

Department of Counseling and Human Development

Counseling Psychology Program

Doctoral Student Handbook

**Preface**

This handbook is written primarily for students enrolled in the doctoral program in Counseling Psychology but may be used by prospective students to gauge the requirements and rigor of the APA-accredited Counseling Psychology Program (CPY). It is designed to be used in conjunction with and as a supplement to the Graduate School Catalog, as well as other publications such as the University of Louisville Graduate Student Handbook (found online at http://louisville.edu/dos/students/code-of-student-conduct.html). ECPY

Nothing in this handbook supersedes any existing Graduate School, College, or University regulation. However, certain program requirements are legitimately more stringent than those stated in the Graduate School Catalog. Throughout their degree program students should bear in mind that it is the responsibility of the student to know and follow the academic requirements of the Graduate School, the department, and the program, as well as the conduct requirements detailed in the Code of Student Conduct. Since students are obligated by the requirements elucidated in the catalogs published for their year of entry into the Graduate School and their doctoral program, they should retain the Graduate School Catalog and the Counseling Psychology Program Handbook from the year that they entered the Counseling Psychology Program. In addition, students should acquaint themselves with any updates regarding the Student Code of Conduct and the American Psychological Association Ethical Principles of Psychologists and Code of Conduct.

The University of Louisville’s Counseling Psychology Program faculty members look forward to working with you in your pursuit of a doctoral degree!

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***The University of Louisville Counseling Psychology Program***

**Mission Statements and Philosophies**

***Philosophy and Training Model***

The Counseling Psychology Program at the University of Louisville is designed to train professionals in the science and practice of psychology, while emphasizing counseling psychology approaches to research, practice, consultation, supervision, and training. The program subscribes to a competencies-based model in which practice is grounded in the science of psychology and critical inquiry, and science is often driven by practice. All counseling psychology students are placed in their first year of practicum at the departmental Cardinal Success Program which serves historically underserved individuals in Louisville and beyond. The Cardinal Success Program includes two facilities, one at a high school and one as a community-based clinic, and a wide-range of collaborations with partner organizations in which many students spend some of their 1st year practicum under supervision counseling psychology faculty and Cardinal Success Program staff. This placement gives students first-hand counseling, research, consultation, and outreach experiences in communities that have significant needs. The Cardinal Success Program is the result of many individuals in the department with strong social justice beliefs and has the backing of the university as well as local government leaders. In the following practicum years, students are placed in a variety of counseling agencies, including many types of mental health centers, VA and other hospitals, and counseling centers.

The program produces:

a) psychologists who are capable of contributing to the empirical and theoretical literature in counseling and psychology

(b) practitioners who are equipped to foster human development and to prevent the emergence of psychological problems as well as to remediate psychopathology, and

(c) professionals who are committed to working with diverse populations in metropolitan settings, in accordance with the metropolitan mission of the University of Louisville.

The Counseling Psychology Program first achieved accreditation from the Council on Accreditation of the American Psychological Association on November 15, 1999. Our next site visit is scheduled for 2027.

***Counseling Psychology Values1***

Over the years, counseling psychologists have engaged in thoughtful and ongoing dialogue regarding the qualities that characterize counseling psychology as a specialty (Gelso & Fretz, 2001; Rude, Weissberg, & Gazda, 1988; Whiteley, 1984).  The study and practice of career development and counseling, systematic training in interpersonal skills, and the provision of preventive, remedial, and educational interventions have historically been employed as prominent descriptors of counseling psychology.  In addition, Counseling psychology as a field has emphasized attention to issues of cultural and individual diversity serving as leaders in promoting diversity in APA guidelines including the recent adoption of the Guidelines for Working with Transgender, Gender Nonconforming People (APA, 2015), the Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change (APA, 2003), the Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (APA, 2012), the Guidelines for Psychological Practice with Older Adults (APA, 2014), the Guidelines for Psychological Practice with Girls and Women (APA, 2007), and those for other groups that may be addressed in the future.

The integration of theory, research, and practice and respect for diversity has been emphasized since the inception of Counseling Psychology as a specialty field.

            Throughout this dialogue a consensus has emerged that the field of counseling psychology is best defined by its distinctive philosophical perspective, reflected in our model, rather than by particular settings or clients served.  Gelso and Fretz (2001) proposed unifying themes of counseling psychology, which were embellished by the Council of Counseling Psychology Training Programs.  These philosophical themes are  (a) a focus on working within a developmental framework across a wide range of psychological functioning; (b) a focus on assets and strengths, regardless of level of functioning; (c) the inclusion of relatively brief counseling approaches; (d) an emphasis on person-environment interactions, rather than an exclusive focus on either person or environment; (e) an emphasis on prevention, including psycho-educational interventions; (f) emphasis on the educational and vocational lives of individuals; (g) a strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age, ability, socioeconomic status and sexual orientation; and (h) evaluation and improvement through critical thinking and a commitment to the scientific approach.

            Attention to life-span development and transitions has traditionally been and remains a critical element in the practice of counseling psychology.  Developmental issues are approached from two major perspectives: (a) the need to anticipate typical or normative problems associated with the full range of development in the design of educational and preventive measures; and (b) the need to take into account developmental differences in the design and application of counseling psychology interventions for the treatment of adjustment and remedial problems.  Understanding of both types of problems requires awareness of the developmental background, predisposing conditions, and critical person-environment interactions that influence behavior.

            The broadening of the developmental focus to encompass the entire life span has brought about changes in how counseling psychologists understand the emphases and boundaries of their specialty. Consequently, the focus of research and training has expanded to include a wider range of preventive and remedial interventions than was characteristic of counseling psychology in its formative years.

            Counseling psychology's developmental and adaptive orientation necessitates an understanding of normal as well as abnormal human development, from individual, couples, family, group, systems, and organizational perspectives.  This developmental framework promotes the integration of theory, research, and practice across the content areas of counseling psychology. Counseling psychology promotes the optimal development of individuals, families, groups, and environmental systems from a culture-centered perspective.

1Downloaded on August 1, 2010 from http://www.ccptp.org/trainingdirectorpage5.html

***Counseling Psychology Values Statement Addressing Diversity2***

The Counseling Psychology Program at the University of Louisville adheres to the values and ethics put forward by the American Psychological Association. Students are expected to adhere to the highest professional and ethical standards. Upon entry into the program students are expected to become familiar with the Ethical Principles of Psychologists and Code of Conduct (2017) and the various specialty guidelines published by APA.

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 of Psychologists and Code of Conduct* (2017) 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, 2017, Principle E). 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.

2This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society of Counseling Psychology (SCP) in August of 2006.

**Disclosure**

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.

The APA Ethical Principles of Psychologists and Code of Conduct (2017), regarding self-disclosure, states:

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

Note: Because of the nature of the program and its relevance to counseling psychology we often require self-disclosure and introspection of our students while in the program.

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.

**The Comprehensive Evaluation of Student-Trainee Competence in**

**Professional Psychology Programs 3**

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.  Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

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

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts).  However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee.  Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

3This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004.

**Coursework**

# **ADVISING AND ESTABLISHING A PROGRAM OF STUDY**

Upon entry into the doctoral program, a student will be assigned a program chair, who will act as the student’s advisor throughout the program phase of their doctoral studies. As soon as the student can arrange it, they should meet with this faculty member and start the process of establishing a working relationship with him/her. If, after meeting with the assigned individual, the student decides that their interests are not a good match, the student should talk with the faculty member or training director regarding this issue. All CPY faculty are open to helping the student resolve this dilemma.

The Program Chair advises the student and monitors the student's progress until the student obtains doctoral candidacy status. After meeting with the program chair, together they will establish a Program Committee. This committee will guide the student through their doctoral training. One member is normally a CPY faculty member. The other could be a graduate faculty member from the ECPY department, the College of Education and Human Development or another college or school throughout the University of Louisville.

Programs of study are individualized; however, certain courses or equivalents are required for all students in the Counseling Psychology Program. The student’s Program Committee establishes equivalency of past courses. The course equivalency document is contained in Appendix B, Counseling Psychology Program Doctoral Course Equivalencies. Such factors as course level (master's vs. doctoral), recency of information, class grade, qualifications of instructor, and the department offering the course may be weighed during the evaluation by the committee. The student may be required to present a course syllabi or course catalog description for review. The student may appeal the outcome of this process through the regular university grievance procedure.

The CPY Program includes the following courses:

| University of Louisville  **College of Education and Human Development**  **Ph.D. in Counseling and Personnel Services**  **with a concentration in Counseling Psychology** | | |
| --- | --- | --- |
| ***Areas*** | ***Specific Courses*** | ***# of Semester Hours*** |
| **Assessment** | ECPY 740 Advanced Psychometrics in Education and Counseling  ECPY 648 Intellectual Assessment  ECPY 649 Personality Assessment | 3  3  3 |
| **Counseling Theory and Practice** | ECPY 619 Empirical & Theoretical Foundations of Counseling & Psychotherapy  ECPY 629 Theories & Techniques of Counseling & Psychotherapy  ECPY 793 Advanced Theories of Counseling & Psychology  ECPY 671 Psychology of Career Development  ECPY 755 Counselor Supervision  ECPY 626 Consultation  ECPY 722 Advanced Theories of Counseling and Psychotherapy | 3  3  3  3  3  3  3 |
| **Psychological Foundations** | ECPY 611 Learning Theory & Application  ECPY 775 Biological Bases of Behavior  ECPY 712 Advanced Human Development  ECPY 663 Multicultural and Diversity Issues  ECPY 710 Social Ecology & Social Behavior  ECPY 793 Advanced Multicultural Counseling  PSYC 601 History of Psychology | 3  3  3  3  3  3  3 |
| **Psychopathology** | ECPY 621 Differential Diagnosis & Treatment in Counseling | 3 |
| **Legal and Ethical Issues** | ECPY 793 Professional, Ethical, & Legal Issues in Counseling Psychology | 3 |
| **Statistics and Research Methods** | ELFH 701 Intermediate Statistics  ELFH 702 Applied Multiple Regression or  ELFH 703 Multivariate Statistics  ECPY 700 Supervised Counseling Psychology Research  ECPY 789 Advanced Issues in Research Design  ECPY 7XX Advanced Statistics (764/765/793/ SEM or HLM or Meta-analysis or Qualitative Methods) | 3  3  6 3  3 |
| **Practicum or Other Pre-Internship Field Experience** | ECPY 673/683 Practicum in Counseling  ECPY 780 Advanced Practicum in Counseling  ECPY 680 Practicum in Counseling Psychology: Assessment  ECPY 782 Doctoral Internship in Counseling Psychology | 6  15  3  3 |
| **Dissertation** | ECPY 795 Doctoral Research | 3 |
|  | **Total Hours of Doctoral Coursework** | 105 |

See Appendix B for course equivalencies and Appendix C for required courses

Occasionally, CPY doctoral students have taken additional courses during their post bachelor’s studies that may transfer into their doctoral studies. It should be noted that CPY doctoral students must complete two full academic years and an approved predoctoral internship during their doctoral studies at the University of Louisville. There must be at least 48 hours of credit obtained from the University of Louisville during their doctoral studies (refer to Appendix A: Counseling Psychology Program Plan of Study Form)

**TRANSFER CREDIT**

Transfer credit will be considered on a course-by-course basis by the Core Faculty. Students arriving with a master’s degree will meet with their faculty advisor to determine whether some or all of their previous program coursework will be accepted by the University of Louisville Counseling Psychology program. Careful documentation of the course(s) (e.g., course descriptions from graduate catalogues, syllabi, textbooks) for which students request transfer credit must be submitted to the student’s advisor. If questions arise due to content area the advisor will submit student transfer requests to the faculty members most familiar with the course request to determine whether credit will be allowed (e.g., expected content area, textbooks, readings). In addition, we have included a Credit Transfer Form (Appendix H) in which students must not only request the transfer but indicate how the old course meets the primary course requirement(s). Entering students should put together their requests for transfer credit as soon as it is feasible prior to or within their first semester in order to facilitate their overall program planning.

**GRADES: X’s and Incompletes**

Students may be allowed a maximum of two “X” or “I” (incomplete) grades (or combination; excluding practicum and internship grades) during any semester within their graduate training. Any additional X or I grades will result in the student not being allowed to progress with their practicum placement, and the student must develop a plan to get the X and I grades changed and this plan be approved by the program faculty. If an incomplete grade is not changed within the following semester, excluding the summer semester, it will change to a grade of F, as per Graduate School policy. No F grades will be changed by faculty at a later date and will result in an automatic termination review by the program faculty, followed by the department faculty. It is the student’s responsibility by completing outstanding materials to make sure that a grade of I is changed by the end of the following semester, excluding the summer semester. A grade of I or two Xs during the internship application semester will result in the student not being considered in good academic standing and the student will not be allowed to submit an application.

**COMPREHENSIVE EXAMINATIONS**

***Structure of the Comprehensive Examination***

The structure of the Comprehensive exam is determined by the Program Faculty. The faculty decides who will write questions in each area and who will evaluate the student’s responses. Students know beforehand who will write and evaluate the questions.

The current exam structure is that students are given two weeks to respond to the following three sections in writing: theory, ethics/professional issues, and assessment/practice. Further, a fourth section is an oral examination. The comprehensive examination is typically done during late May. It is administered only one time per year. Students are required to take all three written sections during the two-week period. The oral section consists of a case study that is provided to the student 45 min prior to the examination. The oral examination covers several areas including, diagnosis/assessment, ethics, cultural and individual differences, conceptualization, empirical bases for interventions, personal awareness, and presentation style. All sections are evenly weighted. There are a minimum of 3 evaluators for the oral section (the student’s program chair cannot be an evaluator).

***Eligibility to Sit for the Comprehensive Examination***

To be eligible to take the comprehensive examination, a student must be entering their final year of training. In addition, they must be in good standing academically, and any ”X” or “I” grades must be completed prior to sitting for the exam. The DCT is responsible to make sure that all doctoral comprehensive examination applicants have met all requirements prior to them taking the exam. A student must have passed all three written sections and the oral section of the comprehensive examination to be eligible to apply to internship sites**.**

***Passing the Comprehensive Examination***

Consistent with the CEHD handbook, a student is given two attempts to pass the Comprehensive Examination. Failure to pass the examination after two attempts will result in the dismissal of the student from the Counseling Psychology Program.

Consistent with the CEHD handbook, a student must retake all sections of the written comprehensive examination if half or more of the written sections are failed. Consistently, a student must retake all sections of the oral section if more than half of the covered areas are failed. For the Counseling Psychology Program this is defined as failing two or more of the four written and oral sections of the comprehensive examination. Failing a section is defined as two of the three raters for the question giving the student a failing rating.If two or more of the sections are failed the student has to retake the full comprehensive examination at the next scheduled administration. Students will receive feedback on their performance and suggestions for improvement if needed. Students must retake the two sections no later than one year from the original examination date.

A student who fails one of the four written and oral sections of the comprehensive examination is allowed to retake that portion for a second attempt by the end of the next semester (not including summer) if desired. Students retaking one examination question shall be tested over a five-day period. Students failing one section can opt to retake the failed section at the time of the next scheduled examination time, but no later than one year from the original examination time. Thus, students can retake the failed section either within the following semester (not including summer), *or* the following May.

Upon failure of one or more sections students may be required to complete remedial work in these sections, which will be determined by the faculty. This work will take time and the intent is for students to become proficient in these areas and demonstrate it when retaking the examination. It is very highly recommended that students take a sufficient amount of time remediating in order to increase their chances at passing the examination sections.

The re-examination must be over similar content, with similar format, rigor, and with the same allowances, such as what materials the student can bring to the examination or accommodations for disabilities, as the original examination question. The examination will be retaken in the same format as the original examination.

The advisor, representing the input from the program faculty, is responsible for advising students of the risk of retaking an exam quickly and perhaps failing out of the program. Committee feedback is intended to help the advisor formalize a plan that enhances the chances for success. Written documentation (including electronic) of the plan signed by the student and all program faculty members will be placed in the student’s file.

Students will be allowed to retake the comprehensive examination against advisor and program committee recommendations, though with the understanding of the implications of a second failure (dismissal from the program). If a student elects to re-take the comprehensive examination against the advice of the advisor and program committee, a written acknowledgement of this decision and the possible outcomes on the examination and program status must be signed by both the student and advisor and placed in the student’s file.

**Practicum Sites and Internship**

**PRACTICUM GUIDELINES AND INFORMATION**

Depending on whether students are admitted with or without a master’s degree, the number of semesters in practicum will vary. There is a requirement of 12 credits or 4 semesters of Advanced Practicum and 1 semester of assessment practicum. In February before the next practicum year students submit an application to the practicum coordinator. Doctoral students will discuss their clinical interests with the practicum coordinator who will assign them to a practicum placement site. These placements will be based on student interest, developmental appropriateness, faculty input, and availability. All students are placed at the Cardinal Success Program during their 1st year regardless of the degree with which they enter.

# ***Client Contact and Supervision Requirements***

During their doctoral studies, students should have completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). . Practicum duties include other activities such as writing case notes, processing tapes, preparing for sessions, attending care conferences, and consultation, educational enrichment, and observation activities. Practicum hours range from 15 – 20 hours per week unless the student has prior special permission by the DCT.The DCT will confer with the student’s chair prior to approval. Direct client contact refers to individual, conjoint, and group counseling with clients. It includes intake interviews and also sessions conducted with another counselor, if the student actively participates (otherwise, it is considered observation). It is the student’s responsibility to record the hours devoted to the various activities in practicum,

It is the joint responsibility of the student and supervisor to establish and operationalize goals at the beginning of the semester. It is their responsibility at formal evaluation sessions to provide specific evidence of the student’s progress in these areas. Evaluation of the student’s performance is both individualized and normative. It takes into account the student’s own baseline and goals but also estimates the student’s performance relative to other students at the same level of training.

While evaluation should be ongoing during the course of the semester, formal evaluation takes place at the middle and end of the semester when the student and the supervisor provide the practicum instructor with written evaluation on forms provided by the department. A copy of the form is placed in the student’s file. The practicum instructor then assigns a grade based on the evaluation and class work/participation.

# ***Practicum Sites and Application Procedures***

Students planning to take practicum must apply for sites in the preceding semester, according to the following procedure:

1. Students file a Practicum Pre-enrollment Form with the Practicum Coordinator for practicum placement assignment in early fall semester (announcements will be made) for the subsequent spring semester and summer semesters, and early spring semester (announcements will be made) for the fall semester.

2. The Practicum Coordinator assigns students to practicum sites according to a) student preference, b) developmental appropriateness, c) faculty input, and d) availability of the site. These are not necessarily in order based on needs of the practicum site and fit.

3. Students unsatisfied with the site assignment may appeal to the Director of Training for feedback and, if appropriate, reconsideration for assignment.

Practicum sites must be approved by the Counseling Psychology faculty. Students interested in an unapproved site may ask the Director of Clinical Training to consider the site for approval but may not use the site until it has been approved.

**Students are required to show proof of liability insurance coverage** as well as vaccinations before they will be allowed to participate in practicum.

**RECORD KEEPING**

Students are expected to maintain records of all client-related work, including case notes. There are minimum hour requirements by the department for practica, as well as many internship sites, and these records will make it easier to verify clinical experiences when completing the APPIC application for Predoctoral Internships. This information can be recorded in many ways, but it needs to be documented. Ensure that you document client contact hours, supervision hours, tests administered, reports written, demographic information about the client, the type of contact (i.e. family, couples, individual), and any related activity such as reviewing a chart.

*Web and Social Media:* Psychologists and those in training should be particularly aware of the fact that clients can obtain personal information about their therapists using the basic and common tools of the Internet. As such, you should be particularly cognizant about the type and nature of the personal information you make publicly available on the web. You should carefully consider how you use social media or similar online venues. Keep in mind that you may also receive unsolicited electronic communications from your clients, and you should consult with your supervisor about how to address this if it does occur.

**PREDOCTORAL INTERNSHIP**

Before students may apply for internship they MUST: (1) complete/pass the comprehensive examination, and (2) successfully defend their dissertation proposal.

States are moving closer to requiring an APA-accredited internship for licensure in accordance with an APA resolution (http://www.apa.org/ed/precollege/psn/2014/01/resolution-accreditation.aspx) on health service provision. Many jobs also require an APA-accredited internship.

Students must apply for APA-accredited internship sites only. This applies to both the Match I and Match II process.

STATEMENT REGARDING STUDENT EMPLOYMENT AS PROVIDERS OF PSYCHOLOGICAL SERVICES

Questions arise occasionally regarding our students’ employment as “providers of psychological services” and the conditions surrounding their employment. The Counseling Psychology Program subscribes to the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* (2017), and the Specialty Guidelines for the Delivery of Services.

***PROVIDERS OF COUNSELING PSYCHOLOGICAL SERVICES*:** This term subsumes two categories of providers of counseling psychological services. These are (a) professional counseling psychologists, and (b) all other persons who offer counseling psychological services under the supervision of a counseling psychologist.

Professional counseling psychologists have a doctoral degree from an organized, sequential counseling psychology program in a regionally accredited University or professional school. The program of study is provided in a department of psychology in a university or college or in an appropriate department or other similar unit of a professional school. Only counseling psychologists, i.e., those who meet these education and training requirements, have the minimum professional qualifications to provide unsupervised counseling psychological services.

Consistent with the above:

1. Graduate students in the Counseling and Human Development Department are not to engage in providing unsupervised counseling psychological services for a fee under any circumstances unless they hold a professional credential and are licensed or certified to provide such services in the Commonwealth of Kentucky or the state in which the service is provided.

2. Graduate students in the Department who wish to engage in the supervised practice of providing psychological services must do so within the structure of a practicum or supervised field experience. Students must apply for placement in a practica and, those who wish to engage in field experience (used for post-practicum experiences when students are deemed to be capable of engaging in the practice of psychology with the supervision of a psychologist) should inform the ECPY Department Clinical Training Director of their intent and provide documentation of suitable supervisor arrangements *prior* to engaging in that practice. The ECPY Training Director in consultation with the student’s advisor and the Counseling Psychology faculty will assess and determine the student’s readiness for field experience and recommend specific areas of enrichment. Some students will be required to engage in additional practica experience in order to develop essential therapy and assessment skills through their practica before permission is granted. Students *MUST* be enrolled in a practicum *AND* have professional liability insurance.

1. When engaging in permissible clinical practice or consulting activity, graduate students may not use their affiliation with the University of Louisville, the College of Education and Human Development, the Counseling Psychology Program, or the Counseling and Human Development Department as a “professional credential,” either explicitly or implicitly, as per APA Ethics Code standard 5.01b. All clients must be fully informed of the student’s status as a trainee in the Counseling Psychology Doctoral Program.

# **Research**

# **RESEARCH REQUIREMENT AND FOCUS**

In addition to required and suggested other formal coursework in research methodology, supervised experience conducting research is an important component our competencies-based training model. The Counseling Psychology training program provides this experience to students via a research apprenticeship with a faculty member. This apprenticeship involves participation in the research projects of a faculty member who serves as a research mentor. As an apprentice, a student joins a research team and assists in various phases of the research process: conceptualizing the study (e.g., formulating research questions and research hypotheses grounded in a review of the scholarly literature), articulating the research design, developing the research method (e.g., constructing psychological measures, developing experimental procedures), making arrangements to conduct the study (e.g., scheduling participants, collating material, setting up the laboratory), conducting the study, coding and entering the data, analyzing the data, and writing up the findings for publication.

All students are required to complete a second year (for post-baccalaureate; first year for post-master’s) research project (or thesis if the student desires). It is expected that students will have a significant role in this project while still being developmentally appropriate. This project does not preclude work on other research projects, though students and their faculty chair (or research mentor) should be mindful of the time requirement to complete this project. Students entering at the post-baccalaureate level must complete the project by their second year (no later than February 1st) upon entry into the program. Students entering at the post-master’s level will have to either demonstrate that they have already completed a master’s thesis or equivalent or must complete it within one year upon entering the program. Determining whether a preexisting project fulfills the requirements of the master’s equivalent required for our program rests with the program faculty. Failure to complete the research project in the allotted time (by February 1st in their second year) will result in the student discontinuing progress with any clinical practicum until the project is completed, and their progress in the program may be evaluated to determine whether they should continue in the program. Upon completion of the research project to the satisfaction of the research advisor, the research advisor will submit a letter of completion to the Director of Clinical Training, which will then be placed in the student’s file.

The research apprenticeship is formalized by enrollment in ECPY 700. Students are required to earn a minimum of 6 credit hours in ECPY 700 distributed across two full academic years. With their research mentor, students negotiate a contract that defines their responsibilities on the research project for the upcoming semester and the publication credit they will receive from the project if all duties are fulfilled. Students enroll in ECPY 700 at the outset of their doctoral program to begin their "socialization" into the research enterprise as early as possible. The counseling psychology faculty may assign incoming students to research teams based on the student’s interests and experience.

By serving as a member of a research team, students develop deeper insight into the research process as well as the substantive areas of research. This experience prepares students to conduct independent research, including their dissertation research. More generally, this experience encourages students to think like scientists--to subject ideas to rational and empirical scrutiny--in all their professional activities.

**INDIVIDUALIZED STUDY IN RESEARCH**

In adhering to the competencies-based model of professional training, the Counseling Psychology program emphasizes the training of research skills. Consequently, in addition to taking coursework in various research and statistical methods, students work with faculty members with whom they may share or develop research interests and become involved in ongoing research projects. Another purpose is to aid in the development of research projects for the student resulting in presentations at professional meetings, publications in professional journals, and to lay the groundwork for the doctoral dissertation.

Students are strongly encouraged to begin thinking about dissertation topics, selection of the committee and performing any preliminary work prior to the taking of the comprehensive examinations. While the formal proposal meeting cannot be held until the student passes all comprehensive examinations, this procedure should not be misconstrued as prohibiting preparatory work toward the project until the exams are completed. Students are strongly encouraged to begin developing a comprehensive review of literature in their area of interest for dissertation research as early as practical.

**DOCTORAL DISSERTATION**

***Dissertation Process***

For each student, the specific timetable for dissertation process and completion will vary. However, the overall sequence of events is identical. Each student works with his/her chair to develop a research topic and proposal, though the primary responsibility for developing a topic falls to the student. The primary purpose of completing a dissertation is to demonstrate research competency. Dissertation topics shall be applicable to counseling psychology and make a unique scientific contribution to the field. The topic and methodology chosen should be consistent with the expertise of the chair and committee members. Topics and methods falling outside of these expertise areas will not be approved.

In conjunction with the chair, the student will develop a minimum of a four-person dissertation committee, two of which must be from the counseling psychology program (the chair must be from the counseling psychology program). In some cases a student can select a co-chair outside of the program, though one of the co-chairs must still be a counseling psychology faculty member. Note that if co-chairs are used then the committee will have five members, three of which will be counseling psychologists. All but one member of the committee must also be University of Louisville Graduate Faculty members or hold similar rank at other universities. After arriving at a mutual decision regarding the composition of the committee, the student is responsible for contacting the prospective dissertation committee members and asking whether they would agree to be a member of the committee.

Committee members can assist the student during the proposal process (e.g., recommend readings, suggest additional methodological considerations). Students should coordinate with their chair about potential changes suggested by the committee members. The student will then write the proposal in conjunction with the style agreed upon by the committee. The writing style and format for organization of the dissertation is variable depending on the committee requirements but is dictated by the APA publication manual and guidelines <http://www.apastyle.org>. The dissertation chair spearheads the process, and all information goes through the chair and the student. Note that any changes in committee members must be mutually agreed upon by the student, chair and committee members. Students are expected to discuss the change with the chair first and then the faculty member. If students wish to change chairs, it should be discussed with the current chair. If this is not possible then the student may opt to contact the Director of Clinical Training first and the Department Chair second.

**\*Note that dissertations require multiple drafts, and a good guideline is that each draft will take a minimum of 1 month, assuming that students can make changes within two weeks, followed by the allowable two weeks for the chair to review.**

Once the chair determines the proposal is ready to distribute to the committee, copies with a standard cover letter (see **X**) are provided by the student to committee members. Committee members will have 14 full days for manuscript review and feedback to the committee chair. If all committee members agree the proposal is ready to defend, the student is permitted to schedule the proposal defense. If one or more of the committee members deem revisions necessary prior to defense, the student consults with these members and the committee chair in order to address suggested changes. When suggested revisions are completed, he/she redistributes the proposal to the committee through the chair. The committee members have 7 days in which to reply. Note that some committee members may not provide additional feedback at this step to the student. Additional revisions follow the same timetable, that is, committee members have 7 days to review the document and provide feedback to the chair. If the changes are approved, the student may schedule the defense. Students are not to arrange the scheduling of the oral defense until all committee members have agreed that it can be defended. In other words, submitting the proposal to committee members and immediately scheduling the defense for 14 days later is unacceptable. Once permitted to defend, the scheduling of the defense, room, and any equipment arrangements are the responsibility of the student.

At the oral defense meeting of the dissertation proposal, a full critical examination of the proposed research will be conducted. Any changes recommended by the committee must be incorporated into the proposal, and the student cannot go forth with data collection until all changes have been made to the satisfaction of all committee members. All committee members sign off on the proposal, as agreed upon, to prevent future misunderstandings. The Dissertation Committee chair keeps this proposal and keeps the sign off sheet on file (See Appendix E).

Once the proposal is successfully defended, the student must complete requirements for the Institutional Review Board - Human Subjects Protection Program (see https://louisville.edu/research/researchers/compliance/irb). Also, the doctoral student and dissertation committee chair must have completed CITI training (see https://louisville.edu/research/researchers/compliance/research-integrity/citi-program).

Data may not be collected until the research is approved by the IRB. Once the IRB Committee approval has been obtained the data may be gathered and the study completed.

It is important to note that the successfully defended proposal represents a *contract* between the student and the committee. Any subsequent changes in procedure, design, method, etc. must be brought to the *entire* committee for approval. The process for the dissertation defense is analogous to the proposal defense process. The student and chair work together on drafts. Once the chair determines the manuscript is ready for committee review, it is sent out with a cover letter (Appendix E) and the committee is provided 14 days to review and suggest changes. As with the prospective, with full committee approval, the student schedules the dissertation defense. Proposal and defense of the dissertation cannot be scheduled the first or last week of semesters, or during university holidays. The Graduate School provides detailed information regarding dissertation deadlines and manuscript preparation.

***Acceptable Research Designs***

Various research designs have been evaluated in terms of their suitability for doctoral dissertations. At least one member of the committee must be intimately familiar with the design used in the dissertation A committee member’s familiarity should be based on his/her experience conducting studies with that design, or training. Ideally, the committee member should have presented research using this design at a professional conference or in a peer-reviewed journal.

The suitability of any research design will be evaluated based on the ability of design to advance the knowledge in a given domain. Various methods are appropriate, and some designs may be more or less realistic to complete in a reasonable time-frame. Acceptable designs are: True Experimental, Quasi-experimental, Correlational, Qualitative, Mixed-Methods, and Meta-Analysis.

***Unacceptable Research Designs***

The following designs are not acceptable under any conditions: descriptive studies (e.g., how many clients drop out of therapy), theoretical reviews (i.e. summarizing the theoretical literature in a domain), and "ex post facto" wherein the study was not developed to analyze the research question. If students want to use preexisting data sets, they should consult their committee chair and committee to determine the appropriateness of using this data. While developmental designs are of great value, they are seen as inappropriate for students in the Counseling Psychology Program, given the nature of the data collection process.

***Oral Defense of the Dissertation***

When the committee chair and the student believe that the written portion of the dissertation is finished, the student should submit the dissertation draft and an oral defense of the dissertation should be scheduled. The dissertation defense is open to the public. Students are encouraged to attend their colleagues' defenses to gain some prior exposure or desensitization to the process. A copy of the final (pre-defense) dissertation should be distributed to all committee members at least two weeks prior to the oral defense (three weeks is preferable).

In conducting the oral defense, the chair of the Dissertation Committee will convene the examination by introducing the candidate, and indicating the format of the procedures to be followed. The candidate will give a short overview of the project, findings, etc. After this presentation, the candidate is questioned by members of the committee. All members of the committee should have thoroughly familiarized themselves with the dissertation before the examination. When ample opportunity has been given for questions, the candidate and any observers should be dismissed from the room while the committee deliberates and comes to a decision regarding the adequacy of the candidate's performance. When a decision is reached, the candidate is informed and the committee chair notifies the DCT. It should be noted that further revisions may be suggested or necessary prior to submitting the final document to the committee chair and University Library. It is the responsibility of the dissertation chair to ensure that these changes are made, unless a committee member(s) states that they wish to see the revised version prior to final submission.

***Dissertation Submission***

Upon successful completion of the dissertation defense each student is required to submit a copy of the dissertation to the committee chair and the department in addition to the Graduate School.

**POLICIES**

**POLICY ON STUDENT CONDUCT**

Counseling psychology students must be exemplary in their conduct and must display good judgment, both within and outside the university. They are expected to conduct themselves in a professional manner as practitioners, students, and citizens. Any behavior which violates professional ethics (APA *Ethical Principles and Code of Conduct*), campus regulations, or local, state, or federal laws will be cause for consideration by the program faculty as to student continuation in the program. This decision is independent of decisions made at other professional, academic, and legal levels of academic excellence exhibited by the student.

***University Policy on Excused Absences***  
Although each college, school, or academic unit of the University of Louisville creates its own regulations concerning class attendance, all units hold students responsible for materials covered, lectures given, papers due, exams scheduled or other evaluative measures administered during a student's absence from class.  The academy requires student participation in the learning process, measurement of student progress, and the fulfillment of basic course requirements.  
  
When, however, a student's participation in a university-sanctioned event or activity requires them to be absent from a class during which an examination or other measurement of academic progress is scheduled, faculty are expected to provide the student an opportunity to be evaluated at another time or by a comparable alternative evaluation method, within a reasonable period of time prior to or after the absence.  
  
***Student Academic Grievance Policy***

All University of Louisville students have the option of filing academic grievances, which are used if and when a student believes they have been treated unfairly. Most of these problems are resolved at the departmental level.

You should begin the process by speaking directly with the person whose actions have precipitated what you believe to be unfair treatment, if you feel comfortable doing so. If the outcome of that conference is unsatisfactory, the department has outlined a series of steps you may take. Your advisor or the person fulfilling that function can advise you regarding the proper procedure.

Grievances not resolved at the departmental level can be brought to the attention of the Student Grievance Officer in the Graduate School. You cannot omit any of these steps or procedures, which have been designed to protect the legal rights of both the student and the faculty member involved in the grievance.

<http://louisville.edu/graduatecatalog/toc#Academic_Grievance_Procedure>

**CPY STUDENT REVIEW AND RETENTION POLICY**

Successful Completion of the Counseling Psychology program is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student’s professional objectives. The faculty of the Department of Counseling and Human Development have a professional responsibility to evaluate the academic, professional, and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional and personal development.

2. To provide the faculty with information about the progress of students which will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables ECPY faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student’s performance and progress during regularly scheduled program or department faculty meetings. The discussions of student performance and progress will be held in executive session. At that time, any questions about students may be raised for faculty consideration.

In the Spring semester, the ECPY faculty meets to review the progress of all doctoral students based, in part, on a yearly evaluation form that students complete. The purpose of the review is to determine whether or not a student is making satisfactory progress in graduate training. All students will receive a letter from their advisor summarizing their progress in the program, providing specific feedback in regard to areas of strengths and weaknesses. Minimal levels of satisfactory achievement are based on multiple factors including (but not limited to) course grades, clinical work and site supervisor feedback, research progress, GA (if applicable) behaviors, professional and ethical behaviors, comprehensive examinations, teaching responsibilities, dissertation progress, and internship training.

A student deemed not to be performing at a high academic, professional, personal, and/or scientific level will be given an indication of the areas in which improvement is needed. Students are then encouraged to meet with advisors and/or faculty to discuss the outcome of their annual review. Failure to make satisfactory progress academically, or reasons which are extremely serious (e.g., violation of ethics codes see Appendix L) may result in a student being formally dismissed or asked to withdraw from the program and a recommendation to that effect being made to the Graduate Dean. In such a case, the faculty will hold a formal review.

The faculty will determine one of five possible outcomes for each student and proceed utilizing appropriate protocols specified:

1. The student is demonstrating exceptional skill and progress in their program. A letter addressing specific unique accomplishments of the student will be given to the student by their advisor and placed in the student’s permanent department file.

2. The student is making satisfactory progress in the program.

3. The student is not demonstrating satisfactory progress but the issues are not judged serious enough to be placed on probation. This student is notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student.

4. If, in the professional judgment of the department faculty, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty may either place the student on probation and create a remediation program, or,

1. Dismiss the student from the program.

**A Probation and Remediation**. .

**Probation and Remediation Steps**

If the program faculty determines the student can benefit from a period of remediation, the following steps will be taken:

1. The department chair will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation.

2. The student and student’s advisor, with the assistance of the program faculty, develop a plan for remediation of the student’s behavior. This plan will (a) define the student’s problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.

3. A copy of the approved plan will be provided to the student and a copy will be retained in the student’s file.The plan will be signed and dated by the student, the student’s advisor, and the department chair.

4. At or near the date for reevaluation, the student’s progress or lack of it will be reviewed by the faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.

5. The faculty has three options of recommendation:

a) **Continuation in the program**: the specified concerns no longer present a significant problem and the student is allowed to continue in the program.

b) **Continued probation and remediation**: if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the faculty’s discretion.

c) **Dismissal from the program**: if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.

6. The student will be notified in writing, by the department chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.

7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student’s permanent file in the department office.

8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.

**B**. **Dismissal from Program**.

Dismissal of a student from the program is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical and professional conduct. Program initiation of action toward the dismissal of a student is generally the final outcome when several informal and formal communications with the student regarding his or her unsatisfactory progress through the program have resulted in no improvement.

If a student’s unacceptable professional and personal behaviors are deemed severe enough by the department faculty, the department chair will forward an immediate dismissal recommendation to the student by certified mail.

1. The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.

2. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step B(1), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.

3. Following the student’s presentation, the department faculty will meet to (a) review the student’s progress in the program, (b) review the student’s behaviors as related to expected professional and personal behaviors, and (c) render a decision as to whether the dismissal recommendation is to be upheld.

4. Written notification of the decision will be provided to the student by the department chair.

5. If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the Dean of the College of Education and Human Development and the Dean of the U of L Graduate School.

If the student is not satisfied with the department faculty’s decision, the student may file a grievance in accordance with the procedures outlines in Chapter 6 of the Redbook and further published in the Student Handbook.

The University of Louisville and the faculty of the department are committed to principles of fairness and due process in the implementation of dismissal actions. The University's *Graduate Student Handbook* as well as the *Graduate Student Catalog* describes the rights of each student at the University. Students should make themselves aware of their rights, as well as their responsibilities see the Graduate School, at https://louisville.edu/graduate/). The University also has policies against sexual, racial, and ethnic harassment, found in the *Graduate Student Handbook* as well. See the *Graduate Catalog*. Rules regarding academic misconduct appear in the *Graduate Catalog* as well as policies about drug and alcohol use on campus.

***Reasons for Dismissal from the Program***

A student's advancement through his or her academic program from one year to the next is contingent upon satisfactory progress each semester. Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are formally reviewed by program faculty once each academic year; however, faculty retain the right and responsibility to review any student circumstances or personal performances that may negatively affect the student's completion of the program, competencies for individual professional practice, or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

* Failure to maintain minimum academic standards
* Unsatisfactory performance in counseling practica courses or internship
* Academic misconduct or dishonesty
* Criminal conviction of misconduct that affects ability to practice or be licensed
* Failure to comply with established University or program timetables and requirements
* Unethical practices and/or unprofessional conduct
* Problems with professional competence that obstruct the training process and/or threaten client welfare

The following subsections are offered to clarify the above listed bases for student dismissal.

1. **Failure to maintain minimum academic standards**

Students are required to maintain a 3.0 GPA in both their overall graduate work and their degree program (see definitions of these terms in the UofL Graduate Catalog). The Graduate School places a student on academic probation whenever her/his cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Normally, students receive a letter informing them of their probationary status; however, students are expected to be aware that they must maintain a 3.0 GPA during their graduate studies and, should they drop below a 3.0, they have one semester to bring up their GPA. Students should be aware that all + and - grades are averaged on a fractional bases except for an A+, which is averaged as 4.0. Students on probation have one semester to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the Dean of the College of Education and Human Development. As a matter of departmental policy, no incomplete grades may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester or the student remediation plan.

In the Counseling Psychology Program, grades of A+ to A- and B+ to B- are considered passing, whereas grades lower than B- are considered failing. Also, as a matter of departmental policy, doctoral students may not accrue more than two "C's" or lower in their graduate program--whether those courses are courses within the department or courses taken through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student’s overall grade point average. Students must retake all courses (up to two) in which they earned a C or less. Students earning a D or F in a course(s) will result in automatic termination review by the program faculty, followed by the department faculty. Students may take up to two program electives on a PASS/FAIL basis. No program subspecialty areas may be taken on PASS/FAIL bases.

Students may be allowed a maximum of two “X” or “I” (incomplete) grades (or combination; excluding practicum and internship grades) at any one point during their graduate training. Any additional X or I grades will result in the student not being allowed to progress with their practicum placement, and the student must develop a plan to get the X and I grades changed and this plan be approved by the program faculty. If an incomplete grade is not changed within the following semester, excluding the summer semester, it will change to a grade of F, as per Graduate School policy. No F grades will be changed by faculty at a later date and will result in an automatic termination review by the program faculty, followed by the department faculty. It is the student’s responsibility to make sure that a grade of I is changed by the following semester, excluding the summer semester. A grade of I or X during the internship application semester will result in the student not being considered in good academic standing and the student will not be allowed to submit an application.

**2. Unsatisfactory performance in counseling practica courses or internship**

Upon the recommendation of the student's clinical supervisor at their practicum or internship site and/or in conjunction with the Training Director and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or the student's predoctoral internship, may be recommended to the department faculty for review for dismissal as outlined in the Student Review and Retention Plan.

**3. Academic misconduct or dishonesty**

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing another person's work, violation of regulation or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the Counseling and Human Development Department. If suitable solutions are not reached, the case shall be reported to the Dean of the College of Education and Human Development. (A copy of the grievance procedures used by the College of Education and Human Development can be found at <https://louisville.edu/education/eass/student-concerns> or https://louisville.edu/education/Student-Academic-Grievance-Procedures.pdf ).

**4.** **Criminal conviction of misconduct that affects ability to practice or be licensed**

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Kentucky as a psychologist (including a certified psychological associate) may be dismissed from the program by action of faculty.

**5.** **Failure to comply with established University or program timetables and requirements**

Graduate School policy permits doctoral students four years from the time of elevation to candidate status (conferred when students pass their comprehensive examinations) to completion of the dissertation. Where more than four years are needed to complete the degree, the appropriate appeals body of the Graduate School will consider petitions for further extensions and where evidence of continuing progress, currency of knowledge and other reasons are compelling, may grant further extensions. Doctoral students may initiate the petition process to the Graduate School through their doctoral program or dissertation chair for a leave of absence during either the pre- or post- comprehensive period to pursue full-time professional activities related to the student's doctoral program and long-range goals. Leaves of absence also may be granted because of illness or other emergency. Ordinarily a leave of absence is granted for one (1) year, with the possibility of extension upon request. After an absence of five (5) years, however, a doctoral student loses matriculation status and, in order to continue, must apply for readmission to the program and to the Graduate School. By graduating a student from one of its programs, the department is certifying that a student is current with respect to his/her field of study. When granting extension, the department may, at its discretion, stipulate that a student retake or supplement coursework in order to maintain currency in the field.

**6. Unethical practices and/or unprofessional conduct**

Ethical misconduct and unprofessional behaviors are violations of what is expected of a psychologist and students in training. Faculty and students are referred to the APA Ethical Principles of Psychologists and Code of Conduct.

**7. Problems with professional competence that obstruct the training process and/or threaten client welfare**

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of problems with professional competence and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program with improved professional functioning. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment.

Examples of problematic behavior resulting in the potential for student dismissal or referral include, but are not limited to: substance abuse, multiple relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student

**Defining Clinical Activities**

I. COUNSELING ACTIVITY

A. INDIVIDUAL COUNSELING ACTIVITY refers to face-to-face individual, couple or family interaction between client and therapist. Children are considered birth to 12 years of age, adolescents 13 to 18, and adults, over 18. Couples are same or opposite sex individuals who are in a romantic relationship. They may be dating, committed to each other or married. Families are groups of individuals who define themselves as a family. This may be adults and children or adults and their parents or other adults who are defined as family members. There need not be a genetic relationship. The definition of family includes traditional married couples with children or parents, same sex couples with children or parents/other adults defined as family members.

* Vocational/Educational planning is defined as career counseling or educational planning. This includes dealing with problems occurring in an educational setting.
* Interpersonal is defined as relational problems (e.g., the focus of counseling is on problems occurring between the client and other individuals).
* Intrapersonal is defined as problems focused within the individual. The primary focus of counseling is upon thoughts and beliefs of the client about themselves and how they experience emotion.
* Marriage/Family includes interventions into the partner/couple or family systems.
* Other may include behavior modification interventions as a primary mode of therapy, interventions focused upon parenting, or other interventions that do not meet the above criteria. Please describe.

B. GROUP COUNSELING

. The number of groups refers to different types of groups rather than the number of sessions. For instance, a student might lead a psycho-educational group on grief and co lead a group of individuals who have experienced sexual violence. This would be considered two (2) groups. The total number of sessions is how many individual group sessions of any type the student has lead or co-lead. The total number of hours is how many hours of group the student has lead or co-lead. This includes only actual time in-group, not preparation time.

. Type/Focus of group(s) include psycho-educational, support, therapy, here and now (growth group), social skills, and other. The focus would be information, support for some issue, general therapy or specific problem focused therapy, etc. Describe the specific problem or issues the group is designed to address. This may include support for patients recently released from mental hospitals, education about HIV/AIDS, social skills for AD/HD male children, etc.

Hours of supervision for group only (also include in summary below) means supervision focused on group only. These hours are also contained in the summary of supervision.

C. CONSULTING ACTIVITY

Consulting activity is any activity where the student provides expertise to someone that is not primarily focused upon therapy. For instance, consulting with a teacher about modifying the behavior of a child, consulting with an agency about their programs in a certain area that is within the expertise of the student/agency, helping an agency develop a program to serve a particular population, helping an agency understand the population they are serving. Examples include consulting with a girl scout troop leader about her troop where several girls are experiencing the divorce of their parents; helping a family resource director select therapeutic games for her volunteers to play with referred children, examining a curriculum for possible emotionally loaded subjects; or helping a parent who is not currently in therapy with you understand the needs of their geriatric-aged memory impaired parent. Briefly describe consulting activity and number of contacts.

D. ASSESSMENT ACTIVITY

Assessment includes administering, scoring and writing reports using psychological instruments. It also includes using behavioral observation. Briefly describe any assessment procedures, instruments used, etc.

II. SUPERVISORY ACTIVITY

Class Supervision refers to the entire practicum class, e.g., the number of hours spent in class. Group supervision is the amount of time the student receives supervision on-site in a group format (more than one supervisee and one or more supervisors). These two categories of supervision are added together and reported here since practicum class is generally group supervision.

Individual Supervision is the amount of one-on-one supervision between practicum on-site supervisor and student.

Educational activities refer to any educational forum provided by the practicum site. It may be on-site or at another location. It may be a formal workshop or informal instruction.

On-Site Supervision is the total of practicum on-site group and individual supervision.

TOTAL refers to the number of hours in class and the number of hours for all other supervision in individual and group formats.

**PRACTICUM/INTERNSHIP APPLICATION FORM**

All ECPY Counseling Psychology planning to enroll in practicum or internship in a future semester must complete this form and email it to Patrick.possel@louisville.edu. It is essential that you provide your current UofL e-mail address and check your email frequently for information about your placement. **Students should NOT contact any practicum or internship site on their own unless given prior approval.** Students will be contacted via e-mail some time before the beginning of the semester. At that time, information will be disseminated and the scheduling of interviews will begin.

**This form must be submitted with a current Curriculum Vitae.**

Please **CLEARLY PRINT** the following information in the spaces provided below:

Date of this application: / /

Student name (Last) (First) (Middle)

Student ID # **(\*ESSENTIAL\*)** Your UofL e-mail address:

Cell Phone: Work Phone:

**1. Program of Study**: Counseling Psych MEd \_\_\_\_\_ Counseling Psych PhD \_\_\_\_\_

**2. Faculty Advisor:**

**3. Are you seeking a full-time (=20 hours per week to fulfill the practicum requirements for licensing in KY within 1 academic year) or part-time (<20 hours per week to fulfill the practicum requirements for licensing in KY in more than 1 academic year) practicum:**

Full-time Part-time

**4. Please list previous practicum/internship experiences:** ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Some of our sites require driving 30 to 45min.** Do you have transportation to get to sites outside of Metro-Louisville?

Yes No

**6. What populations or groups would you like to work with?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**7. Any other information that would be helpful for placing you at a site (incl. languages you could provide services in)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**9. Please describe in writing what your plans are for your future (no more than 1 page). That is, please describe what you are wanting to do for your career, what are your passions, etc.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COURSE LISTED BELOW ARE PREREQUISITES FOR COUNSELING (ECPY 673) & INTERNSHIP (ECPY 683) PRACTICUM COURSES**

Indicate the semester when courses were successfully (**B or better**) completed. Example: Sp22, Su22, Fa22

ECPY 619 Empirical & Theoretical Foundations of Counseling Psychotherapy

ECPY 629 Theories & Techniques of Counseling Psychotherapy

ECPY 730 Social, Legal & Ethical Issues in Counseling

**COURSE LISTED BELOW ARE PREREQUISITES ASSESSMENT PRACTICUM COURSE (ECPY 680)**

Indicate the semester when courses were successfully (**B or better**) or are planned to be completed. Example: Sp22, Su22, Fa22

ECPY 540 Evaluation & Measurement in Education

(This class is a prerequisite for an assessment practicum.)

ECPY 648 Intellectual Assessment

(This class is a prerequisite for an assessment practicum.)

ECPY 649 Personality Assessment

(This class is a prerequisite for an assessment practicum.)

**ALL PRACTICUM STUDENTS MUST TURN IN PROOF OF PROFESSIONAL LIABILITY INSURANCE PRIOR TO OR ON THE FIRST DAY OF YOUR PRACTICUM/INTERNSHIP CLASS.**

**ATTACH A CURRENT CURRICULUM VITAE**

|  |  |
| --- | --- |
| **Placement Requirements** | **YES-NO-N/A** |
| KY Background Check – <http://kentuckystatepolice.org/forms/background-check-forms/> (employment) |  |
| Urine-based 9-panel tests for   * Amphetamines * Cocaine Metabolites * Marijuana Metabolites * Opiates * Phencyclidine * Barbiturates * Benzodiazepines * Methadone * Propoxyphene |  |
| TB (PPD) Test | Step 1 Step 2 |
| Immunization Records   * **Measles, mumps and rubella (MMR)**   + Proof of having received two vaccines, one after your first birthday **or**   + Proof of positive titers (blood draws) for all three diseases * **Varicella (chickenpox)**    + Proof of having received two vaccines **or**   + Proof of a positive titer (blood draw) **or**   + Written documentation by a physician that you have had the disease * **Tetanus, diphtheria, pertussis (TDaP)**   + Proof of having received the vaccine (The TD vaccine **does not** meet this requirement.) * **Influenza (flu)** This is an annual requirement.   + Receive the vaccine at an Employee Health office **or**   + Provide proof of having received the vaccine elsewhere during the current flu season (September to May) * **Hepatitis B:**   + Proof of having received three vaccines **or**   + Proof of a positive titer * **Hepatitis A:** One vaccine is up to 95% effective.   + Proof of receiving at least one vaccine. * **COVID-19:**   + Proof of having received complete vaccination with the last vaccine not older than 6 months on August 1 |  |

**Doctoral Program in Counseling Psychology**

**Ph.D. in Counseling and Personnel Services with a Specialization in Counseling Psychology**

**PLAN OF STUDY**

University of Louisville

**College of Education and Human Development**

Doctor of Philosophy of Education

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | |  | | | | | | | |  | Education Advising and Student Services | | |
| **Address** | | |  | | | | | | |  | **College of Education and** | | |
|  | | | | | | | **Zip** |  |  | **Human Development** | | |
| **Phone #** | | |  | |  | |  | | |  | **University of Louisville** | | |
| Student ID# | | |  | | |  | | | |  | **Louisville, KY 40292** | | |
| Email address | | | |  | | | | | |  | **(502) 852-5597** | | |
| Advisor | |  | | | | | | | |  | |  |

***Distinctive Characteristics of Doctoral Programs in CEHD.***

1. **Social Justice and Equity**

Aligned with our mission, our students would build experience and expertise in the issues of social justice and equity. This theme would align with our metropolitan mission and that of student achievement.

1. **Leadership**

This area could be assisted by the Future Faculty/Future Leaders program. Leadership is a distinct focus in other programs in CEHD and the doctoral program should be no exception. In this component students would gain expertise in supervising and leading others to achieve organizational goals and missions, managing complex systems, addressing administrative issues and procedures, conducting research to enhance leadership and teaching others about the art of organizational leadership.

1. **Practical Experience**

The doctoral programs in CEHD will also contain practicums, internships, or embedded field experience that aligns both with their program studies and their career goals. These experiences are to be mentored and may include a number of the following areas: teaching; research, administration or other appropriate arenas.

1. **Scholarship/Research**

The emphasis on scholarship would include experience and mentorship in Ethics, Publications, Presentation, Grantsman-ship, and other forms of creative activity. The research component will be characterized by the development of vertical research teams; Senior faculty, junior faculty, doctoral students, masters’ students, and in some programs, undergraduate students, working together on research projects and research areas. These might be bolstered by partnerships with local school districts, businesses, or community agencies.

The doctoral degree is granted in recognition of scholarly proficiency and distinctive achievement in a specific field/discipline. All candidates for a doctoral degree in the CEHD must successfully complete qualifying exams and a dissertation/professional portfolio that clearly indicates the candidate has mastered and can exhibit/articulate the content knowledge, skills and dispositions specific to their discipline and can utilize appropriate research methodologies to contribute to the body of knowledge in their field.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COURSE PREFIX** | **COURSE NUMBER** | **COURSE TITLE** | **CREDIT HOURS** | **TENTATIVE SEMESTER OFFERED** | **HOURS EARNED** | **GRADE EARNED** |
| *The Student and Committee must develop courses, programs and experiences that clearly identify and address the specific themes of Leadership, Scholarship, Social Justice and Equity. These areas of emphasis must have descriptive competencies that the student should attain and the Committee can assess* | | | | | | |
| **SPECIALTY COMPONENTS** (60 hours minimum) *Selected with Program Committee Approval* | | | | | | |
|  |  | Assessment Core (ECPY 648, 649) | 6 |  |  |  |
|  |  | Foundations  ECPY 611 Learning Theory & Application  ECPY 775 Biological Bases of Behavior  ECPY 712 Advanced Human Development  ECPY 663 Multicultural and Diversity Issues  ECPY 710 Social Ecology & Social Behavior  ECPY 793 Advanced Multicultural Counseling  PSYC 601 History of Psychology | 21 |  |  |  |
|  |  | Counseling Theory and Practice Core  ECPY 619 Empirical & Theoretical Foundations of Counseling & Psychotherapy  ECPY 629 Theories & Techniques of Counseling & Psychotherapy  ECPY 793 Advanced Theories of Counseling & Psychology  ECPY 671 Psychology of Career Development  ECPY 755 Counselor Supervision  ECPY 626 Consultation  ECPY 722 Advanced Theories of Counseling and Psychotherapy | 21 |  |  |  |
|  |  | Psychopathology (ECPY621) | 3 |  |  |  |
|  |  | Legal and Ethical Issues (ECPY 793 Advanced) | 3 |  |  |  |
|  |  |  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| **RESEARCH METHODOLOGY** (27 hours minimum) *Selected with Program Committee Approval* | | | | | | | |
|  |  | **Statistics and Methodology II** (ELFH 701 or equivalent required) | | 3 |  |  |  |
|  |  | **Statistics and Methodology III** (*ELFH* 703 – Multivariate Educational Statistics or equivalent required) | | 3 |  |  |  |
|  |  | **Statistics and Methodology IV** (ECPY 793 Structural Equation Modeling or ECPY 793 Multilevel Modeling or ECPY793 Meta-analysis and Systematic Review or equivalent required) | | 3 |  |  |  |
|  |  | **Evaluation and Measurement** (ECPY 740 or *equivalent required)* | | 3 |  |  |  |
|  |  | Advanced Research Design Methodology (ECPY 789 Adv Issues in Research Design or equivalent required) | | 3 |  |  |  |
|  |  | Supervised Research (ECPY 700) | | 6 |  |  |  |
|  |  | Dissertation/Portfolio Research | | 3 |  |  |  |
| **Practicum and Pre-Internship Field Experience** (27 hours Minimum) *Selected with Program Committee Approval* | | | | | | | |
|  |  | ECPY 673/683 Practicum in Counseling | | 6 |  |  |  |
|  |  | ECPY 780 Advanced Practicum in Counseling | | 15 |  |  |  |
|  |  | ECPY 680 Practicum in Counseling Psychology: Assessment | | 3 |  |  |  |
|  |  | ECPY 782 Doctoral Internship in Counseling Psychology | | 3 |  |  |  |
|  |  |  | |  |  |  |  |
|  |  |  | |  |  |  |  |
|  |  |  | |  |  |  |  |
| 1. *Selected with Program Committee Approval within program guidelines/framework* | | | | | | | |
| **Minimum total hours:** | **105** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Residence Requirement Completed:** | From |  | To and including |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program sheet Addendum | Y |  |  | N |  |

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

|  |  |  |
| --- | --- | --- |
| Committee Chair Date |  | Committee Member Date |
|  |  |  |
| Committee Member Date |  | Committee Member Date |
|  |  |  |
| Student Date |  | Advisor Date |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Copy to:** | EASS |  | Student |  | Advisor |  | Dept. |  |

Substitution Courses

University of Louisville

**College of Education and Human Development**

Doctor of Philosophy of Education

Counseling and Personnel Services

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.Name |  | | | |  | **Education Advising and Student Services** |
| 2.Social Security | |  | | | **College of Education and** |
| 3.Degree Program | | |  | | **Human Development** |
| **4. Content Area** (if applicable) | | | |  | **University of Louisville** |
|  | | | | | **Louisville, KY. 40292** |
| **(502) 852-5597** |

|  |  |
| --- | --- |
| Required Course (course number, title, and hours) | Substitution (course number, title, and hours) |
|  |  |
|  |  |
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|  |  |

***Please list courses transferred from other Colleges/Universities.***

|  |  |  |
| --- | --- | --- |
| Course (course number and title) | SEMESTER HOURS | **University or College** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| NOTES **(any additional information regarding student’s program)** |
|  |

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

|  |  |  |
| --- | --- | --- |
| Advisor Date |  | Student Date |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Copy to:** | EASS |  | Student |  | Advisor |  | Dept. |  |

**Counseling Psychology Program**

**Doctoral Course Equivalencies**

| **COUNSELING PSYCHOLOGY PROGRAM DOCTORAL COURSE EQUIVALENCY WORKSHEET** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **General Name of Course** | **General Course Description** | **UofL course** | **Other University Course Equivalent**  **(LIST)** | Equivalency orRequirement Fulfilled | |
| **YES** | **NO** |
| Evaluation and Measurement |  | ECPY 740 Advanced Psychometrics in Education and Counseling |  |  |  |
| Intellectual Assessment | Tests of cognitive function | ECPY 648 Intellectual Assessment |  |  |  |
| Personality Assessment | Tests of social and emotional functioning | ECPY 649 Personality Assessment |  |  |  |
| Advanced Career Development | Comprehensive study of the research base of leisure and career studies | ECPY 671 Psychology of Career Development |  |  |  |
| Counselor Supervision | Developmental models of counselor development and supervision and consultation issues. Experiential component supervising &/or consulting | ECPY 755 Counselor Supervision |  |  |  |
| Theories of Counseling and Psychotherapy | Study of empirical and theoretical foundations of psychology and application to professional psychology | ECPY 619 Empirical and Theoretical Foundations of Counseling and Psychotherapy |  |  |  |
| Techniques of Counseling | Focus upon the counseling process and interventions for specific mental health disorders for children, adolescents or adults | ECPY 629 Theories and Techniques of Counseling and Psychotherapy |  |  |  |
| Applied Psychotherapy | In depth study of a particular mental health disorder or cluster of disorders and theory-based techniques used to address these issues | Examples:  ECPY 650 Group Process and Practice  ECPY seminar treatment of particular population or problem area |  |  |  |
| Basics of Career Counseling | Study of career development, trajectory, factors affecting individuals’ career choice and counseling interventions. | ECPY 671 Psychology of Career Development |  |  |  |
| Advanced Doctoral Seminar | Different topics | ECPY 721 Advanced Seminar |  |  |  |
| Doctoral Seminar in Counseling | An in-depth look at a current area of mental health practice and development of students’ personal integrated, researched-based theory of intervention | ECPY 793 Doctoral Seminar in Counseling |  |  |  |
| Research Methodology | Experimental and quasi-experimental design, threats to validity and reliability, appropriate statistical analysis | ELFH 701 Intermediate Statistics |  |  |  |
| Multivariate Statistics or Applied Multiple Regression | Examination of multivariate statistical methods utilized in psychology | ELFH 703 Multivariate Educational Statistics (or 702 Applied Multiple Regression) |  |  |  |
| Research Design | Emphasis upon characteristics of populations studied, appropriate designs and statistics for optimal power and validity | ECPY 789 Advances Issues in Research Design |  |  |  |
| Supervised Counseling Psychology Research | Apprenticeship in research | ECPY 700 Supervised Research in Educational Psychology |  |  |  |
| Learning Theory and Application | Theories of learning and application to management of human behavior | ECPY 611 Learning Theory and Application or PSYC 620 Human Learning |  |  |  |
| Biological Bases of Behavior | Study of the biological bases for behavior including the influence of behavior due to drugs, genetics, physiology, brain function and injury and the use of mind/body interventions | ECPY 775 Biological Bases of Behavior |  |  |  |
| Social Bases of Behavior | The study of behavior with an emphasis upon social functioning of the individual within society | ECPY 710 Social Ecology & Social Behavior |  |  |  |
| Multicultural Issues |  | ESPY 663 Multicultural Issues in Counseling  ECPY 793 Advanced Multicultural |  |  |  |
| Human Development | The study of theories of human development and current application to mental health treatment | ECPY 605 Human Development, ECPY 631 Adolescence,  ECPY 705 Adult Development |  |  |  |
| Differential Diagnosis and Treatment | The study of the DSM-5, ICD 10, classification systems and diagnostic criteria and how diagnosis applies to mental health treatment | ECPY 621 Differential Diagnosis and Treatment in Counseling |  |  |  |
| Ethics | The study of social, legal and ethical issues within counseling | ECPY 793 Social, Legal and Ethical Issues in Counseling |  |  |  |
| Practicum in Counseling | Counseling or Assessment experience in a supervised setting. Must have a multicultural or metropolitan focus | ECPY 672/673/680 Practicum in Counseling |  |  |  |
| Advanced Practicum  (four semesters) | Advanced counseling experience supervised by a psychologist. May include assessment. Must have a multicultural or metropolitan focus | ECPY 780 Advanced Practicum |  |  |  |
| Consultation | Study of theory, models and application of mental health consultation | ECPY626 Consultation |  |  |  |

**Appendix**

**Required Classes for the Counseling Psychology Doctoral Program/Curriculum Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | **Fall** | **Spring** | **Summer** | **Total Credits** |  |
|  | 712-adv human development | 629-techniques | 663-Multicultural counseling |  |  |
|  | 619 theories | ELFH 703-adv stats or 702 Applied Multiple Regression | 789-Adv Research Design |  |  |
|  | ELFH 701-stats | 740- Adv psychometrics | 700-Sup Research |  |  |
|  | 793 prosem/ethics | 621-Diagnosis |  |  |  |
|  | 700-Sup Research | 700-Sup Research |  |  |  |
| ***Credits*** | *13* | *13* | *7* | *33* |  |
| **Year 2** | **Fall** | **Spring** | **Summer** |  |  |
|  | 648-Cognitive assessment | 649-Personality assessment | 683-Master-Internship |  |  |
|  | 673-practicum | 680-Assessment practicum | \*\*793-Adv MCC or Adv Interven | |  |
|  | \*\*793-Adv Career or 722 Adv Theories | \*\*626. Consultation or 775 Biological bases of behavior | 700-Sup Research |  |  |
|  | 700-Sup Research | 700-Sup Research |  |  |  |
|  |  |  | **Master project due** |  |  |
| ***Credits*** | *10* | *10* | *7* | *27* |  |
| **Year 3** | **Fall** | **Spring** | **Summer** |  |  |
|  | 780 Advanced practicum | 780-Advanced prac | 780-Advanced prac |  |  |
|  | \*\*793-Adv Career or 722 Adv Theories | 755-Supervision | \*\*793-Adv MCC or Adv Interven | |  |
|  | Elective (Group or Family or Adv stats) | \*\*626 Consultation or 775 bio | |  |  |
|  | **Start Dissertation Proposal** | **Comps** | **Defend Diss Proposal** |  |  |
| ***Credits*** | *9* | *9* | *6* | *24* |  |
|  |  |  |  |  |  |
| **Year 4** | **Fall** | **Spring** | **Summer** | **Total Credits** |  |
|  | 710-Social psychology | 7xx-Adv stats | Diss-3 |  |  |
|  | 601-History of psychology | 611-Learning theory |  |  |  |
|  | 780 Advanced prac | 780 Advanced Prac |  |  |  |
|  | **Apply for Internship** |  | **Defend Dissertation** |  |  |
| ***Credits*** | *9* | *9* | *3* | *21* |  |
| **Year 5** | **Fall** | **Spring** | **Summer** |  |  |
|  | 782-Internship | 782-Internship | 782-Internship | 3 |  |
|  |  |  |  |  |  |
|  | **TOTAL Program Credits** | **108** |  |  |  |
|  | *\*\*Taught every other year* |  |  |  |  |

**Dissertation Committee Members**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The following individuals have agreed to be a dissertation committee member:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair or Co-Chair)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair or Co-Chair) (Leave blank if no Co-Chair)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Member)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Member)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Member; optional)**

**Cover Letter for Dissertation Proposal/Defense**

**Sample Dissertation (Proposal) Letter**

**University of Louisville**

TO:

FROM:

DATE:

RE: John T. Smith’s Dissertation

Attached is a draft of a dissertation proposal for your inspection. Please read it and return

your comments (if major modifications are needed), and this form, to me by \_\_\_(add 14 days)\_\_\_ if possible. If not

possible, please let me know within 5 days. If ready for defense please keep the proposal until the defense meeting but return this form to me.

\_\_\_\_\_\_\_ a. Dissertation (proposal) appears ready for defense with corrections indicated in the manuscript.

\_\_\_\_\_\_\_ b. Major modifications or revisions are needed. I would prefer to see another revision before scheduling a defense.

\_\_\_\_\_\_\_ c. Other disposition, see comments below.

Comments

**Acknowledgement of Understanding and Agreement**

I have read the Counseling Psychology Program Handbook and understand its contents. I will also abide by the ethical principles and standards set forth by the American Psychological Association. I understand that I can ask questions about the Handbook at any time and by signing this it means that I have read the Handbook and will act ethically and professionally.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

**Counseling Psychology Doctoral Student Annual Progress Report**

**It is time to conduct the yearly evaluations. In conjunction with student input, we use this comprehensive form in order to give us a more complete picture of your accomplishments. Your yearly evaluation will be based, in part, on what you include here.**

**Please complete each section below, including sections where you believe you do not have information to include (do not simply put N/A). In these sections please include a narrative about your progress for each area and goals for the upcoming year. Keep in mind that this is not a time to be shy. It is in your best interest to add as much information as you can, so if in doubt, include it. This could include evaluations from practicum courses and other courses taught as well as other documentation (e.g., writing samples, awards, descriptions of other professional activities). Some of the faculty will be less familiar with your work than others, so write as if you are directing your responses to them. When questions ask for “the past year” include Summer 2015-present.**

**Once you have completed this form, please send this form AND a copy of your most current CV AND a copy of a current transcript to Dr. Mark Leach by April 15th of this year at m.leach@louisville.edu.**

**PLEASE KEEP A COPY OF THIS COMPLETED FORM FOR YOUR RECORDS.**

1. **General Information**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Level (during the evaluative period)

Year 1 Year 2 Year 3 Year 4 Year 5

Internship Year

Financial Aid Status: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Fellowship, Assistantship, Grant, Self-Supporting)

Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated (or current) Internship Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comprehensive Examination Status (Complete One):

Expected Year \_\_\_\_\_\_\_ Year Passed\_\_\_\_\_\_\_\_

What are your career goals?

1. **Academic Performance**

a. Current GPA \_\_\_\_\_\_\_\_\_\_

b. List courses completed this past academic year (Fall, Spring, and Summer) and grade earned (or add a transcript).

1. **Research Activities**

a. List all publications in the past year.

b. List all manuscripts submitted for review in the past year.

c. List all research activities in which you participated during the past year (e.g., research team involvement, journal manuscript review, grant writing activity, help with data gathering).

d. List progress of your Research Project (the 2nd year project if applicable)

e. Dissertation (check all that apply)

\_\_\_\_\_\_\_ Committee formed

\_\_\_\_\_\_\_ Prospectus in progress

\_\_\_\_\_\_\_ Prospectus defended

\_\_\_\_\_\_\_ Data gathered

\_\_\_\_\_\_\_ Dissertation defended

\_\_\_\_\_\_\_ Manuscript submitted to journal

Dissertation Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dissertation Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Conference Presentations**

List any local, state, regional, national, or international conference presentations during the past year.

1. **Conferences/workshops attended**

List any conferences/workshops attended during the past year.

1. **Teaching**

a. In the past year, list any classes taught, any classes where you served as a teaching assistant or advisor.

7. **Clinical Work**

a. For practicum courses, list total direct service client contact hours for each practicum.

b. How are you developing as a multicultural, ethically competent, and theory-guided psychologist? Please self-reflect on each of these areas and go into some depth.

self-awareness:

knowledge:

skills/experiences:

c. Assessment experience.

How many integrated reports did you complete for the academic year? \_\_\_\_\_\_\_\_

d. Internship Candidates Only: List course work plan for this coming year.

e. Rank order your top 3-5 internship settings to which you expect to apply.

\_\_Community Mental Health Center \_\_State or County Hospital

\_\_Correctional Facility \_\_Private Psychiatric Hospital

\_\_Medical Center \_\_School District or System

\_\_Military Medical Center \_\_University Counseling Center

\_\_Private General Hospital \_\_Medical School

\_\_General Hospital \_\_Consortium

\_\_VA Medical Center

**8. Supervision**

a. List any experience you have serving as a supervisor.

**9. Additional Activities**

List any additional activities that may assist the program faculty in evaluating your work. Include any administrative work, committee membership (e.g., admissions committee, self-study committee work), awards, student governance involvement (DSO), professional organization membership, etc.

#### Reminder: PLEASE KEEP A COPY OF THIS COMPLETED FORM FOR YOUR RECORDS.

**Practicum Evaluation Forms**

**COUNSELING PSYCHOLOGY**

**University of Louisville**

**MID-TERM TRAINEE CLINICAL FEEDBACK**

**Trainee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Evaluation: \_\_\_\_\_\_\_\_\_ Supervision Dates: From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_**

**Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trainee Level: ⬜ Masters ⬜ Doctoral**

**Trainee Prior Clinical Experience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (direct client hours prior to this placement)**

**Practicum Site Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of Site (e.g., CMHC, Hospital, UCC, VA, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This feedback form is consistent with the training model for our counseling psychology programs as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

**Please use the following scale to rate your supervisee on the items below:**

**AE** = **Above expected** levels or skills. STRONG performance in this area

**E** = **Meets expectations** for level of training

**A** = **Additional attention/focus needed** in this area to be at expected level of skill

Development (must include specific communication between trainee, supervisor and university practicum instructor)

**R = Formal remediation needed.** Growth plan developed by supervisor and student (must also include Clinical Coordinator or DCT)

**N/A     = Not applicable** for this training experience or not assessed by this supervisor.

|  |  |
| --- | --- |
| ***Training Area*** | ***Rating*** |
| 1. **Assessment, Diagnosis & Case Conceptualization** (e.g., gathers critical information, formulates meaningful case conceptualizations, develops appropriate treatment goals, flexible and knowledgeable about theoretical approaches, knowledgeable about DSM-IV-TR, incorporates cultural considerations)   Comments: |  |
| 1. **Intervention** (e.g., uses basic interviewing skills, forms working alliance with clients, tolerates difficult emotions with clients, knowledgeable and flexible with interventions and takes into consideration cultural factors, develops appropriate plan to address treatment goals, is respectful and nonjudgmental with clients, maintains professional boundaries, deals with ruptures effectively)   Comments: |  |
| 1. **Psychological Testing** (e.g., administers and scores psychological tests appropriately, integrates data appropriately, develops appropriate recommendations for clients, communicates test results competently and sensitively)   Comments: |  |
| 1. **Crisis Intervention** (e.g., assess and intervenes during crisis situations appropriately, ability to conduct suicidal and homicidal assessments effectively, assess potential of child and elder abuse and/or neglect effectively, follows up appropriately, demonstrates ability to remain calm during crisis situations)   Comments: |  |
| 1. **Consultation and Outreach** (e.g., knowledgeable about when to consult, collaborates with colleagues and other departments professionally, conducts clear, professional, and effective outreach programs that are relevant to student populations)   Comments: |  |
| 1. **Personal Characteristics** (e.g., ability to assess own strengths and weaknesses, empathizes with others, ability to identify personal distress, understands impact of self on others, demonstrates professionalism, actively participates in seminars)   Comments: |  |
| 1. **Relationships and Interpersonal Issues (Colleagues, Agency)** (e.g.,works collaboratively with colleagues including support staff and peers, provides constructive feedback and support to peers, willing to take risks and be transparent with peers, receives feedback non-defensively, willing to acknowledge and work through interpersonal conflict with colleagues)   Comments: |  |
| 1. **Use of Supervision** (e.g.,open and non-defensive to supervisory evaluation and feedback, self-reflects and self-evaluates regarding clinical skills and use of supervision, demonstrates good judgment as to when supervisory input is necessary, transparent with supervisor, willing to take risks and acknowledge mistakes, applies what is discussed in supervision to interactions with clients)   Comments: |  |
| 1. **Management and Administration** (e.g., completes delegated and administrative tasks in a timely manner, follows agency’s policies and operating procedures, maintains organized and timely notes and client records)   Comments: |  |
| 1. **Diversity – Individual and Cultural Differences** (e.g., knowledgeable about one’s cultural worldview, recognizes biases and stereotypes, willing and open to work through emotional responses regarding cultural diversity, willing and open for self-reflection, knowledgeable about the impact of diversity in clinical situations, advocates for positive change in system, infuses culture and diversity into all aspects of professional work)   Comments: |  |
| 1. **Ethical and Legal Standards** (e.g., Knowledgeable about ethical principles and legal mandates, recognizes and analyzes ethical dilemmas and legal issues appropriately, seeks appropriate information and consultation when faced with ethical issues, behaves ethically across all aspects of professional work)   Comments: |  |

**Trainee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

|  |
| --- |
| **Trainee’s Response:** |

**COUNSELING PSYCHOLOGY**

**University of Louisville**

**FINAL-TERM TRAINEE CLINICAL FEEDBACK**

**Trainee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Evaluation: \_\_\_\_\_\_\_\_\_ Supervision Dates: From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_**

**Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trainee Level: ⬜ Masters ⬜ Doctoral**

**Trainee Prior Clinical Experience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (direct client hours prior to this placement)**

**Practicum Site Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of Site (e.g., CMHC, Hospital, UCC, VA, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This feedback form is consistent with the training model for our counseling psychology programs as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

**Please use the following scale to rate your supervisee on the items below:**

**AE** = **Above expected** levels or skills. STRONG performance in this area

**E** = **Meets expectations** for level of training

**A** = **Additional attention/focus needed** in this area to be at expected level of skill

development (must include specific communication between trainee, supervisor and university practicum instructor)

**R = Formal remediation needed.** Growth plan developed by supervisor and student (must also include Clinical Coordinator or DCT)

**N/A     = Not applicable** for this training experience or not assessed by this supervisor.

|  |  |
| --- | --- |
| **I. Assessment / Diagnosis / Case Conceptualization** | **Rating** |
| 1. Effectively gathers information about the nature and severity of clients’ presenting concerns. |  |
| 1. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics. |  |
| 1. Develops treatment goals that are appropriate. |  |
| 1. Knowledgeable about and open to various theoretical approaches and their application to diverse clients. |  |
| 1. Knowledgeable about when to seek further information to conceptualize the client. |  |
| 1. Demonstrates competence using diagnostic criteria (DSM-IV-TR) including differential diagnoses. |  |
| 1. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations. |  |
| **OVERALL RATING** |  |
| **Comments:** |  |

|  |  |
| --- | --- |
| **II. Intervention** | **Rating** |
| 1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately. |  |
| 1. Ability to form a working alliance with clients. |  |
| 1. Tolerates difficult emotions and explores clients’ feelings. |  |
| 1. Deals with ruptures effectively and negotiates differences with clients. |  |
| 1. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs. |  |
| 1. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients. |  |
| 1. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies). |  |
| 1. Considers empirically supported treatments or evidence-based treatments. |  |
| 1. Prepares clients for termination of treatment appropriately and sensitively. |  |
| 1. Understands and maintains appropriate professional boundaries with clients. |  |
| **OVERALL RATING** |  |
| **Comments:** |  |

|  |  |
| --- | --- |
| **III. Psychological Testing** | **Rating** |
| 1. Administers and scores psychological tests appropriately, in a standard way, and capably. |  |
| 1. Integrates data into meaningful statements about clients. |  |
| 1. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions. |  |
| 1. Communicates test results to client in a clear, competent and sensitive manner. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |
| --- | --- |
| **IV. Crisis intervention** | **Rating** |
| 1. Assesses crisis situations appropriately. |  |
| 1. Intervenes during crisis situations appropriately. |  |
| 1. Conducts suicidal and homicidality assessments thoroughly, effectively and appropriately. Elicits relevant information. |  |
| 1. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information. |  |
| 1. Seeks appropriate consultation or supervision when encountering crisis situations. |  |
| 1. Follows-up with client needs related to the crisis and provides case management when appropriate. |  |
| 1. Demonstrates ability to remain calm during a crisis situation. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |
| --- | --- |
| **V. Consultation and Outreach** | **Rating** |
| 1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines’ contributions. |  |
| 1. Knowledgeable about when to consult with other professionals or supervisors. |  |
| 1. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs. |  |
| 1. Demonstrates comfort in presenting to audiences and engages audience when presenting. |  |
| 1. Demonstrates clear and effective communication skills in both consultation and outreach. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |
| --- | --- |
| **VI. Personal Characteristics** | **Rating** |
| 1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness). |  |
| 1. Empathizes with thoughts, feelings, and needs of others (i.e., empathy). |  |
| 1. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care). |  |
| 1. Demonstrates awareness of one’s own feelings toward clients and understands client’s impact on self. |  |
| 1. Understands impact of self on others including colleagues and clients. |  |
| 1. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up. |  |
| 1. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness) |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |
| --- | --- |
| **VII. Relationships and Interpersonal Issues (Colleagues, Agency)** | **Rating** |
| 1. Works collaboratively with peers and colleagues. |  |
| 1. Provides constructive feedback and support to peers. |  |
| 1. Receives feedback non-defensively from peers. |  |
| 1. Respects support staff roles and persons. |  |
| 1. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |
| --- | --- |
| **VIII. Use of Supervision** | **Rating** |
| 1. Open and non-defensive to supervisory evaluation and feedback. |  |
| 1. Self-reflects and self-evaluates regarding clinical work with clients. |  |
| 1. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary. |  |
| 1. Communicates self to the supervisor when appropriate (i.e., transparency) |  |
| 1. Willing to take risks and acknowledge troublesome areas and make mistakes. |  |
| 1. Applies what is discussed in supervision to interactions with clients. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |  |
| --- | --- | --- |
| **IX. Management and Administration** | **Rating** | |
| 1. Follows agency’s policies and operating procedures. | |  |
| 1. Documents crisis assessments appropriately. | |  |
| 1. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date. | |  |
| **OVERALL RATING** | |  |
| **Comments:** | | |

|  |  |
| --- | --- |
| **X. Diversity – Individual and Cultural Differences** | **Rating** |
| 1. Knowledge of one’s own beliefs, values, attitudes, assumptions in the context of diversity. |  |
| 1. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases. |  |
| 1. Open to exploring one’s feelings and reactions to power and diversity issues. |  |
| 1. Knowledge about the nature and impact of diversity in different clinical situations. |  |
| 1. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups. |  |
| 1. Infuses culture and diversity into all aspects of professional work. |  |
| 1. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |  |
| --- | --- |
| **XI. Ethical and Legal Standards** | **Rating** |
| 1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct. |  |
| 1. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting. |  |
| 1. Seeks appropriate information and consultation when faced with ethical issues and dilemmas. |  |
| 1. Behaves ethically across all aspects of professional work. |  |
| **OVERALL RATING** |  |
| **Comments:** | |

|  |
| --- |
| **Comments on Overall Evaluation:** |

**Trainee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

|  |
| --- |
| **Trainee’s Response:** |

Oral Comprehensive Exam Evaluation

University of Louisville Counseling Psychology PhD Program

**Comprehensive Examination (Clinical Case)**

**Examinee name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Exam Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator names**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate your evaluation of the examinee on each of the items listed below. Circle the number to the right of each item that best describes your perceptions of the student’s skills, based on your expectations of performance on each competency for students at the end of the 2nd year of doctoral study.

Note: A rating of 4 (“Meets expectations”) or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for post-doctoral internship.

A rating of “NR” indicates that you have not had the opportunity to observe this competency.

**Relational/Affective skills**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral materials, the examinee: |  | |  |  |  | |  | |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** | |
| 1. Was aware of the influence of their own behavior on the client | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 2. Demonstrated the ability to negotiate differences and handle conflict | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 3. Demonstrated awareness of influence of their own social identities (e.g., racial, ethnic, gender, sexual, SES, religious/spiritual) on the client | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 4. Responded non-defensively to questions and feedback from the examining committee | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |

Comments:

**Assessment and diagnosis**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral materials, the examinee: |  | |  |  |  | |  |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** |
| 1. Articulated developmental features and clinical symptoms relevant to presenting problem | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Based diagnosis and case conceptualization on case evidence | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Appropriately discussed assessment tools to augment clinical data for case conceptualization | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Appropriately attended to multiple levels (e.g., individual, group, universal) in conceptualizing the client’s presenting issue and setting treatment goals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

**Intervention**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral case materials, the examinee: |  | |  |  |  | |  | |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** | |
| 1. Presented a case conceptualization and treatment plan that reflect a coherent theoretical approach(es) | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 2. Weighed merits of different intervention approaches, taking into account empirical and clinical literatures, client worldview and values | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 3. Discussed how ongoing evaluation of client progress could inform the treatment plan | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |

Comments:

**Sensitivity to individual and cultural differences (ICDs)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral materials, the examinee: |  | |  |  |  | |  | |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** | |
| 1. Articulated fit between theoretical orientation used for this case and client cultural heritage | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 2. Conceptualized the client’s presenting concerns within the larger societal and environmental context | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 3. Demonstrated awareness of the role of oppression and privilege and cultural similarities and differences between therapist and client in the therapeutic relationship | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |

Comments:

**Applications of scientific foundations, method**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral materials, the examinee: |  | |  |  |  | |  |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** |
| 1. Applied the concept of evidence-based practice (EBP) in case conceptualization, treatment planning, and intervention | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Applied knowledge of scientific literature on ICDs relevant to the client’s values and cultural identities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Generated and tested hypotheses about her or his own role in the therapeutic process | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  |  |  |  |  |  |  |

Comments:

**Law and ethics**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral materials, the examinee: |  | |  |  |  | |  | |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** | |
| 1. Was aware of salient ethical and legal issues | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 2. Discussed therapeutic boundaries appropriately | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 3. Discussed effective management of ethical concerns | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 4. Attended to cultural considerations and related APA guidelines in ethical decision-making processes | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
|  |  |  |  |  |  |  | |  |

Comments:

**Presentation Quality**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Based on oral materials, the examinee: |  | |  |  |  | |  | |
|  | **Needs attention** | | **Emer-**  **ging** | **Meets**  **expec** | **Exceeds**  **expectations** | | **NR** | |
| 1. Organized materials well and provided evidence on the relevant competencies. | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 2. Organized the oral presentation well | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 3. Used allotted oral presentation time efficiently; presented the most relevant elements of the case | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 4. Demonstrated an emerging professional identity as a psychologist. | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |
| 5. Was responsive to questions and feedback, able to “think on their feet.” | 1 | 2 | 3 | 4 | 5 | 6 | | 7 |

Comments:

**Examinee’s Overall Strengths** (if needed, please add additional sheet for comments)

**Examinee’s Areas for Growth** (if needed, please add additional sheet for comments)

**Required Revisions** (Contingent Pass decisions only):

**Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Examiner 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Examiner 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Examiner 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Note: Advisor signature certifies that student has satisfactorily completed any required revisions to the written case study (described above) and demonstrates readiness for internship.**

[Revised Nov 2013]