

# Counseling Psychology Specialization Doctoral Student Handbook



August 2021

Accredited by the American Psychological Association

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 2002  
Phone: 202-336-5979/ E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

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### **Program Aims, Educational Philosophy, and Training Model**

The aim of the Counseling Psychology Program at Cleveland State University is to prepare health service psychologists in the specialty of counseling psychology. The program provides students with broad exposure to graduate level discipline-specific knowledge in the field of psychology, as well as trains students to acquire profession-wide competencies, consistent with the Standards of Accreditation for Health Service Psychology (APA, 2015). Discipline-specific knowledge includes affective, biological, cognitive, developmental, and social bases of behavior, as well as advanced integrative knowledge of these bases of behavior. It also includes research methods, statistical analysis, psychometrics, and the history of psychology. Profession-wide competencies include research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. Further, as a counseling psychology program, students gain knowledge in two program-specific competencies: 1) career and vocational development, and 2) urban issues. Students complete two academic year-long practicums, one in an urban environment, and a one year full-time doctoral internship.

Our program is based on a scientist-practitioner model that integrates empirical evidence and practice. Students are encouraged to be actively involved in faculty research throughout the program. Consistent with a Ph.D. program, students are required to complete at least one scholarly presentation at a local, regional, or national conference. Most students complete several such presentations at conferences such as the American Psychological Association Annual Convention, the National Multicultural Conference and Summit, the National Counseling Psychology Conference, the Ohio Psychological Association Annual Conference, or the Great Lakes Regional Counseling Psychology Conference. These presentations may be quantitative or qualitative in nature, a literature review, a clinical case study, or a discussion based on the student's comprehensive review of the literature. Furthermore, students are required to complete a quantitative or qualitative dissertation that is a substantive contribution to the scholarly literature.

Our program is consistent with the Model Training Program in Counseling Psychology (Scheel et al., 2018), emphasizing the specialty's historical values of growth toward full potential, the importance of holistic and contextual approaches, diversity and social justice, and communitarian perspectives. We aim to educate counseling psychologists with strong professional identification with the discipline and with the knowledge, skills, and attitudes to work effectively as health service psychologists. Counseling psychology students enroll in five Urban Education courses with doctoral students in related disciplines to foster an interdisciplinary understanding of human behavior in urban contexts. We seek to train graduates who work in a variety of settings, whether practice-based or academic, as well as to train graduates who are able to contribute to the field through scholarship. We expect most graduates to become licensed psychologists when doing so is consistent with their career goals.

The program prepares students who have already completed a Master's degree in counseling or clinical psychology or closely related field. Counseling psychology students enroll in 17-18 semester hours of urban education courses in cultural foundations, quantitative research and

measurement, and qualitative research. They also are required to complete 16 hours in the general psychology core, 40 semester credits in counseling psychology courses and practicum, and complete an empirical dissertation (10 semester credits). To complete the doctorate, students must successfully complete courses, pass the research comprehensive examination, the urban education core comprehensive examination, and the counseling psychology comprehensive examination. The latter consists of an oral exam and a portfolio of artifacts demonstrating the student's profession-wide and program-specific competencies, as well as advanced integrative discipline specific knowledge in trauma psychology. The capstones of the program are the doctoral internship and a dissertation that represents independent research that advances scholarly knowledge. The vast majority of students obtain internships at APA-accredited sites.

The program endorses the *Counseling Psychology Model Training Values Statement Addressing Diversity*, provided below. This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006, and published in a special issue of *The Counseling Psychologist* (2009), volume 37(5). All students are required to familiarize themselves with this statement, and the APA Ethical Standards and Code of Conduct for Psychologists, and sign the Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity (Appendix A) in their first semester in the doctoral program.

### ***Counseling Psychology Model Training Values Statement Addressing Diversity<sup>1</sup>***

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

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

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

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

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

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

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

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

## **Discipline-Specific Knowledge, Profession-Wide Competencies, and Program-Specific Competencies**

Consistent with the APA Standards of Accreditation that went into effect in 2017, the doctoral program trains students to develop discipline specific knowledge (DSK) and eight profession-wide competencies (PWCs). The program also includes two program-specific competencies (PSCs). Information on the DSK, PWCs, and PSCs follows. Examples of measures for the DSK, PWCs, and PSCs include grades in courses, scores on comprehensive examinations, scores on practicum evaluations, ratings on annual evaluations, and successful defense of dissertation. Minimum thresholds of achievement for individual measures of competencies include: a grade of B in individual courses;  $\geq 3$  on CERF;  $\geq 3$  on OETC; a 3 on comprehensive examination items; a B on relevant class assignments that measure a competency; an M (meets minimum level of achievement) on class assignment items that rate competencies; a rating of "moderately" on relevant items on the Practicum Evaluation in Practicum II or the last practicum taken, and a rating of "IP" indicating that student is at expected developmental level or "Yes" on relevant items on Annual Evaluation by 4<sup>th</sup> year. Minimum thresholds of achievement for other measures are noted below. Successful attainment of DSK, PWCs, and PSCs is defined as meeting the minimum levels of achievement for all individual measures for that competency, with the caveat that the minimum level of achievement for comprehensive examinations must also be met to graduate, and university regulations for minimum grades/GPA must be met.

### **I. Discipline Specific Knowledge**

#### **1. History and Systems**

- a. Measured by grade in PSY 588

## **2. Basic content areas**

- a. Affective – measured by grade in PSY 562 and AIDSK Counseling Psychology Comprehensive exam artifact from EDU 700
- b. Biological – measured by grade in PSY 677
- c. Cognitive – measured by grade in PSY 562
- d. Developmental – measured by grades in PSY 591 and 592
- e. Social – measured by grade in PSY 525

## **3. Advanced, Integrative Discipline Specific Knowledge (ADSK)**

- a. Measured by AIDSK Counseling Psychology comprehensive exam artifact

## **4. Research Methods**

- a. Measured by CERF – Scientific Knowledge and Methods; grade on CNS 765 research proposal; grades in EDU 800, 801, 807, and 802 or 808; Research Comprehensive Examination; Counseling Psychology Specialization Comprehensive exam artifact - CNS 825 Research Proposal

## **5. Statistical Analysis**

- a. Measured by EDU 800 and EDU 801

## **6. Psychometrics**

- a. Measured by EDU 800; CNS 702 and 703; Quiz on psychometrics

# **II. Profession-Wide Competencies**

## **1. Research**

a. Demonstrates the substantially independent ability to formulate research or other scholarly activities (critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to contribute to the scientific, psychological or professional knowledge base

1. Measured by CERF-Scientific Knowledge and Methods; dissertation proposal defense

2. Minimum level of achievement = passed by majority of committee

b. Conducts research or other scholarly activities

1. Measured by dissertation prospectus defense and dissertation defense

2. Minimum level of achievement = passed by majority of committee

c. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local, regional, or national level

1. Measured by scholarly presentation at local/regional/national conference

2. Minimum level of achievement = 1 presentation

## 2. Ethical and legal standards

- a. Is knowledgeable of and acts in accordance with
  - 1. current version of APA Ethical Principles and Code of Conduct
    - a. Measured by CERF – Ethics; Practicum Evaluation item; Practicum I Case Presentation Evaluation Item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item
  - 2. relevant laws, regulations, rules, and policies governing HSP at the organizational, local, state, regional, and federal levels
    - a. Measured by CERF-Ethics; Practicum Evaluation item; Practicum I Case Presentation Item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item
  - 3. relevant professional standards and guidelines
    - a. Measured by Practicum Evaluation item; Practicum I Case Presentation Item, Practicum II Integrated Report Evaluation Item; Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item
- b. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve dilemmas
  - 1. Measured by Practicum Evaluation item; Practicum I Case Presentation Item, Practicum II Integrated Report Evaluation Item; Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item
- c. Conducts self in an ethical manner in all professional activities
  - 1. Measured by Practicum I Case Presentation Item; Practicum II Integrated Report Evaluation Item; Annual Evaluation item

## 3. Individual and Cultural Diversity (ICD)

- a. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
  - 1. Measured by Practicum ICD assignment; Practicum Evaluation item; Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item;
- b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service

1. Measured by EDU 806 grade; Urban Core Comprehensive Examination; Practicum Evaluation item; Practicum I Case Presentation item; Practicum II Integrated Report Evaluation Item; Annual Evaluation item;

c. Demonstrates the ability to integrate awareness and knowledge of ICD in the conduct of professional roles, including a framework for working effectively with areas of ICD not previously encountered, and the ability to work effectively with individuals whose group membership, demographic characteristics or worldviews create conflict with their own.

1. Measured by CNS 780 ICD Assignment; Practicum I Case Presentation item; Practicum II Integrated Report Evaluation Item; Practicum Evaluation item; Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item;

d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work

1. Measured by Practicum I Case Presentation item; Practicum II Integrated Report Evaluation Item; Practicum Evaluation item; Comprehensive Examination Portfolio Evaluation item; Annual Evaluation item;

#### **4. Professional Values and Attitudes**

a. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

1. Measured by OSCE – 1<sup>st</sup> year; OETC professionalism item; Practicum Evaluation item; Annual Evaluation item  
2. Minimum level of achievement = 3 on professionalism item

b. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness

1. Measured by Practicum I Reading Journal Grade; Practicum Evaluation item; Annual Evaluation item

c. actively seeks and demonstrates openness and responsiveness to feedback and supervision

1. Measured by Practicum Evaluation item; Annual Evaluation item

d. responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

1. Measured by Practicum Evaluation item; Annual Evaluation item

## **5. Communication and Interpersonal Skills**

a. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

1. Measured by Practicum Evaluation item; Practicum I Case Presentation item; Practicum II Integrated Report Item; Annual Evaluation item

b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

1. Measured by Practicum I Case Presentation Evaluation item; Practicum II Integrated Report Evaluation Item; Practicum Evaluation item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

c. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

1. Measured by Counseling Psychology Specialization Portfolio Evaluation; Practicum Evaluation; Annual Evaluation item

## **6. Assessment**

a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

1. Measured by Practicum Evaluation item; Practicum I Case Presentation Evaluation item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

1. Measured by grades in CNS 738 and EDU 806; Measured by Practicum Evaluation item; Practicum I Case Presentation Evaluation item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

1. Measured by Practicum Evaluation item; Practicum I Case Presentation Evaluation item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

d. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

1. Measured by Practicum Evaluation item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

e. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective

1. Measured by Practicum Evaluation item; Practicum I Case Presentation Evaluation item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

f. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

1. Measured by Practicum Evaluation item; Practicum I Case Presentation Evaluation item; Practicum II Integrated Report Evaluation Item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation item

## **7. Intervention - Demonstrates the ability to**

a. establish and maintain effective relationships with the recipients of psychological services

1. Measured by OSCE – 1<sup>st</sup> year; OETC; Practicum I Case Presentation item; Practicum II Integrated Report item; Practicum Evaluation item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation Item

b. develop evidence-based intervention plans specific to the service delivery goals

1. Measured by OETC; Practicum I Case Presentation item; Practicum Evaluation item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation Item

c. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables

1. Measured by OETC; Practicum I Case Presentation item; Practicum Evaluation item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation Item

d. apply the relevant research literature to clinical decision making

1. Measured by Practicum I Case Presentation item; Practicum Evaluation item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation Item

e. modify and adapt evidence-based approaches effectively when a clear evidence base is lacking

1. Measured by Practicum I ICD Assignment Item; Practicum Case Presentation item; Practicum Evaluation; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation Item

2. Minimum level of competency = B on 780 Assignment

f. evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation

1. Measured by Practicum I Case Presentation item; Practicum Evaluation item; Counseling Psychology Specialization Portfolio Evaluation; Annual Evaluation Item

## **8. Supervision**

a. Demonstrate knowledge of supervision models and practices

1. Measured by CNS 826 Exam 1 and Supervision Competencies by Supervision Instructor Evaluation form

2. Minimum level of competency = B and ratings of 3 (Making Expected Progress) or better

b. Demonstrate knowledge of clinician development and evaluation

1. Measured by CNS 826 Exam 1 and Supervision Competencies by Supervision Instructor Evaluation form

2. Minimum level of competency = B and ratings of 3 (Making Expected Progress) or better

## **9. Consultation and interprofessional/interdisciplinary practice**

a. Demonstrate knowledge of and respect for the roles and perspectives of other professions

1. Measured by Practicum Evaluation item

b. Demonstrate knowledge of consultation models and practices

1. Measured by CNS 826 Exam 2

2. Minimum level of competency = B

## **III. Program Specific Competencies**

**1. Career and Vocational Development**

- a. Demonstrates advanced knowledge of vocational development
  - i. Measured by grade in CNS 825; Counseling Psychology Specialization Comprehensive Examination artifact

**2. Urban Issues**

- a. Demonstrates knowledge of issues affecting diverse urban populations
  - i. Measured by EDU 806, Annual Evaluation item

July 20, 20xx

Dear Incoming Student:

We are most pleased to welcome you to the Cleveland State University Counseling Psychology Specialization in the Urban Education Doctoral Program. We are writing to give you information on the courses you should take for the 20xx-20xx Academic Year.

Entering students must complete the attached form to indicate when they completed the prerequisites for the doctoral program. Please return it to Dr. Phillips and your advisor as soon as possible, or by **Oct 1<sup>st</sup>** at the latest. Students who have not completed all requirements as part of their master's courses may take courses this year or may be asked to delay the following sequence of courses for the doctoral program. Entering students must also complete their Plan of Coursework (attached) with their advisor by **Oct 1<sup>st</sup>**.

### **Tentative Schedule**

#### **FALL**

EDU 800 Research Design  
 CNS 765 Professional Issues  
 CNS 703 Personality Assess  
 PSY 591 Lifespan Dev I\*\*  
 or Prereq or EDU 807

#### **SPRING**

EDU 801 Inferential Stats  
 PSY 592 Lifespan Dev II\*  
 or PSY 562 Learning  
 CNS 712 Theories of Personality  
 CNS 702\* IQ or CNS 738\*\* Family  
 Prerequisite or PSY 525

#### **SUMMER**

EDU 715 Applied Prog  
 EDU 806 Cultural Fnd 2

\*offered every other year, odd years    \*\*offered every other year, even years

### **Timeline:**

**Oct 1:** Return completed Master's Course Checklist and Plan of Coursework to your advisor.

We expect your involvement on faculty research teams. During the Professional Issues in Counseling Psychology Course, you will have an opportunity to hear about the research areas of the entire faculty, and will hear about the times and locations of research team meetings. Please contact your advisor if you have further questions about his/her research. Additionally, we expect students to be involved with leadership and professional service. Please discuss opportunities for such activities with your advisor and the Co-Directors of Training. Again, we want to welcome you to our program! We look forward to the new academic year.

Sincerely,

Julia Phillips, Ph.D., Director of Training, Counseling Psychology

### Checklist for Doctoral Students entering with a Master's Degree

Please indicate which of the following courses you have taken, the semester of completion, and the institution where you completed the course. The course descriptions may be accessed through the Graduate School Bulletin, located at <http://catalog.csuohio.edu/> From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Course descriptions."

Please attach catalogue course descriptions, course syllabi, and graduate transcripts.

Course equivalency will be determined by the degree of overlap in course content, readings, goals, objectives, and assignments. This review will be completed by the advisor in consultation with the Training Directors and program faculty.

#### **Social and Cultural Foundations (CNS 504)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

#### **Appraisal in Counseling (CNS 505)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

#### **Legal and Ethical Issues in Counseling (CNS 517)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

#### **Laboratory in Counseling Techniques (CNS 620)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

#### **Theories of Counseling (CNS 622)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

**Group Counseling (CNS 623)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

**Career Development (CNS 624)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

**Psychopathology and Diagnosis for Counselors (CNS 706)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

**Educational Research (EDB 601)**

Equivalent Course Number and title \_\_\_\_\_

Equivalent Course Taken: Semester \_\_\_\_\_ Year \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade Obtained \_\_\_\_\_ Number of credits \_\_\_\_\_

**Student Signature** \_\_\_\_\_**Training Director Signature** \_\_\_\_\_**Date** \_\_\_\_\_

**Doctor of Philosophy in Urban Education**  
**PLAN OF COURSEWORK**

Complete and return this form to your academic advisor for his/her approval and signature by **October 1st during the first semester of study**. Your advisor will then forward it through the proper channels for final approval. Your copy will be returned when all approvals have been obtained. **Please type or print in ink.**

Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_ Email \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Year Admitted \_\_\_\_\_

**Specialization: Counseling Psychology**

**I. Program Core – 19-20 Total Hours (Date completed)**

EDU 800 (3) \_\_\_\_\_ EDU 801 (3) \_\_\_\_\_ EDU 807 (4) \_\_\_\_\_ EDU 802 (3) OR EDU 808 (4) \_\_\_\_\_  
EDU 806 (2) \_\_\_\_\_ EDU 715 (4) \_\_\_\_\_

**II. Specialization -- Min 20 Hours (List course and number of credits) (Date Completed)** If a pre-approved course equivalent was taken in place of any course below, please provide the equivalent course number and university at which the course was taken. Add below any prerequisite courses not completed prior to enrollment in the doctoral program.

CNS 765 ( 3 ) \_\_\_\_\_ CNS 738 ( 3 ) \_\_\_\_\_ CNS 888 ( 4 ) \_\_\_\_\_ CNS 782 ( 2 ) \_\_\_\_\_

CNS 702 ( 3 ) \_\_\_\_\_ CNS 825 ( 4 ) \_\_\_\_\_ CNS 780 ( 6 ) \_\_\_\_\_ CNS 712 ( 3 ) \_\_\_\_\_

CNS 703 ( 3 ) \_\_\_\_\_ CNS 826 ( 4 ) \_\_\_\_\_ CNS 781 ( 6 ) \_\_\_\_\_ PSY 562 ( 3 ) \_\_\_\_\_

PSY 525 ( 3 ) \_\_\_\_\_ PSY 677 ( 3 ) \_\_\_\_\_ PSY 588 ( 3 ) \_\_\_\_\_ PSY 591 ( 2 ) \_\_\_\_\_

PSY 592 ( 2 ) \_\_\_\_\_ EDU 700 ( 1 ) \_\_\_\_\_ \_\_\_\_\_ ( ) \_\_\_\_\_ \_\_\_\_\_ ( ) \_\_\_\_\_

**III. Electives (if any)**

\_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( )

**IV. EDU 895: Doctoral Research/EDU 899: Dissertation Credit -- Minimum 10 Hours**

(List course number and credit)

\_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( )

\_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( )

\_\_\_\_\_ Total Research/Dissertation Hours

**V. Transferable Credits From Another Institution – 16 hours maximum (List institution, course number and credit hours). Note: Only post-master's courses are transferable.**

\_\_\_\_\_ Total Program Hours (67 minimum)

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Program Director: \_\_\_\_\_ Date \_\_\_\_\_

**CURRICULUM PLAN:  
REQUIREMENTS FOR THE DOCTORAL DEGREE IN URBAN EDUCATION WITH  
A SPECIALIZATION IN COUNSELING PSYCHOLOGY  
(Total semester hours = 90-91)**

**REQUIRED PRE-REQUISITE MASTERS COURSE EQUIVALENTS**

EDB 601: Educational Research  
 CNS 504: Social and Cultural Foundations  
 CNS 505: Appraisal in Counseling  
 CNS 517: Ethical and Legal Issues in Counseling  
 CNS 620: Laboratory in Counseling Techniques  
 CNS 622: Theories of Counseling  
 CNS 623: Group Counseling  
 CNS 624: Career Development  
 CNS 706: Psychopathology and Diagnosis for Counselors

**URBAN EDUCATION CORE DOCTORAL SEMINARS AND DISSERTATION  
(23-24 semester hours)**

**Research**

EDU 800: Advanced Research Design and Measurement (3)  
 EDU 801: Inferential Statistics and Hypothesis Testing (3)  
 EDU 807: Introduction to Qualitative Research (4)  
 EDU 802 Quantitative Research (3) **or** EDU 808 Advanced Qualitative Research (4)  
 EDU 715 Applied Programming and Statistical Packages (4)

**Urban Core**

EDU 806: Cultural Foundations of Education and Human Services II: Race and Ethnicity (2)

**Dissertation**

EDU 895 & EDU 899 Dissertation Research (10)

**SPECIALIZATION COURSES IN COUNSELING PSYCHOLOGY  
WITHIN THE DOCTORAL PROGRAM IN URBAN EDUCATION  
Required of all Ph.D. student with counseling psychology specialization  
(57 specialization semester hours)**

**General Psychology Core (19 Credits)**

PSY 525 Social Psychology (3)  
 PSY 562 Learning, Memory and Cognition (3)  
 PSY 588 History of Psychology (3)  
 PSY 591 Lifespan Development I (2)  
 PSY 592 Lifespan Development II (2)  
 PSY 677 Foundations of Cog and Beh Neuroscience (3)

- CNS 712 Theories of Personality and Counseling (3)  
 EDU 700 AIDSK in Trauma Psychology (1)

**Professional Core in Counseling Psychology (38 Credits)**

- CNS 765 Professional Issues in Counseling Psychology (3)  
 CNS 702 Individual Intelligence Testing (3)  
 CNS 703 Personality Assessment (3)  
 CNS 738 Family Counseling (3)  
 CNS 825 Advanced Career Development: Theory and Practice (4)  
 CNS 826 Fundamentals of Supervision and Consultation (4)  
 CNS 888 Research & Evaluation in Counseling (4)  
 CNS 780 Doctoral Practicum in Counseling Psychology I (6)  
 CNS 781 Doctoral Practicum in Counseling Psychology II (6)  
 CNS 782 Predoctoral Internship in Counseling Psychology (2)

**Additional Requirements** (See Urban Education Doctoral Student Handbook for additional information on requirements)

**Residence Requirement**

The Counseling Psychology Specialization requires Full Time study for five consecutive years until degree completion.

Dissertation Research (10 semester hour minimum)\*

- EDU 895 Doctoral Research (Dissertation hours taken before an approved prospectus)  
 EDU 899 Dissertation (Dissertation hours taken after the formal approval of the prospectus)

\*Refer to the CSU Graduate Catalog for dissertation requirements including the continuous registration requirement. <http://catalog.csuohio.edu/index.php>

Comprehensive Examination: Research, Urban Education Core, Counseling Psychology Portfolio

The comprehensive examination consists of four components covering the urban education core doctoral course, research courses on the methodology for one's dissertation, and the Counseling Psychology Specialization Portfolio and Oral Exam. The portfolio currently comprises revised versions of the CNS 780 Case Conceptualization, CNS 781 Integrated Test Report, CNS 825 Paper, CNS 888 Theoretical Orientation Paper, and the EDU 700 AIDSK in Trauma Paper. Following preliminary review of the portfolio, an oral defense with two faculty is scheduled for the student to further demonstrate their competencies covered by the specialization comprehensive portfolio.

**Sequence of Courses for Counseling Psychology Specialization** - Degree is conferred upon successful completion of all degree requirements including internship (typically August) \*Course offered every other year Odd Years \*\*Course offered every other year Even Years

**FALL**

**SPRING**

**SUMMER**

**Year 1**

EDU 800 Advanced Res Des TH 5:00  
 CNS 765 Professional Issues in CP T 1:00  
 CNS 703 Personality Assessment T 5:00  
 PSY 591 Lifesp Dev I\*\* W 3-4:50  
 or Pre-requisite or EDU 807 W

EDU 801 Inferential Stats TH 5:00  
 PSY 592 Lifesp Dev II\* T 4-6 or  
 PSY 562 Learning\*\* T/TH am  
 CNS 712 Personality W 5:00 or PSY 525 Soc Psyc  
 T Th 2-3:15  
 CNS 738\*\* Family M or CNS 702\* Ind Intell M  
 or Pre-requisite

EDU 715 App Prog/Data Anal  
 EDU 806 Cult Fnds: II  
 Pre-requisite (if needed)  
**Comp Exam: Urban Core**

**Year 2**

EDU 700 AIDSK TBD\*\*  
 EDU 807 Qualitative Research W 5:00  
 CNS 780 Doc Prac I Th 2-5  
 CNS 825 Adv Career\* OR CNS 888 Research\*\* Th  
 PSY 591  
 PSY 591: Lifesp Dev I\*\*  
 EDU 802 Quantitative Research T 5:00

Pre-requisite (if needed)  
 CNS 780 Doc Prac I T 1-4  
 PSY 592: Lifesp Dev II\* or PSY 562 Learning\*\*  
 or PSY 525 Soc Psyc  
 CNS 738\*\* Family or CNS 702\* Ind Intell  
**Comprehensive Exam: Research**

Pre-requisite (if needed)

**Year 3**

EDU 700 AIDSK TBD\*\*  
 CNS 781 Doc Prac II W 1:00  
 CNS 825 Adv Career\* or CNS 888 Research\*\*  
 PSY 677 Neuro\*  
 EDU 802 Quantitative Research T 5:00  
 EDU 895 Dissertation (1)

CNS 781 Doc Prac II W 1:00  
 CNS 826 Supervision\* T or EDU 808 Adv Qual Research  
 PSY 525 Soc Psyc or PSY 562 Learning\*\*  
 EDU 895 Dissertation (1)  
**Comprehensive Exam Portfolio – Couns Psych**

**Year 4**

PSY 677 Neuro\*  
 EDU 802 Quantitative Research  
 PSY 588 History of Psych  
 EDU 895 or 899 Dissertation

CNS 826 Supervision\* T  
 EDU 808 Adv Qual Research  
 EDU 895 or 899 Dissertation (1)

**Year 5**

CNS 782 Pre-doc Internship (1)  
 EDU 899 Dissertation (1)

CNS 782 Pre-doc Internship (1)  
 EDU 899 Dissertation (1)

### **Plan of Coursework**

A plan of coursework needs to be completed, signed by the training director, and filed in the doctoral studies office by Oct. 1st of the student's first semester of doctoral study.

### **Advisement in the Program**

Faculty advisors have been assigned to closely match the student's research and practice interests with those of a core counseling psychology faculty member. An advisor is a great resource for doctoral students in developing as a professional psychologist and students who maintain frequent contact with their advisor have much to gain from that mentoring relationship. If a student's interests change during the program a change of advisor is not difficult to arrange; in fact, the faculty encourage students to pursue mentoring relationships with the faculty whose interests most closely match theirs. If a change of advisors is arranged, the Training Director should be notified and the proper form completed in the Office of Doctoral Studies. At the time of the dissertation proposal, a student may keep the same advisor or may elect to work with another counseling psychology faculty member as chair of the dissertation committee, depending on the topic.

### **Time Limit for the Degree**

It is expected that a student will complete all the requirements for the Ph.D. in a maximum of five - six years. Under extraordinary circumstances, petitions may be submitted for extension of the College of Education and Human Services six-year limit based upon extenuating circumstances and evidence of a firm plan for completion within a one-year extension. Petitions can be obtained from the Office of Doctoral Studies and must be submitted to the Directors of Training and the Doctoral Studies Committee.

### **Leaves of Absence**

Leaves of absence shall be granted for no longer than a one-year period whether during the core or dissertation phases of the program. A formal petition must be submitted to the Directors of Training and the Doctoral Studies Committee for a leave of absence to be considered. The petition must include the following: a) Statement of reason for the leave, b) Documentation from medical personnel (if appropriate), c) Detailed Plan for resuming study and completing the program, and d) Endorsement by the student's advisor. Student will be notified in writing of the Committee's decision. Due dates are as follows: Nov 30 for Spring Semester, March 30 for Summer, April 30 for Fall Semester.

### **Information on Practicum I and II Practicum Policies and Procedures**

Practicum matters are fully described in the Practicum Student Handbook available on the CSU Counseling Psychology website. Students are routinely provided with a copy during CNS 765 Professional Issues, but any student may request a copy from the Practicum Coordinator at another date. Please note that at least one of the two years of practicum must be completed in an urban setting. All placements must be approved by the Practicum Coordinator and the Training Director.

### **Telesupervision Policy**

Telesupervision is used only in exceptional circumstances such as the COVID-19 pandemic. Telesupervision under exceptional circumstances where agencies are not using in-person supervision to reduce risk of disease transmission is consistent with our aims to continue training students and allow them to continue to see clients to gain skills in psychological practice at those sites that are only providing telebehavioral health services. Telesupervision must be provided in a manner consistent with current APA Guidelines and Ohio law. Trainees must have had a minimum of one academic year of practical training at the master's level and meet all minimum levels of achievement for their first year in the doctoral program to participate in telesupervision. Practicum instructors make contact with site supervisors who are utilizing telesupervision at the beginning of the semester. Through these conversations, faculty ensure that supervisory relationships are appropriately

established. They also confirm the ways that off-site supervisors maintain full responsibility for clinical cases, the availability of and ways that consultation and crisis coverage are managed, how privacy and confidentiality of the client and trainees are assured, and the quality of and training requirements for technology by the trainee and supervisor.

**Record Retention Policy**

Records are kept in paper files in the Office of Doctoral Studies. Students are encouraged to keep their own copies of all materials from their doctoral program especially practicum and internship documentation to aid in their applications for postdoctoral positions and licensure throughout their careers.

### ***APA Ethical Standards and Code of Conduct for Psychologists***

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. The APA Ethical Standards can be found online at <http://www.apa.org/ethics/code.html>. No student or intern may use the title “Doctor” or “Psychologist” or allow others to refer to him or her as such. Students/interns should accurately describe their status as students in doctoral programs. The possession of a doctorate in another discipline (i.e. music or anthropology) does not allow for any variation from this rule. Students are encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

***Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity***  
All students are expected to familiarize themselves with and adhere to the current APA Ethic Code, and to familiarize themselves and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity. The form available in **Appendix A** is to be signed by students at the start of their first semester of enrollment in the program.

### ***Student Support Services***

A number of services are available to students including:

Career Services, <https://www.csuohio.edu/career-services/career-services>

Counseling and Testing Center, <https://www.csuohio.edu/counselingcenter/counselingcenter>

Financial Aid, <https://www.csuohio.edu/financial-aid/financial-aid>

Center for International Services and Programs, <http://www.csuohio.edu/offices/international/>

Disability Services, <http://www.csuohio.edu/offices/disability/>

Writing Center, <http://www.csuohio.edu/academic/writingcenter/>

Office of Inclusion and Multicultural Engagement, <https://www.csuohio.edu/engagement/inclusion>

LGBTQ+ Student Services, <https://www.csuohio.edu/lgbtq/lgbtq>

Health and Wellness Services, <http://www.csuohio.edu/offices/health/>

Library Services, <http://library.csuohio.edu/>

Office of Research, <https://www.csuohio.edu/research/research>

University Ombudsperson, <https://www.csuohio.edu/provost/ombudsperson>

Veteran & Military Success Center, <https://www.csuohio.edu/vikingvets/vikingvets>

Black Studies Program, <https://class.csuohio.edu/black-studies/black-studies>

Mareyjoyce Green Women’s Center, <https://www.csuohio.edu/womenscenter/womenscenter>

Office for Institutional Equity, <https://www.csuohio.edu/institutional-equity/institutional-equity>

Recreation Center, <http://www.csuohio.edu/services/recreationcenter/>

Student Life, <http://www.csuohio.edu/studentlife/>

U-Pass Program (allows students to ride free of charge on all Greater Cleveland RTA buses and rapid trains during a semester). <http://www.csuohio.edu/services/u-pass/>

Lift Up Vikes Resource Center and Food Pantry, <https://www.csuohio.edu/liftupvikes/liftupvikes>

Information Services and Technology, <http://www.csuohio.edu/offices/ist/>

In addition, the doctoral program maintains a statistics computer lab on the first floor of Julka Hall that is open during normal business hours.

### **Counseling Psychology Doctoral Student Evaluation** **Urban Education Ph.D. Program**

#### **(a) Annual Student Evaluation and Feedback**

Students will be evaluated a minimum of once a year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practicum and internship experiences, comprehensive exams, and research and dissertation progress will be used to evaluate the professional growth of the student. Progress toward timely completion of coursework, residence requirement, comprehensive exams, and dissertations will also be measured. Students must complete the Annual Evaluation – Student Form each year in April. Student progress is reviewed at a meeting of the counseling psychology faculty.

#### **Evaluation of Competencies, Minimum Levels of Achievement, and Actions for Remediation**

As outlined on pages 6-13, student progress toward attaining discipline-specific knowledge and each of the competencies is evaluated on an annual basis. To evaluate student progress, all measures of each competency are evaluated to determine if a student has demonstrated minimum levels of achievement on each of those measures. Students must attain DSK and competencies at the minimum levels of achievement to graduate. Students must meet the MLAs for each measure of the competency. Departures from attaining each competency will be judged to be minor or major. A minor departure will lead to faculty discussion to determine whether informal discussion/advising or a letter of instruction is warranted based on the measure(s), the level of departure from the minimum threshold for that measure(s), and the context of the student's performance on other measures of competency. A major departure will result in a letter of instruction or letter of remediation.

- A minor departure for a grade in a course occurs if a student earns one B- in a course. If a student earns more than two B- in courses, it is a major departure. If a student earns lower than a B- in one course, it is a major departure. Please also see university policy on requirements for grades in the Graduate Catalog (<http://catalog.csuohio.edu>).
- On comprehensive exams, if a student does not pass an exam, it is a minor departure. If the student does not pass the exam on a second try, it is major departure.

- For evaluations on likert type scales (e.g., OSCE scores, OETC scores, practicum evaluation scores, or annual evaluations), a minor departure is a score that is 1 rating below the minimum required score; and a major departure is a score that is 2 ratings below the minimum required score.

Students will complete an **Annual Student Evaluation – Student Form** for the Counseling Psychology program (See **Appendix B**). This evaluation is submitted each April. Counseling Psychology Faculty formally review each student, and evaluate the student’s academic and professional progress at the end of each spring semester. Counseling Psychology Faculty provide the students with a written evaluation of their progress towards the doctoral degree at the beginning of the following year using the **Annual Student Evaluation – Faculty Form (See Appendix C)**. Student evaluations and feedback letters are reviewed with the student and placed in the student file.

### **Criteria for Maintaining Satisfactory Status in Academic and Professional Competencies**

The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty look for excellence in scholarship, research potential, and professionalism.

#### ***Exceptional:***

- Student demonstrates higher than minimum levels of achievement on all measures of each of the DSK and competencies.
- Student has completed coursework 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 dissertation project.
- Student’s practicum competency evaluations are “4 (mostly) or 5 (very)” out of a scale from 1 (not at all/slightly) to 5 (very) as evaluated by practicum supervisors.
- Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.
- Student is an active member of the Society of Counseling Psychology of the American Psychological Association or a related professional organization.
- Student has served in a leadership role in a professional or student organization.
- Student has attended a national conference/meeting, and has participated with either joint or sole presentation.
- Annual Student Evaluation report is clear, specific, and purposeful.

#### ***Satisfactory:***

- Student demonstrates the minimum levels of achievement on 80% of measures for each of the DSK and competencies
- Student has completed coursework in a timely manner with at least a B+ average.
- Student has received at least “mostly” rating in all competencies in Practica/internship evaluations on a scale from not at all/slightly to very.
- Student has participated on a research team.
- Student has made adequate and timely progress on dissertation and exams (comprehensive exams or oral dissertation defense).
- Student has attended a local, state, or national conference/meeting.
- Student is a member of the Society of Counseling Psychology of the American Psychological Association (APA) or a related professional organization.
- Student has submitted Annual Student Evaluation.

***Unsatisfactory Progress:***

- Student does not demonstrate the minimum levels of achievement on 80% of measures for one or more competencies and/or DSK.
- Student has received has not maintained a B average
- Student has received not at all or somewhat competency ratings in Practica settings on a scale from not all all/slightly to very.
- Student has minimal or no attendance or active participation on a research team.
- Student has not submitted any proposal for presentations.
- Student is not a student affiliate of the Society of Counseling Psychology or a related professional organizationi.
- Student has not made adequate progress on coursework, dissertation and/or exams (failed comprehensive exams or oral dissertation proposal defense).
- Student has not been enrolled in her/his program of studies during the past semester.
- Student has not submitted an Annual Student Evaluation.

**(b) Plan of Action when Unsatisfactory Ratings on the Annual Evaluation and/or Departures from Minimum Levels of Competence Occur**

If a counseling psychology doctoral student receives an unsatisfactory rating in their annual evaluation or other evidence of unsatisfactory levels of competence as previously identified for the evaluation of the DSK and competencies, the core counseling psychology faculty will meet and develop a plan to assist the student to remedy the deficiency. One of the following 2 steps will be taken:

- (1) If the unsatisfactory performance is a minor departure from minimum thresholds for attainment of a competency or a minor departure from minimum levels of achievement for a measure of competence, faculty will determine whether informal discussion/advising or a letter of instruction is warranted based on the measure, the level of departure from the minimum threshold for that measure, and the context of the student's performance on other measures of competency. A *Letter of Instruction* will be written by the Training Directors and Faculty Advisor. In this letter the nature of the deficiency and the recommendations for improvement will be presented. A meeting will be scheduled with the student, Training Directors, and the Faculty Advisor to discuss the deficiency and the recommendations for improvement. A copy of the *Letter of Instruction* will be kept in the student's file. Progress on the deficiency will be reviewed by the Faculty Advisor and Training Directors as stipulated in the Letter of Instruction and a notation of satisfactory progress will be made on the letter when the deficiency is remedied.
- (2) If the unsatisfactory performance occurs subsequent to the issuance of a *Letter of Instruction* for a prior deficiency, is a major departure from minimum threshold for achievement of one of the DSK or competencies, or is a major departure from minimum levels of achievement for one or more measures of the DSK or competencies, the core counseling psychology faculty will meet to develop a draft *Remediation Plan* for the student. The Training Director will then schedule a meeting with the student to discuss the deficiency, the draft Remediation Plan, and the student's willingness to remediate the deficiencies as noted in the plan. The Plan will include specific actions to be taken by the student and a time line for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student's academic file. The Training Director and Faculty Advisor will be responsible for monitoring student progress at least once per year. A second meeting with the student, Training Director will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Letter of Satisfactory Remediation of Deficiencies* will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to

explain the reasons for the incomplete results. The core faculty will then meet to discuss the next steps. Depending on the situation the core faculty may vote any of the following options: extend the deadline, revise the remediation activities, act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties, or recommend dismissal from the university.

**(c) Ongoing Evaluation of Student Progress**

For the purposes of ongoing evaluation, the decisions and actions outlined above under **Annual Student Evaluation and Feedback** may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

**(d) Readiness for Practicum I**

Student readiness for Practicum I is assessed during the first year of the program. Methods of assessment include a) completion of Checklist for Doctoral Students entering with a Master's Degree and Plan of Coursework that includes any required pre-requisite coursework, b) evaluations in CNS 765 Professional Issues in Counseling Psychology course (i.e., Competency Evaluation Rating Form - Scientific Knowledge, Competency Evaluation Rating Form - Ethics, OSCE, Comprehensive Competencies: First Year Students: Readiness for Practicum I, and c) Annual Report of Student Progress.

**(e) Readiness for Practicum II**

Student readiness for Practicum II is assessed during the second year of the program. Methods of assessment include a) successful completion (B or better) of CNS 765 Professional Issues, CNS 702 Individual Intelligence Testing, CNS 703 Personality Assessment, b) Practicum I Evaluations (OETC Practicum I, Practicum Evaluation), and c) Annual Report of Student Progress.

**(f) Readiness for Internship**

1. Student readiness for Internship is assessed in the Spring semester prior to applying to pre-doctoral internship. Methods of assessment include: a) Completion or plan of completion of all coursework prior to the start of internship, b) successful completion of all comprehensive exams prior to application, c) Practicum I and II Evaluations, d) Annual Student Evaluation showing that minimum levels of achievement for all competencies are met or in progress, and e) successful dissertation proposal hearing by the third Friday in October of the year of application.

Students are expected to have a successful dissertation proposal hearing before they submit their internship applications through APPIC. The deadline for defending the dissertation proposal hearing is the third Friday in October.

2. *Status of the dissertation at the start of Internship*

Students are expected to successfully defend their dissertations prior to the initiation of internship. This schedule allows for students to focus their attention on internship.

**(g) Competencies in Practicum: Practicum Evaluation: Practicum I and II**

A Practicum Evaluation related to the knowledge and skills targeted for Practica are used to determine the 'match' between training priorities and achieved competencies by students. A Practicum Evaluation is completed by the field-based supervisors and faculty to monitor students' acquisition of knowledge and skills. Hence, this evaluation provides concrete and ongoing documentation of student progress and serves as a major component in the determination of the student's grade in doctoral practica.

### **(h) Comprehensive Examinations**

Eligibility for candidacy will be determined on the basis of successful performance on comprehensive examinations. Comprehensive examinations consist of three components covering the urban education core course, research courses, and specialization in counseling psychology. Examinations are staggered and scheduled during Spring Semester and Summer. The urban education core and research examinations are typically taken in the summer following the first or second year of coursework. The specialization exam in counseling psychology is comprised of a portfolio of artifacts that is submitted in late Spring Semester of the third year of coursework. Following preliminary review of artifacts by faculty, an oral examination is scheduled with two randomly selected faculty members. Students should have completed the majority of the coursework that has been offered in the professional core in counseling psychology, and have a completed *Plan of Coursework* on file in the Office of Doctoral Studies. The majority of courses in basic content should be completed prior to taking this exam, as well. Application for each examination must be made to the Office of Doctoral Studies four weeks prior to the examination date.

#### **Urban Education Core and Research Components**

For Counseling Psychology students, the *Urban Education Core Comprehensive Examination* consists of a two hour online essay question from EDU 806 using Blackboard Respondus Browser Lockdown and Monitor. This question demands recall, application, and demonstration of knowledge. No notes or other materials may be used in answering the question.

The *Research Comprehensive Examination* consists of two parts, a quantitative part and a qualitative part. Students must answer and pass the part of the exam that will correspond to their dissertation methodology i.e., students doing quantitative dissertations must pass the quantitative exam, students doing qualitative dissertations must pass the qualitative exam, and students using mixed methods must pass both parts of the exam. If students are unsure of what methodology they will use, they are advised to take both parts of the exam. Students taking both parts have four hours to complete the exam online using Blackboard Respondus Browser Lockdown and Monitor. No notes or other materials may be used in answering these questions. The quantitative exam will reflect the content of the first two quantitative courses, EDU 800 and EDU 801, and the qualitative exam will reflect the content of the required qualitative course, EDU 807.

1. Construction of the core examination is the responsibility of faculty representatives involved in instructing each of the four urban education core seminars, and faculty representatives responsible for the research sequence.
2. Urban Education Core examinations are evaluated by the same committee that constructed them and other qualified faculty, dividing the workload such that each question is scored by two readers with appropriate content expertise.
3. An orientation to the core comprehensive is held in advance of the exam. Notice of the orientation is mailed to all students eligible to take comprehensives.
4. Failure to attain the required level of competence on the core examination will result in the student's need to undertake additional coursework and/or study in preparation for re-taking the examination.
5. The urban education core and research comprehensive components are graded separately. It is possible to pass one section and not the other. If a student fails either portion of the examination, he/she must repeat that portion (i.e., urban education core and/or research). Students are permitted to take each portion of the examination four times. A fourth failure on any question may result in a recommendation for dismissal from the university.

#### **Comprehensive Examination in Counseling Psychology.**

The specialization exam is comprised of a portfolio of artifacts, including a Case Conceptualization, Integrative Test Report, Theoretical Orientation Paper, Career Psychology Paper, and the AIDSK paper. The portfolio is submitted by the deadline in April and an oral exam is scheduled with two randomly picked core Counseling Psychology faculty members in late Spring Semester. A guide to the portfolio process is provided to students and an orientation to the process occurs in Fall Semester each year. Students are expected to spend time revising their artifacts in their third year such that artifacts reflect their best work and work that is commensurate with a student at the end of their third year. After a preliminary review, an oral exam will be scheduled for students to further demonstrate their competencies. It is expected that most of the professional core courses in counseling psychology will be completed prior to the time of the exam. Students have four attempts to pass their specialization comprehensive examination portfolio and oral exam.

**(i) Dissertation proposal hearing**

When the proposal is completed satisfactorily in the view of the Dissertation Advisor, an oral proposal hearing will occur. This hearing will be designed to evaluate the appropriateness of the plan, make such suggestions and revisions as are deemed necessary by the Committee and Advisor and serve as a further opportunity to evaluate the level of competence attained by the candidate in the counseling psychology specialization. More than two negative votes will be considered an unsatisfactory performance and constitute cause for repeating the hearing over such parts as the committee judges to be inadequate. A second unsatisfactory performance will normally be considered grounds for separation. Proposal hearings are closed to anyone other than the candidate and committee. After consulting with the chair, students will ask faculty members to serve on their committees. A majority of the committee members must be counseling psychology core faculty members. In order to apply for internship, a student must have successfully defended the dissertation proposal hearing by the third Friday in October. Committee members must receive a copy of the prospectus three weeks prior to the scheduled hearing date.

**(j) Oral Defense of Written Dissertation**

Students are evaluated on their research skills/competencies by passing a written and an oral defense of their dissertation. When the candidate has completed the dissertation with approval by the Dissertation Advisor, a final oral examination will be held before the Dissertation Committee. A committee will be comprised of 3 or 5 members, consisting of the Advisor, one or more additional faculty members, and a faculty representative from another College. In most cases, the Committee will consist of the same individuals approving the plan during the initial proposal hearing. Acceptance of the dissertation will be contingent upon majority Committee approval. Faculty members must have the final draft of the dissertation at least three weeks before the scheduled defense. Students will not schedule a proposal hearing or dissertation defense without the approval of their dissertation chair, who must alert the Office of Doctoral Studies to schedule the hearing/defense.

**(k) Grade Point Average**

Students must maintain a 3.0 average (4.0 point scale) throughout their program of studies. Students who obtain less than a B in major courses 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. The Graduate Catalog is the official source of the university's graduate academic programs, courses, and policies and should be referred to for requirements related to course grades. It can be found at <http://catalog.csuohio.edu/>

**(l) Academic Misconduct**

The University Policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered students, theft, mutilation of library materials, etc. The Policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in the Cleveland State University Student Handbook. Copies are available

from the Department of Student Life, Student Center, Room 319. The University Policy on Academic Misconduct can also be found on the University website at:

<http://www.csuohio.edu/studentlife/conduct/index.html>

The CSU Student Code of Conduct can be found at:

<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>

Additional information available in the Graduate School Bulletin, located at <http://catalog.csuohio.edu/> From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Regulations and Requirements," and then choose "Regulations for Student Conduct" toward the top center of the page.

### **(m) Personal Difficulties with Personal/Interpersonal Competencies of Professional Psychologists**

In the unlikely event that a student experiences personal or interpersonal difficulties that lead faculty to believe the student is not currently able to function as a competent psychologist-in-training, the core faculty will meet to discuss the issue and develop a plan for responding. For students with personal difficulties that are having a minor effect on competency, the faculty may elect to ask the advisor, Director of Training or course instructor to meet with the student and discuss the problem. The purpose of this meeting is to identify strategies that will help the student resolve the difficulty. The faculty member who meets with the student is responsible for monitoring student progress and reporting results to the core faculty and Director of Training.

Sometimes a student experiences a personal difficulty that significantly compromises competent professional functioning. Problems with competencies may include but are not limited to any of the following:

- ◆ An unwillingness to address a personal/interpersonal problem that has been identified by faculty and/or supervisors as a serious impediment to professional functioning
- ◆ An inability to change behaviors that compromise competent client service or risk damage to the public's view of the agency in which he or she is seeing clients in spite of specific feedback for change
- ◆ An unwillingness or inability to change behaviors that violate *APA Ethical Principles* (2010) or state and federal legal standards for professional psychologists (See additional procedures for responding to possible violation of *APA Ethical Principles* below.)

If any such problems are identified, the student will be asked to meet with the Training Director and Faculty Advisor (and additional faculty as relevant) to discuss the problem and identify strategies for change. Together with the student a Remediation Plan and timeline will be developed. The Plan will include specific actions to be taken by the student and a time line for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student's academic file. The Faculty Advisor will be responsible for monitoring student progress at least once per semester thereafter. A second meeting with the student, Training Director, and Faculty Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Letter of Satisfactory Remediation* will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The core faculty will then meet to discuss the next steps. Depending on the situation the core faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties.

### **Procedures for Responding to Possible Violation of *APA Ethical Principles***

All prospective and current students are responsible to adhere not only to all guidelines for academic honesty noted in the Graduate Bulletin, but also to comply with all provisions of the APA *Ethical Principles*. Within the first 6 weeks of student's first fall enrollment into the program, they are required to review the APA Ethical Principles and are required to sign an Ethics Code Verification (Appendix D) indicating that they are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. When a student is suspected to have violated an ethical standard, the advisor, in consultation with other counseling psychology faculty members determines whether the suspected violation is amenable to resolution through informal intervention or whether it may be serious enough to warrant formal review. If the suspected violation appears to be less serious, the student is asked to meet with his or her advisor who discusses the matter with the student, asks for relevant information from the student, and collaborates with the student to develop a plan for remediation. A note of the meeting is placed in the student file and a oral report of the outcome of the meeting is presented to the counseling faculty.

If the violation appears more serious, the student receives a written notice of the suspected violation and is asked to meet with his or her advisor and two other faculty members to discuss the alleged misconduct. The student may present any relevant information he or she wishes to bring forward at that meeting, the purpose of which is to ascertain the likelihood that a serious violation occurred and to plan for remediation, suspension, or removal from the program.

#### **(n) Student Appeal Process**

The Graduate College has established procedures for students to file grievances when they believe they have not been received an accurate grade in a course. These procedures may be accessed through the Graduate School Bulletin, located at <http://catalog.csuohio.edu/> From this link, one will need to choose the current, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Regulations and Requirements," and then choose "Regulations for Student Conduct" toward the top center of the page.

Students with grievances toward a faculty member or the program should refer to the Doctoral Studies Handbook for procedures to follow to resolve the concern.

Students seeking exemption from other program requirements may petition the Core Counseling Psychology Faculty. This body votes on the petition and forwards it to the Doctoral Studies Committee in Urban Education for their review and vote.

#### **(o) Faculty Philosophy on Student Progress**

The faculty is committed to student success and is prepared to work diligently to help students who have academic and personal obstacles succeed as counseling psychologists. We are optimistic that once identified most problems with academic, personal or interpersonal competencies can be resolved and students can continue their forward progress in the program. However, we feel equally responsible to ensure that if all efforts at remediation fail, that we do not represent an incompetent professional as competent.

**Appendix A: Verification of Ethics Code and Counseling Psychology Model Training  
Values Statement Addressing Diversity**

# Cleveland State University

*Ph.D. in Urban Education*  
**Counseling Psychology**

Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. This form is used to provide verification to the program that our students have (a) received a copy of the current APA *Ethical Standards and Code of Conduct for Psychologists*, (b) have familiarized themselves with it, and (c) have been advised and encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

All students in the Counseling Psychology program are expected to familiarize themselves with and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity.

This form must be signed and returned to the program coordinator or director within the first 6 weeks of students' first fall enrollment in the program.

My signature below indicates that I have received or obtained the current APA *Ethical Standards and Code of Conduct for Psychologists* and the *Counseling Psychology Model Training Values Statement Addressing Diversity* and have been advised to asked questions of my program advisor, faculty or supervisors about any ethical issues or concerns or issues concerning diversity that arise during my tenure in the program. This form will be kept in your official student file.

Student (please print) \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

## Appendix B: Annual Student Evaluation

Student:

Year in Program:

Date of Evaluation:

Advisor:

Each year we will do an annual evaluation to monitor progress in the program and ensure that each student has the requisite competencies to graduate. To initiate this process, please complete the following form addressing your performance in the program, including coursework, comprehensive examinations, and research activities. Please then fully answer each of the short answer questions. **Please include this form, your short answers, an updated cv and your most recent unofficial transcript and submit each of these items by email to both your advisor and the Director of Training, Julia Phillips, by Friday May 7, 2021 at noon.** The faculty will then meet to discuss your progress and complete your annual evaluation. Feedback will be compiled and provided at the beginning of next Fall Semester.

### 1. Coursework

1. Have you demonstrated the requisite knowledge in all course work to date by earning a B in each class? Yes \_\_\_\_\_ No \_\_\_\_\_

2. What is your cumulative GPA at CSU? \_\_\_\_\_

**2. Comprehensive Exams** - Please indicate which comprehensive exams you have passed to date:

All Comps \_\_\_\_\_

Research Comps \_\_\_\_\_

Urban Core Comps \_\_\_\_\_

CP – Portfolio \_\_\_\_\_

### 3. Research

1. Have you successfully defended your dissertation proposal? \_\_\_\_\_

2. Have you successfully defended your dissertation? \_\_\_\_\_

3. Number of scholarly presentations at regional/national conferences (includes acceptances to conferences which were cancelled)? \_\_\_\_\_

**Short Answer Questions – please address each of these questions focusing on your behaviors this past year:**

1. Please highlight the professional service and leadership positions you have been involved with:

2. Please discuss your involvement in research (including faculty research, collaborations with other students, and your own dissertation):
3. Please discuss in how you have conducted yourself in an ethical manner in all professional areas:
4. Please discuss how you have demonstrated cultural self-awareness, knowledge of diversity issues, and the ability to integrate diversity in professional roles.
5. Please discuss how you have behaved in ways that reflect the values and attitudes of the profession; engaged in self-reflection and activities to improve performance and maintain well-being; actively sought and demonstrated openness to feedback; and responded professionally in increasingly complex situations with greater independence over time.
6. Please discuss how you have developed and maintained effective relationships with a wide range of individuals; communicated effectively in oral, written, and nonverbal ways; and demonstrated effective interpersonal skills and the ability to manage difficult communication well.
7. Please discuss how you have demonstrated the expected assessment competencies for the level at which you are in the program.
8. Please discuss how you have demonstrated the expected intervention competencies for the level at which you are in the program.
9. Please discuss how you have demonstrated the expected supervision competencies for the level at which you are in the program (leave blank if you have not yet taken CNS 826).
10. Please discuss how you have demonstrated the expected consultation competencies for the level at which you are in the program (leave blank if you have not yet taken CNS 826).
11. Please discuss how you have demonstrated the expected interdisciplinary skills for the level you are in the program (e.g., respect for other people in other disciplines; working with professionals from other disciplines).
12. Please discuss your progress in the program. Please address the reasons for any difficulties you have experienced in making expected progress and how you plan to resolve those difficulties and make expected progress in the future.

**Appendix C Annual Evaluation: Faculty Form**

Student Name:

Year in Program:

Faculty Name:

Date:

**1. Academic Coursework**

Student meets the minimum level of achievement (B or better in each course)    Yes    No

**2. Comprehensive Examinations**

Student meets minimum level of achievement and has passed all exams expected at this time

Yes    No

**3. Research – Dissertation and Scholarship**

Has the student made expected progress on dissertation for year in program?    Yes    No

Has the student successfully defended dissertation proposal?    Yes    No    N/A

Has the student successfully defended dissertation?    Yes    No    N/A

Has the student presented at a regional or national conference while in the program?    Yes    No

**4. Professional Service and Leadership**

Has the student done professional service/leadership at the local, regional, or national level while in the program?    Yes    No

**Key for Elements Related to Profession-Wide and Program Specific Competencies:**

**CIRCLE YES** if student has demonstrated competency at the level of readiness for internship

**CIRCLE IP** if student is at expected developmental level and is “in progress” toward readiness for internship

**CIRCLE NO** if student’s demonstration of competency is below that expected for their developmental level

**Professional Wide Competencies**

**1. Research**

- a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. **YES    IP    NO**
- b. Conduct research or other scholarly activities. **YES    IP    NO**

- c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. **YES IP NO**

## 2. Ethical and Legal Standards

- a. Be knowledgeable of and act in accordance with each of the following:
  - i. the current version of the APA Ethical Principles of Psychologists and Code of Conduct. **YES IP NO**
  - ii. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels. **YES IP NO**
  - iii. Relevant professional standards and guidelines. **YES IP NO**
- b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. **YES IP NO**
- c. Conduct self in an ethical manner in all professional activities. **YES IP NO**

## 3. Individual and Cultural Diversity

- a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. **YES IP NO**
- b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. **YES IP NO**
- c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. **YES IP NO**
- d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. **YES IP NO**

## 4. Professional Values, Attitudes, and Behaviors

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. **YES IP NO**
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. **YES IP NO**
- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision. **YES IP NO**
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. **YES IP NO**

## 5. Communication and Interpersonal Skills

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. **YES IP NO**

- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. **YES IP NO**
- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well. **YES IP NO**

## 6. Assessment

- a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. **YES IP NO**
- b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). **YES IP NO**
- c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. **YES IP NO**
- d. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. **YES IP NO**
- e. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. **YES IP NO**
- f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. **YES IP NO**

## 7. Intervention

- a. Establish and maintain effective relationships with the recipients of psychological services. **YES IP NO**
- b. Develop evidence-based intervention plans specific to the service delivery goals. **YES IP NO**
- c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. **YES IP NO**
- d. Demonstrate the ability to apply the relevant research literature to clinical decision making. **YES IP NO**
- e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. **YES IP NO**
- f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. **YES IP NO**

## 8. Supervision

- a. Demonstrate knowledge of supervision models and practices. **YES IP NO**
- b. Demonstrate knowledge of clinician development and evaluation. **YES IP NO**

## 9. Consultation and Interdisciplinary/Interprofessional Skills

- a. Demonstrate knowledge and respect for the roles and perspectives of other professions. **YES IP NO**
- b. Demonstrates knowledge of consultation models and practices. **YES IP NO**

**Program Specific Competencies****1. Urban Issues**

a. Demonstrate knowledge of urban issues in education **YES IP NO**

**2. Career and Vocational Development**

a. Demonstrate advanced knowledge of vocational development **YES IP NO**

**13. Please indicate student readiness for:**

\_\_\_\_ Practicum I

\_\_\_\_ Practicum II

\_\_\_\_ Internship

\_\_\_\_ Other, please specify \_\_\_\_\_

**14. Student is making unsatisfactory, satisfactory, exceptional progress in the program (circle one).**