation defense.
3) By the published Graduate School dissertation submission deadline (one week before the ceremony date): The dissertation must be accepted by the Graduate School. At this appointment, you pay the microfilm fee of $55.00 (required), and the copyright fee (optional), prior to submission of your dissertation. Procedure for payment of these fees:
4) Present the three copies of the "Refund of Disbursement" form to the Cashier, Mitchell Rm. 285, along with your payment. Be sure all three copies are stamped PAID, or a receipt is attached. The Cashier will keep one copy; one copy will be submitted with your dissertation; you will keep one copy.

If any of these deadlines are not met, you must apply and graduate in the next semester. You will not be required to register for the next semester if the dissertation has been defended, passed, and accepted by the Graduate School before the first day of classes for the next semester. The date of graduation, however, will be the next semester.
If you want your name to appear in the commencement bulletin, be sure that your directory information with the University is not restricted. If you restricted the release of your address, phone number, and other limited information, contact the Department of Enrollment Services Information Center, Mellencamp 274.

About one month before graduation, all eligible degree candidates will receive a letter from the Secretary of the University's office containing the date, location, and time of the ceremony, as well as information on ordering caps and gowns. Caps and gowns are ordered online.
Appendix E: Program Competencies

Describing Levels of Competence

A guiding principle for this competencies document was that training should prepare the counseling psychology student to make effective use of the internship and be ready to enter practice as a psychologist after graduation. We worked to specify the level of competence in the various skill domains that would characterize a well-prepared beginning psychology intern. This approach is based on a doctoral level training model (vs. terminal masters) and assumes that clinical work will begin only after the student has had a period of classroom-based preparation.

We have found that it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of training.

The following competencies utilize how often the competence is demonstrated in describing the level of competence expected at the conclusion of the practicum, from Never to Always (0-4). Again please note that in some areas, substantial competence is expected, while in others, just the beginning of understanding is expected – a student, or any psychologist for that matter, may be expert in some areas and a novice in others.

The CP program at UWM emphasizes the following foundational Clusters: Professionalism, Relational, Science, as well as the Functional Cluster of Application. Into these are integrated the Counseling Psychology competencies of Professional Identity, Relationships, Individual and Cultural Diversity, Professional Values and Attitudes, Reflective Practice/Self-Assessment/Self-Care, Scientific Knowledge and Methods, as well as Ethical, Legal Standards and Policy.

Students may be exposed to the functional competency clusters of Education and Systems, but these are not strongly emphasized.

Professionalism. As we have noted throughout this document, the program has a strong emphasis on the training of multiculturally competent counseling psychologists. Consistent with this, the program highly emphasizes all of the functional competences listed within the domain of Professionalism. This includes Professional Values and Attitudes, Individual and Cultural Diversity, Ethical Legal Standards and Policy, and Reflective Practice and Self-Care Assessment. Students, by the end of their first year are expected to evidence each of the behavioral benchmarks “Often” while students in the second and third years should evidence them “Almost Always” and “Always” respectively.

A key component of this is the CP competency of Professional Identity, including a core identity as a counseling psychologist, a holistic and contextual worldview, a developmental, strength-based focus, an understanding of the importance of prevention, vocational approaches, and social justice. Professional Values and Attitudes are also encompassed here, including integrity, deportment, accountability, and a concern for the welfare of others. Ethical, Legal Standards and Policy is included in this area. Finally, we consider the CP competency of Reflective
Practice/Self-Assessment/Self-Care to fall under this domain. All are highly stressed in the program and integrated throughout the core CP curriculum.

Relational. The program highly emphasizes the functional competency Relationships as it is captured within the Relational domain. Students, by the end of their first year are expected to evidence each of the behavioral benchmarks “Sometimes” while students in the second and third years should evidence them “Often” and “Almost Always” respectively.

Critical aspects of the Relational competency are captured from a CP perspective in the areas of interpersonal competence, as well as affective and expressive skills. Aspects of the CP competencies such as Individual and Cultural Diversity are also captured here in behavioral markers such as an awareness of self and others, along with the interactions of self and others, as shaped by cultural backgrounds. All are highly stressed in the program.

Science. The program highly emphasizes both of the functional competencies listed under the Science domain. This includes Scientific Knowledge and Methods as well as Research and Evaluation; both as conceptualized as applying to psychotherapeutic activities, research, and professional identity. Students, by the end of their first year are expected to evidence each of the behavioral benchmarks “Sometimes” while students in the second and third years should evidence them “Often” and “Almost Always” respectively.

The CP competency of Scientific Methods and Knowledge is integrated here, including scientific mindedness, as well as an understanding of the scientific foundations of both counseling psychology and professional practice. These are highly stressed throughout the program.

Application. The Functional Competencies Evidence-Based Practice and Intervention are highly emphasized in the program, with first-year students expected to evidence each of the behavioral benchmarks “Sometimes” while second and third years evidencing them “Often” and “Almost Always” respectively. The functional competencies Consultation and Assessment, however, are only moderately stressed; students complete courses in both areas, and are exposed to concepts such as consultation as an activity, psychometric and measurement theories, psychological report writing and consultation as a process. Those same students, however, are not routinely expected to evidence the behavioral benchmarks more than “Sometimes.”

Education. The functional competency of Supervision is moderately stressed within the program. Students complete a course in the areas, but beyond being open to the process throughout their training are not routinely expected to evidence the behavioral benchmarks more than “Sometimes.” The functional competency Teaching is not stressed within the program.

Systems. The functional competency Advocacy is highly emphasized in the program, with first-year students expected to evidence each of the behavioral benchmarks “Sometimes” while second and third years evidencing them “Often” and “Almost Always” respectively. The functional competency Interdisciplinary Systems is only moderately stressed, however; students interact with students from other concentrations, and often complete practicum at multidisciplinary sites, but are not routinely expected to evidence the behavioral benchmarks more than “Sometimes.” The functional competency Management-Administration is not
emphasized in the program.

**Trajectory of Acquiring Competence**

As noted above, it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be achieved at a fully professional level very early in training, and expected to be demonstrated almost always. These differences in trajectory are reflected in the level of competence expected at the conclusion of each year of practicum training and exemplified in our minimum level of achievement.

**Individual and Cultural Difference**

A core principle behind all competencies listed in this document is awareness of, respect for, and appropriate action related to individual and cultural difference (ICD). Issues of ICD are relevant to each of the competencies described, but take a particularly large role in some. In these instances, we have made an effort to mention ICD specifically.
### Competency Checklist

**PROFESSIONALISM**

**Professional Values and Attitudes:** as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Integrity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Honesty, personal responsibility and adherence to professional values</td>
<td>Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values</td>
<td>Monitors and independently resolves situations that challenge professional values and integrity</td>
</tr>
<tr>
<td>Understands professional values; honest, responsible</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>2. Deportment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands how to conduct oneself in a professional manner</td>
<td>Communication and physical conduct (including attire) is professionally appropriate, across different settings</td>
<td>Conducts self in a professional manner across settings and situations</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Accountability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountable and reliable</td>
<td>Accepts responsibility for own actions</td>
<td>Independently accepts personal responsibility across settings and contexts</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>Item</td>
<td>Practicum</td>
<td>Internship</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4. Concern for the welfare of others</td>
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<td></td>
</tr>
<tr>
<td>Demonstrates awareness of the need to uphold and protect the welfare of others</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Acts to understand and safeguard the welfare of others</td>
</tr>
<tr>
<td>5. Professional Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates beginning understanding of self as professional; “thinking like a psychologist”</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development</td>
</tr>
<tr>
<td>6. Self as Shaped by Individual and Cultural Diversity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</td>
</tr>
<tr>
<td>7. Others as Shaped by Individual and Cultural Diversity and Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Applies knowledge of others as cultural beings in assessment, treatment, and consultation</td>
</tr>
<tr>
<td>8. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates basic knowledge of and sensitivity</td>
<td>Demonstrates intermediate level knowledge and understanding of the APA</td>
<td>Demonstrates awareness of the importance of</td>
</tr>
<tr>
<td>to the scientific, theoretical, and contextual issues</td>
<td>Ethical Principles and Code of Conduct and other relevant ethical/professional</td>
<td>applying an ethical decision model to practice</td>
</tr>
<tr>
<td>related to ICD (as defined by APA policy) as they</td>
<td>codes, standards, and guidelines, laws, statutes, rules, and regulations</td>
<td></td>
</tr>
<tr>
<td>apply to professional psychology. Understands the</td>
<td>0  1  2  3  4 [N/O]</td>
<td></td>
</tr>
<tr>
<td>need to consider ICD issues in all aspects of professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>psychology work (e.g., assessment, treatment, research,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationships with colleagues)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0  1  2  3  4 [N/O]</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethical Legal Standards and Policy</strong>: Application of **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ethical concepts and awareness of legal issues regarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional activities with individuals, groups, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting</strong></td>
<td><strong>Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma</strong></td>
<td><strong>Independently utilizes an ethical decision-making model in professional work</strong></td>
</tr>
<tr>
<td>0  1  2  3  4 [N/O]</td>
<td>0  1  2  3  4 [N/O]</td>
<td>0  1  2  3  4 [N/O]</td>
</tr>
<tr>
<td><strong>Integrates own moral principles/ethical values in professional conduct</strong></td>
<td><strong>Independently integrates ethical and legal standards with all competencies</strong></td>
<td><strong>Independently integrates ethical and legal standards with all competencies</strong></td>
</tr>
<tr>
<td>0  1  2  3  4 [N/O]</td>
<td>0  1  2  3  4 [N/O]</td>
<td>0  1  2  3  4 [N/O]</td>
</tr>
</tbody>
</table>
**Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13. Reflective Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)</td>
<td>Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action</td>
<td>Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td><strong>14. Self-Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies</td>
<td>Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills</td>
<td>Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td><strong>15. Self-Care</strong> (attention to personal health and well-being to assure effective professional functioning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care</td>
<td>Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice</td>
<td>Self-monitors issues related to self-care and promptly intervenes when disruptions occur</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td><strong>16. Participation in Supervision Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates straightforward, truthful, and respectful communication in supervisory relationship</td>
<td>Effectively participates in supervision</td>
<td>Independently seeks supervision when needed</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>RELATIONAL</td>
<td>READINESS FOR PRACTICUM</td>
<td>READINESS FOR INTERNSHIP</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Relationship: Relate effectively and meaningfully with individuals, groups, and/or communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Interpersonal Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays interpersonal skills</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>2. Affective Skills</td>
<td>Displays affective skills</td>
<td>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>3. Expressive Skills</td>
<td>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills</td>
<td>Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Scientific Mindedness</td>
<td>Displays critical scientific thinking</td>
<td>Values and applies scientific methods to professional practice</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates understanding of psychology as a science</td>
<td>Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)</td>
<td>Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)</td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>Demonstrates knowledge, understanding, and application of the concept of evidence-based practice</td>
<td>Independently applies knowledge and understanding of scientific foundations to practice</td>
</tr>
<tr>
<td>Never/Rarely = 0</td>
<td>Sometimes = 1</td>
<td>Often = 2</td>
</tr>
</tbody>
</table>
**APPLICATION**

**Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors.

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge and Application of Evidence-Based Practice</td>
<td>Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences</td>
<td>Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences</td>
</tr>
<tr>
<td>Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>2. Knowledge of Measurement and Psychometrics</td>
<td>Selects assessment measures with attention to issues of reliability and validity</td>
<td>Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context</td>
</tr>
<tr>
<td>Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>Selects assessment measures with attention to issues of reliability and validity</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

**Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
### 4. Application of Assessment Methods

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of measurement across domains of functioning and practice settings</td>
<td></td>
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</tr>
<tr>
<td>Selects appropriate assessment measures to answer diagnostic question</td>
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<tr>
<td>Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice</td>
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</table>

### 5. Diagnosis

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<tr>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity</td>
<td></td>
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<tr>
<td>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity</td>
<td></td>
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<tr>
<td>Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity</td>
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</tbody>
</table>

### 6. Conceptualization and Recommendations

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<tr>
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<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge of formulating diagnosis and case conceptualization</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Utilizes systematic approaches of gathering data to inform clinical decision-making</td>
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</tr>
<tr>
<td>Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment</td>
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</table>

### 7. Communication of Assessment Findings

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<th>3</th>
<th>4</th>
<th>[N/O]</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates awareness of models of report writing and progress notes</td>
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<tr>
<td>Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client</td>
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<tr>
<td>Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner</td>
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</table>

### 8. Intervention planning

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<thead>
<tr>
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<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays basic understanding of the relationship between assessment and intervention</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation</td>
<td></td>
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</tr>
<tr>
<td>Independently plans interventions; case conceptualizations and intervention plans are specific to case and context</td>
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</tr>
</tbody>
</table>

**Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
### 9. Skills

<table>
<thead>
<tr>
<th>Displays basic helping skills</th>
<th>Displays clinical skills</th>
<th>Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 10. Intervention Implementation

<table>
<thead>
<tr>
<th>Demonstrates basic knowledge of intervention strategies</th>
<th>Implements evidence-based interventions</th>
<th>Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 11. Progress Evaluation

<table>
<thead>
<tr>
<th>Demonstrates basic knowledge of the assessment of intervention progress and outcome</th>
<th>Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures</th>
<th>Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Consultation: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.

#### 12. Role of Consultant

<table>
<thead>
<tr>
<th>No expectation at this level</th>
<th>Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)</th>
<th>Determines situations that require different role functions and shifts roles accordingly to meet referral needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 13. Addressing Referral Question

<table>
<thead>
<tr>
<th>No expectation at this level</th>
<th>Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions</th>
<th>Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 14. Communication of Consultation Findings
**Never/Rarely = 0**  **Sometimes = 1**  **Often = 2**  **Almost Always = 3**  **Always = 4**  **No Opp. = [N/O]**

<table>
<thead>
<tr>
<th>READYNESS FOR PRACTICUM</th>
<th>READYNESS FOR INTERNSHIP</th>
<th>READYNESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15. Application of Consultation Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings</td>
<td>Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

---

**EDUCATION**

**Teaching**: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

<table>
<thead>
<tr>
<th>READYNESS FOR PRACTICUM</th>
<th>READYNESS FOR INTERNSHIP</th>
<th>READYNESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>Demonstrates awareness of theories of learning and how they impact teaching</td>
<td>Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

---

**Supervision**: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

<table>
<thead>
<tr>
<th>READYNESS FOR PRACTICUM</th>
<th>READYNESS FOR INTERNSHIP</th>
<th>READYNESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>Demonstrates knowledge of application of teaching methods</td>
<td>Applies teaching methods in multiple settings</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

---

**3. Expectations and Roles**

<table>
<thead>
<tr>
<th>READYNESS FOR PRACTICUM</th>
<th>READYNESS FOR INTERNSHIP</th>
<th>READYNESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge of expectations for supervision</td>
<td>Demonstrates knowledge of, purpose for, and roles in supervision</td>
<td>Understands the ethical, legal, and contextual issues of the supervisor role</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td>4. Processes and Procedures</td>
<td>READINESS FOR PRACTICUM</td>
<td>READINESS FOR INTERNSHIP</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Skills Development</th>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays interpersonal skills of communication and openness to feedback</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Supervisory Practices</th>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No expectation at this level</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Provides helpful supervisory input in peer and group supervision</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

**SYSTEMS**

**Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of the Shared and Distinctive Contributions of Other Professions</td>
<td>Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals</td>
<td>Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals</td>
</tr>
<tr>
<td>Event</td>
<td>Readiness for Practicum</td>
<td>Readiness for Internship</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>2. Functioning in Multidisciplinary and Interdisciplinary Contexts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperates with others</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning</td>
</tr>
<tr>
<td><strong>3. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals</td>
</tr>
<tr>
<td><strong>4. Respectful and Productive Relationships with Individuals from Other Professions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness of the benefits of forming collaborative relationships with other professionals</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Develops and maintains collaborative relationships and respect for other professionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develops and maintains collaborative relationships over time despite differences</td>
</tr>
<tr>
<td><strong>5. Appraisal of Management and Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management/Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Forms autonomous judgment of organization’s management and leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develops and offers constructive criticism and suggestions regarding management and leadership of organization</td>
</tr>
<tr>
<td><strong>6. Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No expectation at this level</td>
<td>0 1 2 3 4 [N/O]</td>
<td>Demonstrates awareness of roles of management in organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participates in management of direct delivery of professional services; responds appropriately in management hierarchy</td>
</tr>
<tr>
<td>READINESS FOR PRACTICUM</td>
<td>READINESS FOR INTERNSHIP</td>
<td>READINESS FOR ENTRY TO PRACTICE</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>7. Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complies with regulations</strong></td>
<td>Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</td>
<td>Demonstrates emerging ability to participate in administration of clinical program</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td><strong>8. Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No expectation at this level</strong></td>
<td>No expectation at this level</td>
<td>Participates in system change and management structure</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td><strong>Advocacy</strong>: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. Empowerment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention</td>
<td>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</td>
<td>Intervenes with client to promote action on factors impacting development and functioning</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
<tr>
<td><strong>10. Systems Change</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the differences between individual and institutional level interventions and system’s level change</td>
<td>Promotes change to enhance the functioning of individuals</td>
<td>Promotes change at the level of institutions, community, or society</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>
Appendix F: Student Performance Review Cover Sheet

Student: _________________________________________________________________________

Date of Initial Meeting with Student: __________

Faculty Members Present (Must include the Director of Training and Student’s Advisor or Mentor):
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Summary of Problem (include specific behaviors, setting, and who first identified the problem):
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Date of Faculty Review Meeting ________

Faculty Recommendation:
___ No action required
___ Remediation required (attach copy of plan)
___ Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED: __________________________________ Date ___________

Student’s Advisor or Mentor: _________________________________________ Date ___________

Director of Training _____________________________________________ Date __________

Date of Student Feedback Meeting _________

Student Comments:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Signature of Student: _____________________________________________ Date: _____________
(Does not indicate agreement)

Student Performance Remediation Plan
(check one ) ___ Initial Plan Review ____ Follow-up ____ Final Review

Student: _____________________________________________ Date: ___________
Identified Areas of Concern:

A.
B.
C.
D.

Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Area</th>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable):

Student Reactions:

Signatures:

Student Signature: ____________________________________________________________

Advisor/Mentor Signature: ______________________________________________________

Director of Training Signature: ________________________________________________
Appendix G: Practicum

Professional Training Model

The Counseling Psychology Program at the University of Wisconsin-Milwaukee prepares counseling psychologists to work in hospital settings, clinical practice, and university settings. The primary aim of the program is to train counseling psychologists who possess the scientific knowledge and skills necessary to work with diverse urban populations and in diverse settings. Students will draw from a diverse range of knowledge bases, including basic competency in the areas of biological, cognitive-affective, and social bases of behavior, individual differences, developmental theory, applied cognitive science, and multicultural counseling processes.

The Counseling Psychology Program at UWM embraces a scientist-practitioner model of training. The integration of scientist and practitioner provides a basis for graduates to assume leadership responsibilities in the field of counseling psychology.

Clinical Orientation

The clinical orientation of the Counseling Psychology Program is as varied as the faculty in the area at UWM. The diverse perspectives and procedures that students are exposed to in the training program are considered a strength in that no one perspective can claim superiority. The orientations subsumed within training include (but are not limited to) cognitive-behavioral, social-developmental, ecological, interpersonal, feminist, and multicultural. Hence, the practitioner is presented with a wide range of generally complementary approaches to clinical problems. This broad background allows for greater hypothesis testing, monitoring of interventions, tailoring of assessments and treatments to individual problems, and examination of treatment efficacy.

Practicum Training

The Counseling Psychology practicum sequence exemplifies a partnership program. For example, through on-going communication, members of the university and the field site settings collaborate to reinforce strong connections; therefore creating valuable opportunities for students to develop professional skills and knowledge. Licensed psychologists, practicing in the field provide at least an hour of supervision to provide guidance and feedback with regard to students’ daily functioning and performance. In addition, a faculty practicum supervisor meets with students weekly to supervise cases and facilitate discussion of progress and personal goal setting. UWM supervisors make one direct field-based observation of each student engaged in some action (assessment, intervention, team meeting etc.) each semester. Students are responsible for arranging the visits. In addition, UWM supervisors contact field supervisors once each semester to discuss student progress.

Required practicum experiences consist of 18 credits over six consecutive semesters. A subsequent fourth year of practicum is suggested but not required. Practicum activities include (a) evaluation; (b) case conferences; (c) consultation; (d) counseling and community interventions; (e) professional development; (f) supervision, and (g) preparation. The first semester of the first year is considered a pre-practicum experience in which the student is introduced to the practicum expectations here at UWM as well as their site procedures while also being evaluated as to a baseline developmental level of competence. This often includes case presentations, role play exercises, and extensive in-class participations.
During this pre-practicum experience, students will accrue clinical hours during individual and group supervision as well as site specific activities. However, because the introductory process often consumes significant time the amount of face-to-face clinical experience may vary. Students are required to have accumulated 1500 hours by the end of their three (3) years of clinical training. This includes pre-practicum (+/-100 hours), as well as 250 hours by the end of their second semester first year and 300 hours each subsequent semester (Doctoral Practicas III, IV, V, and VI; Fall/Spring years 2 &3).

1500 hours are required prior to internship applications. Furthermore, consistent with upcoming changes in licensure requirements, 60% of those hours (900) must be from face-to-face contact.

Practicum Sites
Practicum experiences are supervised and are arranged to provide the student with a variety of opportunities to develop professional skills and knowledge. Recent practicum sites have included Rogers Memorial Hospital, the V.A. Domiciliary, Marquette Counseling Center, Children’s Hospital, Outpatient Center at Columbia Hospital, Aurora Psychiatric Hospital, UWM Norris Counseling Center, Family Service of Waukesha, Medical College of Wisconsin, and the 16th Street Community Clinic. At least six (6) hours of practicum must be completed in an urban setting with a multicultural population. All supervising psychologists will have background, training and appropriate credentials (i.e., licensure as a psychologist). Students must complete a Student-Supervisor Contract. This contract must be completed for all sites.

Practicum Seminar
Students attend a Practicum Seminar that meets once a week. The seminar will be conducted by UWM faculty in the Counseling Psychology Program. Topics may include: legal and ethical issues; diagnostic and placement decisions; disabilities; intervention strategies; professional issues; and, new tests/instruments. Assessment is explicitly discussed as part of the second year practicum. Students may be assigned special reading materials for the seminar. Students will also be asked to present case studies that highlight their urban experiences.

Background Checks
Students should be aware that, although it is not a condition to join the program, it has become increasingly common for practicum sites to request that potential practicum students successfully complete a criminal background check at student expense prior to beginning practicum work.

Insurance
Students should be aware that they are indemnified while on practicum placements provided (a) there is an Affiliation Agreement in place between UWM and their practicum site, and (b) they are enrolled in a practicum class. At the same time, it is becoming increasingly common for practicum sites to ask their prac students to obtain additional liability coverage above and beyond that which is assured through UWM – often because they require a dollar amount and the UW system does not work in this fashion. Such coverage can be obtained through professional organizations such as the
American counseling Association and/or the American Psychological Association at minimal student expense.

**Developmental Sequence**

A) **Doctoral Practicum I and II:** In their first year, students are expected to spend at least 10-15 hours per week in the field, although for the first semester (pre-prac0 this varies significantly. First year practicum is developmentally sequenced such that during the second semester of their first year, students are introduced to more complex therapy experiences, and are involved in a wider array of activities to gain a more complete perspective of the professional domain of a counseling psychologist. These experiences include, but are not limited to: (a) assessment and diagnosis; (b) the development of treatment plans; (c) conducting therapeutic interventions (individual and/or group); (d) outreach/prevention activities, (e) psychological assessment, and (f) training and/or professional issues. Students see 3-4 individual cases each week, conduct intake interviews, attend case conferences, participate in consultation, and receive supervision. In addition, students observe assessment procedures, conduct systematic behavioral observations and write psychological reports. Students receive at least one hour of supervision each week by the on-site supervisor, who is a licensed psychologist. Students also meet each week in Practicum Seminar to review cases and to evaluate performance. Topics for discussion include but are not limited to diagnostic decision-making, use of the DSM-IV, diversity issues, and the development of treatment plans from assessment results.

B) **Doctoral Practica III & IV.** This phase of the practicum experience occurs during the second year in the program, and emphasizes the continuation of therapy experience while at the same time focusing on the development and enhancement of professional psychological knowledge and skills. Students are expected to, with the guidance of their advisor, obtain their own placement. Activities are similar to those in Doctoral Practicum II, but students are expected to show developing knowledge and skills in each area. The on-site activities recommended for student involvement include consultation, therapeutic interventions (individual and/or group), intake, outreach/prevention activities, assessment, and diagnostic decision-making. Students will be concurrently enrolled in Counseling Psychology Proseminars 3 and 4. Students see an average of 6-8 clients a week and have experience leading a group. Students also perform other duties typical of a counseling psychologist defined by the site (assessments, case presentations, consultation, etc.). Students are expected to complete 15-20 hours a week at an off-campus or community site. Students receive at least one hour of supervision a week from a licensed supervising psychologist on site. Students also meet in a practicum seminar for 3 hours each week with a UWM faculty member. Typically, students present weekly case studies and audiotapes of therapy sessions with clients. Students are also encouraged to present concerns and issues related to their placement. A major focus of discussion is the successful implementation of culturally appropriate counseling interventions. A unique consequence of this phase of practicum is the students' increasing ability to monitor their own professional development and a beginning sense of themselves as their own supervisor.

C) **Doctoral Practica V & VI.** This phase of the practicum experience occurs during the third year in the program, and emphasizes the continuation of therapy experience while at the same time
focusing on the development and enhancement of professional identity. Students are expected to, with the guidance of their advisor, obtain their own placement. Activities are similar to those in Doctoral Practicum III and IV, but students are expected to show advanced knowledge and skills in each area. The on-site activities recommended for student involvement include consultation, therapeutic interventions (individual and/or group), intake, outreach/prevention activities, assessment, and diagnostic decision-making. Students will be concurrently enrolled in Counseling Psychology Proseminars 5 and 6. Students see an average of 6-8 clients a week and have experience leading a group. Students also perform other duties typical of a counseling psychologist defined by the site (assessments, case presentations, consultation, etc.). Students are expected to complete 15-20 hours a week at an off-campus or community site. Students receive at least one of hour of supervision a week from a licensed supervising psychologist on site. Students also meet with their advisor for individual supervision, which varies depending on the nature of the placement and the needs of the student. Typically, students present weekly case studies and audiotapes of therapy sessions with clients. Students are also encouraged to present concerns and issues related to their placement.

D) **Advanced Doctoral Practicum:** Students desiring additional practicum experience prior to internship may register for this level of training. Typically, this group of students display continued advancement in their therapeutic knowledge and skills. A broader range of experience with client groups is required. Thus students must secure a different practicum site for this final semester. The students are expected to complete 15-20 hours a week at their site, and to see 6-8 clients a week. Students perform other professional counseling psychology duties as defined by the practicum site. Students receive at least one of hour of supervision a week from a licensed supervising psychologist on site. Students also meet in a practicum seminar for 3 hours each week with a UWM faculty member. Typically, students present weekly case studies and audiotapes of therapy sessions with clients. Students are also encouraged to use peer consultation in their development.
Evaluation of Student Performance

UWM faculty will make at least one direct observation of the student's progress each semester. UWM faculty will also be in contact with field supervisors to determine on-going student progress throughout the semester. Supervisors will evaluate trainees twice a semester; this evaluation will be signed by the student, the supervisor, and the UWM faculty member.

Students are expected to keep a weekly log of their activities and hours spent in practicum. Students will meet weekly with their UWM faculty supervisor to review weekly logs and to discuss their progress.

Students must demonstrate clinical competencies in practicum. At the end of practicum, the field supervisor must endorse (written initials) each competency listed. (See Appendix D for the competency list.)

Students will receive at least four written evaluations per semester evaluating their knowledge and skills. Evaluations will be completed by the supervising psychologist and the University supervisor. Evaluations will be discussed with each student, and opportunities will be provided to improve deficiencies if they exist. Students will have the opportunity to respond to each evaluation with the supervisor and UWM faculty.
Counseling Psychology Practicum Student-Supervisor Contract (sample)

PLEASE NOTE: Please complete one contract for each supervisor.

The following outlines the practicum experience for:

____________________________________________________________________
(Student Name)

____________________________________________________________________
(Supervisor Name)

____________________________________________________________________
(Address)

____________________________________________________________________
(Phone)

Site Name(s) and Address

<table>
<thead>
<tr>
<th>(Name)</th>
<th>Days/Hours on site</th>
<th>(Address)</th>
<th>(sem: fall, spr)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

We have read and understand our responsibilities as outlined in the practicum handbook, competency checklist, and student evaluation form. We agree to participate in the student-supervisor relationship, which requires honest communication, and two hours of direct supervision per week. If we have any questions or concerns, we agree to discuss them with each other and/or Nadya Fouad in her role as the UWM training director.

____________________________________________________________________
(Practicum Student Signature)        (Date)

____________________________________________________________________
(Supervisor Signature)         (Date)
Please specify three specific strengths exhibited by the student and two specific areas to focus on for improvement during the next few months.

**First Evaluation Date:** ________________

____________________________
(Practicum Student Signature) (Date)

____________________________
(Supervisor Signature) (Date)

**Second Evaluation Date:** ________________

____________________________
(Practicum Student Signature) (Date)

____________________________
(Supervisor Signature) (Date)

**Third Evaluation Date:** ________________

____________________________
(Practicum Student Signature) (Date)

____________________________
(Supervisor Signature) (Date)

**Fourth Evaluation Date:** ________________

____________________________
(Practicum Student Signature) (Date)

____________________________
(Supervisor Signature) (Date)
Doctoral Practicum Documentation

This form was created to allow applicants to document their experience in therapy and other psychological interventions. While this form lists a wide range of experiences that one might have had, no applicant is expected to have experience in all, or even most, of these areas. In fact, most internship programs focus on those areas that are a good fit for their program. You are advised to identify those categories that fit best with your experiences and provide the relevant information for those categories.

Instructions

1. You should only count hours for which you received formal academic training and credit or which were program-sanctioned training experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your training director, Dr. Nadya Fouad, to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases.

2. A practicum hour is a clock hour, not a semester/quarter hour. A 45-50 minute client/patient hour may be counted as one practicum hour.

3. You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience. (For example, a Stress Management group might be classified as a group or as a Medical/Health-Related Intervention, but not both.)

4. When calculating practicum hours, you should provide your best estimate of hours accrued or number of clients/patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest whole number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum experience.

Interventions

Please report actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category. Time spent gathering information about the client/patient, but not in the actual presence of the client/patient, should instead be recorded under item 2, below (“Support Activities”).

For the “Total hours face-to-face” columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. For the “# of different...” columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.
a. **Individual Therapy**
   1) Older Adults (65+)
   2) Adults (18-64)
   3) Adolescents (13-17)
   4) School-Age (6-12)
   5) Pre-School Age (3-5)
   6) Infants / Toddlers (0-2)

b. **Career Counseling**
   1) Adults
   2) Adolescents

c. **Group Therapy**
   1) Adults
   2) Adolescents (13-17)
   3) Children (12 and under)

d. **Family Therapy**
   1) Families

e. **Couples Therapy**
   1) Couples
   2) Adolescents (13-17)
   3) Children (12 and under)

f. **School Counseling**
   1) Consultation
   2) Direct Intervention

g. **Other Psychological Interventions**
   1) Sports Psychology
   2) Medical / Health - Related
   3) Intake Interview
   4) Substance Abuse
   5) Other interventions
      (e.g., milieu therapy, treatment
       planning with the patient present.)
      Please describe the nature of the experience(s) listed in g-5:
Supervision is divided into one-to-one, group, and peer supervision/consultation. Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be included as a support activity in Item 2 (“Support Activities”) above. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

**Hours**

a. Hours spent in one-on-one, face-to-face supervision:
b. Hours spent in group supervision:
c. Hours of peer supervision / consultation and case discussion on specific cases:

**Settings**

Please indicate the estimated total number of hours (including intervention and assessment, support, and supervision) spent in each of the following treatment settings.

**Total Hours**

- Child Guidance Clinic
- Community Mental Health Center
- Department Clinic (psychology Clinic run by a department or school)
- Forensic / Justice Setting (e.g., jail, prison)
- Inpatient Hospital
- Military
- Outpatient Medical / Psychiatric Clinic & Hospital
- University Counseling Center
- Student Mental Health Center
- Schools
- Other (Specify)
Populations
What is your experience with diverse populations in a professional therapy/counseling or an assessment capacity? Please indicate the number of clients/patients seen for each of the following diverse populations. You may provide additional information or comments in the space provided. Include under the assessment column clients/patients for whom you performed assessments and/or intake interviews. For this section, you may include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and/or groups please count each individual as a separate client or patient

# Clients

Race / Ethnicity
- African-American / Black / African Origin
- Asian-American / Asian Origin / Pacific Islander
- Latino-a / Hispanic
- American Indian / Alaska Native / Aboriginal Canadian
- European Origin / White
- Bi-racial / Multi-racial
- Other (specify below)

Sexual Orientation (Please indicate only for those clients where this information is known.)
- Heterosexual
- Gay
- Lesbian
- Bisexual
- Other (specify)

Disabilities
- Physical / Orthopedic Disability
- Blind / Visually Impaired
- Deaf / Hard of Hearing
- Learning / Cognitive Disability
- Developmental Disability
  (Including Mental Retardation and Autism)
- Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that significantly interfere with adaptive functioning)
- Other (specify below)

Gender
- Male
- Female
- Transgendered
Appendix H: Checklist for Students Entering with a Master’s Degree

Please indicate which of the following courses you have taken, the semester in which you took them, and the institution where you completed the course. This list may also be used by post-baccalaureate students to indicate which courses are needed in preparation for ProSeminar and Doctoral Practicum classes.

**Theories of Counseling (COUNS 710)**
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

**Foundations of Career Development (COUNS 711)**
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _____
Name of Institution: ______________________________________

**Essentials of Counseling Practice (COUNS 714)**
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

**Multicultural Counseling (COUNS 715)**
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

**Psychopathology (COUNS 751)**
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

**Group Counseling (COUNS 800)**
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________
Practicum (COUNS 970)
Equivalent Course Number and Title: ____________
Location of Practicum: ___________________ Type(s) of Clients: _____________________
______________________________________________________________________________
Number of Hours: ______________________________________________________________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

Statistics (EDPSYCH 624)
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

Human Development (EDPSYCH 640)
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

Techniques of Educational and Psychological Measurement (EDPSYCH 720)
Equivalent Course Number and Title: ____________
Equivalent Course Taken Semester: ____________ Year _______
Name of Institution: ______________________________________

Signature: _____________________________________________________________________
Date: _________________________
Appendix I: Preliminary Examination Portfolio

Comprehensive Portfolio Requirements

This handout describes the documents or “artifacts” that you are asked to submit to the Counseling Faculty in the form of a portfolio for your comprehensive exams. The purpose of each artifact is to provide evidence that you have mastered a specific skill or acquired a body of knowledge necessary to function effectively during internship and as a new professional after graduation. The process described herein replaces the preliminary examination process described in older Handbooks and used for previous cohorts.

Because the emphasis is on demonstrating knowledge and skills, if you have completed a course assignment or other work product that you believe provides substantially the same evidence of your mastery as a particular artifact, you may include that product in your portfolio along with the requested artifacts.

Your artifacts should be organized into a three-ring binder, with clearly tabbed divisions corresponding to each of the domains. Please clearly label each artifact by using the subheadings for each section (e.g., A1, A2, B1 etc). Each artifact should begin on a new page. You must use APA editorial style for each written assignment. However, please use single spacing for any documents you are creating for the first time for this portfolio. Insert a blank line between single spaced paragraphs. Of course, you are not required to change the format of work products created previously that you submit to meet requirements of a particular artifact – PDFs or word document well labeled are acceptable.

For artifacts created for this portfolio, use 12-point font, with 1 inch margins on all sides except 1.5 inches on the left to facilitate the 3-hole punch. Some artifacts have guidelines for total length of the paper. If no guideline is specifically mentioned, you should write only as much as you believe is necessary to adequately meet the requirement. Note that the portfolio will not be returned to you. It becomes the property of the program because it will be needed for our APA accreditation site visit. Label the cover of the binder as follows, with each line centered, and double spacing between each line except as noted:

Portfolio
Submitted in Partial Fulfillment of the Requirements for Doctoral Comprehensive Examinations
Counseling Psychology Program
University of Wisconsin – Milwaukee
<< space down one inch>>
your name
month and year
Section A. Professionalism: Self-Assessment and Professional Development Plan

A.1) Your updated curriculum vita, formatted as you would for your internship application.

A.2) Documentation of practicum training, summarizing the hours of clinical training you have completed in various categories required by the AAPI internship application. Download and complete the actual AAPI form.

A.3) Autobiographical Essay. [Note: This artifact is the answer to Essay #1 that will be required on your internship application “AAPI.” Your answer must be limited to 500 words or less.] Please provide an autobiographical statement. There is no “correct” format for this question. Answer this question as if someone had asked you, “tell me something about yourself.” It is an opportunity for you to provide the internship site with some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to present it.

A.4) Comprehensive career development plan. Integrate all the information you have gathered for the artifacts above, together with your understanding of the requirements to excel in your chosen career path of counseling psychologist, and then describe a comprehensive step-by-step plan to acquire the remaining skills and knowledge you will need to succeed. What are the key skills and knowledge areas remaining for you to acquire that will enhance the likelihood of being hired for your first position after graduation? What is your plan for acquiring these skills and this knowledge? The plan should begin with a few paragraphs describing your goals for internship training, and how your internship will help advance your prospects for success in the career you have chosen (suggested length, 1-2 pages).

A.5) Self-Assessment statement of your strengths and areas most in need of development. Using the remaining domains of this portfolio as a framework, write two paragraphs for each domain describing what you view as (a) your strengths in a given domain, and (b) the knowledge or skills you believe you still need to acquire in this domain to function in your chosen career you have described in your Career Goals Statement. Note that your answer to “b” for some domains may be that you need no further preparation in this area for the career path you plan to pursue.

Section B. Science: Research Competencies


B.2) 4 Knowledge of quantitative methods. Ensure that your proposal’s Method section describes the particular paradigm your study will follow (e.g., Grounded Theory, Phenomenological, Mixed Methods, CQR), together with the procedures that are appropriate to this paradigm for
ensuring trustworthiness and credibility of the data. The experimental and the correlational or quasi-experimental Method sections should present the results of a power analysis indicating how many research participants will be needed to ensure statistical power of .80 for the effect sizes you expect. Experimental designs should describe manipulation checks, if appropriate. Information on validity and reliability should be provided for all measures.

Also, new for this artifact, you are to write the framework for a Results section (if such a section was not included in your dissertation proposal). Describe step-by-step each of the quantitative statistical procedures you would use. Describe methods you would use for preliminary analyses of participants’ demographic characteristics, reliability of measures you have used, and perhaps also validity. Describe any exploratory or data-reduction procedures you plan to use. Next describe statistical tests for each of the hypotheses or research questions you have proposed. How will you determine whether assumptions of these quantitative methods have been satisfied by the data? What follow-up analyses would you conduct, if any? How will you address issues of Type I and Type II error?

**Section C. Application: Foundational Knowledge**

C.1) Select three areas from the following list of psychological foundations, biological bases of behavior, social bases of behavior, cognitive/affective bases of behavior, individual bases of behavior, developmental bases of behavior, or history and systems of psychology. For each of these three areas select a theory, model, or body of literature from that area and apply it in your choice of one of the following two ways: (1) How does this body of knowledge help improve the effectiveness of a counseling intervention you might deliver? or (2) How might you apply this theory or model to help inform a research question designed to explore a question of interest to counseling psychologists.

For example, (a) from Social Bases of Behavior, you might choose a theory and body of research on attitude change to explain how an intervention designed to combat heterosexism in high schools could be improved; (b) from Developmental bases of behavior, you might select Piagetian concepts of assimilation and accommodation to describe a research study of how trauma survivors come to understand and make meaning of their experience; and (c) from Individual bases of behavior you might apply a body of knowledge about impulse control to help improve an intervention to prevent relapse in substance abuse treatment.

**Section D. Application: Theories and Practice Competencies**

D.1) Brief statement of theoretical orientation. Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use deidentified case material to illustrate your points if you choose. [Note: This artifact is the answer
to Essay #2 that will be required on your internship application “AAPI”. Your answer must be limited to 500 words or less.

D.2) Personal theory of psychotherapy change. In this artifact you are asked to describe how your personal theory of psychotherapy change guides your thinking about clients and helps you develop a treatment plan. Your personal theory should borrow from all the sources available to you -- the writings of other therapists, texts on counseling and personality theory, observations of your colleagues, clients you have already seen. You should provide citations for the work of others that have inspired you in previous readings. Most of all, your theory of change will come from your own private reflections. Your personal theory will serve as a compass to direct your work with clients. Developing one's personal theory of counseling is a lifelong task. In your career, each new client, each new colleague, each new text or article you read may have something to offer that causes you to re-think your personal theory. This artifact should provide a snapshot of your current thinking, and consider (among other things) the following four domains:

a. What motivates human growth and development? (i.e., What is the "engine" that drives an individual’s functioning in the world? What are the goals that all humans seek to achieve?) You may think there is no engine or guiding force, or that it is an exceedingly simple one such as "survival". If so, please describe your beliefs. Your answer should incorporate your definition of psychological health and optimally adaptive functioning.

b. What forces or influences cause "psychopathology" or "problems in living" to develop? (Use your own preferred term here.) Your answer should describe how the process you describe in question “a” above gets off track and leads to the development of maladaptive patterns, emotional/psychological pain, etc. You should also include the role of cultural and social context influences in your answer to both “a” and this question “b”. Your answer should also include your beliefs about the biological bases of some presenting problems.

c. How do clients attempt to cope with the influences you have described in “b”? Your answer should describe both (1) healthy, adaptive coping which accounts for why clients are able to handle the negative influences described in “b” without professional help; and (2) maladaptive coping, which might provide some partial containment of the negative influences you have described in “b”, but which leaves the client "compromised" in some way that prompts her/him to seek counseling.

d. How does psychotherapy facilitate the change process in order to counteract the negative influences you have described in “b”? How does your model of psychotherapy account for the adaptive and maladaptive coping strategies you have described in “c”? Does you model in some way harness the natural forces of development you have described in “a”?

Note: An important criteria for evaluating this artifact will be how well integrated your answers are across these four elements, that is, does your answer to each succeeding element build upon the answers given to previous elements?
D.3) Case conceptualization. For a client you have worked with, develop a theoretically driven case conceptualization and treatment plan. The case conceptualization and treatment plan should be similar to what you learned in the advanced counseling theories course and should integrate your theory of change, client history, research literature related to presenting problem(s) and the sociopolitical context of the problem(s). The treatment plan should flow from the case conceptualization and include two sections: 1) a time limited, 12-sessions treatment plan, and 2) a long-term 30-session treatment plan.

D.4) Evaluating effectiveness. Based on your knowledge of research methods, describe in detail the procedures you would use to provide empirical evidence to an outside evaluator that the therapy you describe for both the treatment plans in artifact F.4 is effective with a single client under review. Your answer should describe pre- and posttreatment assessment, as well as process measures you might use during the course of treatment. What statistical methods would you use to evaluate these data?

D.5) Alternative treatment approaches. Describe how you would approach the client described in D.3 from the following perspectives: (a) cognitive behavioral, (b) feminist, (c) interpersonal / psychodynamic, (e) gestalt, or process-experiential, or “emotion-focused,” (f) family systems.

D.6) Career development. Describe how you plan to incorporate concepts from career development theory and the job satisfaction literature into work with clients. Your answer to this question should incorporate at least two distinct models of career development or lines of research. (Suggested length, 1-2 single spaced pages.)

D.7) Relationships in Supervision, Training, and Therapy. [Note: Questions in this section were developed directly from face-to-face questions encountered during previous internship interviews. Expect to be asked about these areas during our own Internship Readiness meeting].

From your perspective as a supervisee, what is the ideal relationship you might have with a supervisor? Describe important aspects of this ideal relationship and your interactions with the supervisor. What can you do with your next supervisor to help ensure that this type of relationship develops? Provide an example of a dilemma or a “stuck spot” in your work with a client and how you used supervision in an attempt to resolve the issue.

From your perspective as a practicum or field placement trainee, what is the ideal relationship and interactions you can have with classmates? What can you do with your fellow interns next year to proactively help ensure these ideal relationships develop?

Describe an example of a problematic emotional reaction you have had with a client (some might label as countertransference). How did you manage this reaction? What types of clients or situations in counseling have you discovered are most likely to evoke counterproductive
emotional reactions for you? How have you attempted to try to manage these situations? Describe a situation in which a client’s worldview, values, or strong beliefs were discrepant from your own. How did you manage the differences?

Section E. Professionalism: Multicultural Competencies

E.1) Self-Awareness. This differs from your self-assessment prepared in Section A. Prepare an essay that demonstrates your personal self-awareness of and sensitivity to multicultural issues, broadly defined (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status, religion/spirituality). This may include personal explorations of (a) your own socio-cultural heritage, worldview, values, biases and prejudices as they relate to multicultural interactions and counseling, or (b) an exploration of your multiple identities and how the relative privilege/oppression associated with each has influenced your individual experiences, values, biases, and assumptions. You can use your self-awareness/sociocultural identity development paper from your multicultural class for this artifact.

E.2) Experience with diverse populations. Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization. [Note: This artifact is Essay #3 taken directly from the AAPI. Your answer must be 500 words or less.]

E.3) Practice guidelines. Prepare an essay that discusses the various diversity related APA competency guidelines for practice (e.g., multicultural, girls and women, boys and men, lesbian/gay/bisexual). Discuss how you would broach these issues with clients and how you would integrate relevant multicultural issues, knowledge, and APA guidelines into your case conceptualizations, treatment plans, and counseling work with clients.

E.4) Multicultural case conceptualization. Requirements for becoming a culturally competent counseling psychologist include increasing awareness of one's own cultural values and biases, increasing knowledge of clients' worldviews, and using culturally appropriate strategies and intervention skills. Using the case study described in D.3, discuss in a new essay how these issues informed your work with this client.

Section F. Ethical, Legal, and Professional Issues

F.1) Ethical dilemma, personal example. Describe either (a1) an ethical dilemma you have actually faced in your work with clients or your research, or (a2) an ethical dilemma that you are likely to be faced with in your career as a new professional. The first part of this artifact should focus on describing the nature of the dilemma and the inherent conflict, not on how it can be resolved. (b) Which portions of the APA Ethical Principles of Psychologists and Code of Conduct might apply to this dilemma? (c) Discuss the dilemma in terms of virtue ethics.
principles such as justice, autonomy, beneficence, nonmalfeasance. (d) Describe an ethical resolution for the dilemma that you find most satisfactory. [Note that if you were actually faced with the dilemma, you need not describe how it was actually resolved]

F.2) Ethical and legal issues. (a) In the state of Wisconsin, under what circumstances are you required to initiate a break in confidentiality with an adult client? with a child client? Whom do you contact in each of these circumstances? (b) In the state of Wisconsin, if the following persons initiate contact with you and ask about your work with an adult client at a university counseling center, how would you respond if the request came from the client’s: parent? spouse? psychiatrist? probation officer? a police detective investigating a crime your client is accused of committing? (c) What does the legislation known as “HIPPA” require of psychologists?

F.3) Research ethics. Considering the research proposal you presented in Section B: (a) What are the elements of informed consent that must be presented to your potential participants. (b) In addition to informed consent, what other ethical issues must be considered in this proposal, and how do you propose to safeguard participants and potential participants?
Appendix K: Interpersonal Competencies

INTERPERSONAL PROFESSIONAL RELATIONSHIPS COMPETENCY
Rating Form

Trainee Name:

If you have not had the opportunity to observe in a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

Interpersonal Professional Relationships - Establishes, develops, and maintains effective interpersonal, professional relationships with clients, supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees and facilitate client progress)

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
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</table>
| **Expresses desire to help others** | 0            1            2            3            4               [N/O] | Demonstrates accurate empathy for feelings that are overtly expressed by others, in a manner that furthers the goals of professional activities
Examples: empathy promotes a positive therapeutic relationship; clients express feeling supported |
| **Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself** | 0            1            2            3            4               [N/O] | Demonstrates compassion for others who are dissimilar from oneself
| **Demonstrates empathic listening, behavior, and attitude** | 0            1            2            3            4               [N/O] | Demonstrates accurate empathy for feelings that are covertly expressed by others or are outside the awareness of others, as well as in complex, challenging and/or novel situations
| | | Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness |

2 “Clients” refers to individuals, couples, families, and/or groups
### READINESS FOR PRACTICUM

<table>
<thead>
<tr>
<th>2. Experience &amp; Use of Affect</th>
<th>3. Tolerates Affect</th>
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<tbody>
<tr>
<td><strong>Demonstrates awareness of inner emotional experience</strong></td>
<td><strong>Attends to own emotional reactions/clinical intuition in interpersonal relationships</strong></td>
</tr>
<tr>
<td>Examples: notices and expresses feelings</td>
<td>Examples: uses emotional reactions/clinical intuition to guide actions in interpersonal relationships in routine practice and professional relationships</td>
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<tr>
<th><strong>Demonstrates emotional maturity</strong></th>
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<tbody>
<tr>
<td>Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgment; resiliency around distressing affect</td>
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<table>
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<th><strong>Tolerates ambiguity and uncertainty</strong></th>
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<td>Examples: is flexible when things don’t go according to plan</td>
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### READINESS FOR INTERNSHIP

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<tr>
<th>2. Experience &amp; Use of Affect</th>
<th>3. Tolerates Affect</th>
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<tbody>
<tr>
<td><strong>Demonstrates affect tolerance in professional relationships, contexts, and settings</strong></td>
<td><strong>Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous and/or novel situations</strong></td>
</tr>
<tr>
<td>Examples: maintains affective equilibrium and focus on therapeutic task in face of client distress</td>
<td>Examples: tolerates patient’s feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient’s exploration and expression of affectively difficult issues; works flexibly with patients’ intense affects which could destabilize the therapeutic relationship</td>
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### READINESS FOR ENTRY TO PRACTICE

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<tr>
<th>2. Experience &amp; Use of Affect</th>
<th>3. Tolerates Affect</th>
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<tbody>
<tr>
<td><strong>Uses good clinical judgment regarding how to use affective reactions effectively in complex, challenging and/or novel situations</strong></td>
<td><strong>Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous and/or novel situations</strong></td>
</tr>
<tr>
<td>Examples: uses affective reactions in the service of resolving disagreements or fostering growth in others</td>
<td>Examples: tolerates patient’s feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient’s exploration and expression of affectively difficult issues; works flexibly with patients’ intense affects which could destabilize the therapeutic relationship</td>
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<tr>
<td>READINESS FOR PRACTICUM</td>
<td>READINESS FOR INTERNSHIP</td>
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<tr>
<td><strong>4. Effective Boundary Management</strong></td>
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<tr>
<td>Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries</td>
<td>Demonstrates appropriate use of self-disclosure</td>
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<td>Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one’s own interests and the client’s therapeutic interests</td>
<td>Examples: uses self-disclosure as a technique in treatment, shares countertransference reactions with supervisor, shares personal experiences regarding diversity issues with supervisors and peers in the service of group learning</td>
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<td>0 1 2 3 4 [N/O]</td>
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<tr>
<td><strong>Establishes and maintains appropriate professional boundaries</strong></td>
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<td>Examples: begins and ends treatment sessions on time; establishes expectations regarding fee payment and addresses nonpayment with clients; establishes clear role expectations for client; can identify and appropriately respond to questions from clients, including typical conversational questions and intrusive questions</td>
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<tr>
<td><strong>5. Recognizes Effects of Self on Others</strong></td>
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<tr>
<td>Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others</td>
<td>Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts</td>
</tr>
<tr>
<td>Examples: understands aspects of self that affect others, such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others’ identities; sensitive to the effects of self on others; examines interactions for effects of self on others</td>
<td>Examples: seeks feedback on ways that behaviors may affect others; considers how one’s gender and race affect professional relationships; understands that own identities and nonverbal behavior have an effect on others in professional contexts and understands how that may influence therapy and supervision</td>
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<td></td>
<td>0 1 2 3 4 [N/O]</td>
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<tr>
<td>Not at All/Slightly = 0</td>
<td>Somewhat = 1</td>
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### 6. Respectful Interactions with Others [Across Difference]

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<th><strong>READINESS FOR ENTRY TO PRACTICE</strong></th>
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<tbody>
<tr>
<td>Shows honesty and integrity; values ethical behavior</td>
<td>Demonstrates respectful, open engagement with diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and demonstrates adaptation to context</td>
<td>Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others</td>
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<tr>
<td>Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff</td>
<td>Examples: actively participates in course discussions about diversity issues and welcomes others’ perspectives; develops better understanding of others’ perspectives; able to modify own beliefs/biases</td>
<td>Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients</td>
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<td>2</td>
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<tr>
<td>Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States</td>
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## READINESS FOR PRACTICUM

**Open-minded**

Examples: acknowledges others’ opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs

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**Tolerates interpersonal conflict**

Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive in discussions with others who have differing opinions

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</table>

**Addresses problematic interpersonal situations using verbal and nonverbal skills**

Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies or ways to handle problematic encounters

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## READINESS FOR INTERNSHIP

**Actively addresses problematic interpersonal situations using verbal and nonverbal skills**

Examples: addresses and works with patients to resolve strains or ruptures in the therapeutic alliance; initiates discussion regarding disagreements with colleagues or supervisors and does so in a timely manner; efforts to resolve disagreements do not escalate negative affect among the parties involved; effectively articulates differences and possible options to resolve; seeks guidance from appropriate persons

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**Seeks clarification in challenging interpersonal communications**

Examples: uses active listening and reflection

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**Acknowledges own role in difficult interactions**

Examples: makes self-statements reflecting on behavior

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## READINESS FOR ENTRY TO PRACTICE

**Effectively negotiates conflictual, difficult, and complex professional relationships including those with individuals and groups that differ significantly from oneself**

Examples: actively seeks others’ opinions; generates constructive solutions even when others are defensive; initiates resolution strategies across a variety of settings; modulates approach to context rather than using the same skills across situations; knows how to consult about the process of a problematic interaction as opposed to just the content of the interaction

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<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All/Slightly = 0</td>
<td>Slightly = 1</td>
<td>Mostly = 3</td>
<td>Very = 4</td>
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### 8. Open to Providing & Receiving Feedback

#### Demonstrates willingness to admit errors
Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly

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#### Listens to and acknowledges feedback from others
Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate non-verbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others’ ideas and perspectives on own ideas and work; open to feedback

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</table>

#### Accepts and implements feedback from others in a non-defensive manner
Examples: pursues understanding feedback and learning how to implement successfully rather than suggesting ways the feedback isn’t compatible with one’s stance or other reasons feedback won’t work; listens to suggestions from supervisor and adapts professional behavior in accord with supervisory feedback; welcomes feedback graciously

| 0 | 1 | 2 | 3 | 4 | [N/O] |

**Provides feedback to others in an empathic, supportive, non-critical fashion**
Examples: provides feedback to supervisor regarding supervisory process; provides thoughtful, helpful feedback to colleagues in case disposition meetings regarding case conceptualization and clinical technique; provides effective feedback to clients regarding outcome of assessment

| 0 | 1 | 2 | 3 | 4 | [N/O] |

### 9. Cooperation & Collaboration

#### Demonstrates ability to cooperate with others
Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self accomplishments; adopts a group identity in working tasks rather than an individual identity

| 0 | 1 | 2 | 3 | 4 | [N/O] |

#### Consulls with and collaborates with others
Examples: evaluates need for and engages in consultation with allied professionals in the service of clients; intervenes with external systems on behalf of clients; shares personal reactions, details, and concerns about clinical interactions with supervisor in an honest and full way

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#### Collaborates effectively in complex, challenging, and/or novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others
Examples: effectively relates to other professionals in accordance with their unique patient care roles; maintains own position when appropriate while acknowledging the value of others’ positions and initiates mutually accepting resolutions

<p>| 0 | 1 | 2 | 3 | 4 | [N/O] |</p>
<table>
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<th>Moderately = 2</th>
<th>Mostly = 3</th>
<th>Very = 4</th>
<th>No Opp. = [N/O]</th>
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### 10. Expressive Skills

**Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills**

Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications

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**Communicates clearly using verbal, nonverbal, and written skills in a professional context**

Examples: communication is understandable, consistent across expressive modalities; prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way; provides verbal feedback to client regarding assessment and diagnosis using language the client can understand; presents clear, appropriately detailed clinical material

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**Demonstrates clear understanding and use of professional language**

Examples: uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.; understands terms and concepts used in professional texts and in others’ case reports

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**Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated, and demonstrate thorough grasp of professional language and concepts**

Examples: uses appropriate professional language when dialoguing with other healthcare providers; prepares sophisticated and compelling case reports; treatment summaries are concise, yet comprehensive

| 0 | 1 | 2 | 3 | 4 | [N/O] |
### 11. Awareness of & Commitment to Interpersonal Competence

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<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
<th>READINESS FOR ENTRY TO PRACTICE</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field</strong></td>
<td><strong>Uses available resources to improve and extend interpersonal skills</strong></td>
<td><strong>Demonstrates clear awareness of own level of interpersonal professional competence and limitations</strong></td>
</tr>
<tr>
<td>Examples: reviews Benchmarks document</td>
<td>Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use</td>
<td>Examples: demonstrates congruence between self ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities</td>
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<td>0</td>
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<td>2</td>
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<tr>
<td><strong>Demonstrates general awareness of own level of interpersonal professional competence</strong></td>
<td><strong>Uses available resources to improve and extend interpersonal skills</strong></td>
<td><strong>Demonstrates clear awareness of own level of interpersonal professional competence and limitations</strong></td>
</tr>
<tr>
<td>Examples: self ratings generally congruent with ratings by instructors and supervisors</td>
<td>Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use</td>
<td>Examples: demonstrates congruence between self ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities</td>
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<tr>
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<tr>
<td><strong>Uses available resources to improve and extend interpersonal skills</strong></td>
<td><strong>Demonstrates clear awareness of own level of interpersonal professional competence and limitations</strong></td>
<td><strong>Demonstrates commitment to ongoing growth and development of interpersonal professional competence</strong></td>
</tr>
<tr>
<td>Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use</td>
<td>Examples: demonstrates congruence between self ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities</td>
<td>Examples: actively participates in competency evaluation process and discussions regarding competencies</td>
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Appendix J: Program Goals and Objectives Evaluation

How well did our training program prepare you to exhibit the following competencies?

<table>
<thead>
<tr>
<th>Competency</th>
<th>Not very well</th>
<th>Somewhat well</th>
<th>Well</th>
<th>Very well</th>
<th>Extremely well</th>
<th>N/A or have not experienced</th>
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<tbody>
<tr>
<td>Prepare you to critically review and critique literature.</td>
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<td>Prepare you to develop the methodology for a proposal.</td>
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<td>Develop a strong base on knowledge in research design and analysis.</td>
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<td>Prepare you for empirically-supported practice of intervention (e.g., intervention selection, administration, assessment of progress).</td>
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<td>Prepare you for empirically-supported practice of assessment (e.g., test selection, administration, scoring, interpretation, report-writing, verbal feedback).</td>
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<td>Prepare you to consult with other professionals.</td>
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<td>Prepare you to integrate knowledge of individual and cultural diversity into your research and practice.</td>
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<td>Prepare you to integrate research and clinical activities.</td>
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<td>Engender a philosophy of self-reflection regarding clinical</td>
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</table>
Prepare you to effectively consider ethical issues in research and/or clinical practice.

Prepare you for effective consideration of diversity/multiculturalism (e.g., gender, ethnicity, religion, sexual orientation, disability) in your professional activities.

Prepare you to integrate foundational psychological theories into psychological practice (e.g., case conceptualization)

How well has the program prepared you to effectively participate in supervision?

How well has the program aided the understanding of your own dimensions of identity and the subsequent implications in research and clinical practice.

Prepare your identity as a counseling psychologist, competent in vocational psychology
<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
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<tr>
<td>Affective Basis of Behavior (i.e., EdPsych 814)</td>
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<tr>
<td>Not very well</td>
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<td>Somewhat well</td>
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<td>N/A or have not experienced</td>
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