DOCTORAL PROGRAM
IN
COUNSELING PSYCHOLOGY

Virginia Commonwealth University
Fall 2017

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Program Director
**Contents**

Counseling Psychology Faculty .................................................................................................................... 7

Core Faculty ................................................................................................................................................. 7

- Suzanne Mazzeo ................................................................................................................................... 7
- Shawn O. Utsey .................................................................................................................................... 7
- Paul Perrin ............................................................................................................................................. 7
- Victoria A. Shivy .................................................................................................................................. 7
- Natalie D. Dautovich ............................................................................................................................ 7
- Oswaldo Moreno ................................................................................................................................... 8
- Jean Corcoran ........................................................................................................................................ 8
- Mary Beth Heller .................................................................................................................................. 8

Affiliate Faculty ........................................................................................................................................... 8

- Jared Keeley .......................................................................................................................................... 8

Emeritus Faculty ......................................................................................................................................... 8

- Everett L. Worthington, Jr. ....................................................................................................................... 8
- Steven J. Danish .................................................................................................................................... 9
- Stanley R. Strong .................................................................................................................................. 9
- Robert M. Tipton .................................................................................................................................. 9

Philosophy, Goals, and Training Model ..................................................................................................... 10

Program Mission Statement .................................................................................................................... 10

Defining Counseling Psychology ............................................................................................................ 10

  Science ................................................................................................................................................ 12
  Practice ................................................................................................................................................ 13
  Leadership and Innovation ................................................................................................................... 14
  Excellence ........................................................................................................................................... 15

Skills, Competencies, and Future Employment of Graduate Students ................................................... 15

Model for Educating and Training Counseling Psychologists ............................................................... 16

  Science ................................................................................................................................................. 16
  Practice ............................................................................................................................................... 16
  Excellence ......................................................................................................................................... 18

Requirements for the Master Of Science Degree in Counseling Psychology ......................................... 19

  The Advisor ......................................................................................................................................... 19

  The Master of Science Degree ........................................................................................................... 19
Counseling Psychology Faculty

Core Faculty

Suzanne Mazzeo

- Professor and Director of Counseling Psychology Training
- PhD, University of Illinois
- Research Interests: Eating disorders and obesity; health behavior change, especially changing eating and exercise behaviors; ethnic differences in eating and exercising behaviors, and developing culturally sensitive interventions to promote healthy eating and exercising behaviors.

Shawn O. Utsey

- Professor
- PhD, Fordham University
- Research Interests: Racism, culture-specific coping mechanisms, and quality of life, particularly how these constructs relate to the African American experience.

Paul Perrin

- Associate Professor
- PhD, University of Florida
- Research Interests: Health and rehabilitation disparities; family caregivers of individuals with cognitive and physical disabilities in Latin America; racial and LGBT-based discrimination and health; bias and stereotyping by health care providers.

Victoria A. Shivy

- Associate Professor
- PhD, University at Albany, State University of New York
- Research Interests: The role that work plays in peoples' lives; interventions that foster career decision-making, development, and adjustment; career transitions across populations (individuals returning to the workplace; offenders' reentry); occupational health including unhealthy workplace experiences and behaviors (compulsive work; victimization in the workplace); the impact of previous trauma on workplace adjustment; career and general psychological assessment; research methodology.

Natalie D. Dautovich

- Assistant Professor
- PhD, University of Florida
- Research Interests: Daily processes that anchor well-being across adulthood; specific emphases on sleep, affect, health behaviors, routines, and the role of family, social, cultural, and political contexts on daily behaviors.
Oswaldo Moreno

- Assistant Professor
- PhD, Clark University
- Research Interests: Understanding and addressing the mental healthcare disparities in the United States that affect individuals from low-income and racial/ethnic minority backgrounds. His research program includes both applied and basic research incorporating the intersection of cognitive-behavioral theories, prevention science, and cultural and contextual approaches including psychology of religion and spirituality.

Jean Corcoran

- Assistant Professor
- PhD, Virginia Commonwealth University
- Research/Professional Interests: Processes of therapeutic interventions, linguistic analysis, substance abuse, couples and group therapy.

Mary Beth Heller

- Assistant Professor and Director, Center for Psychological Services and Development
- PhD, University of Virginia
- Research/Professional Interests: Training and supervision of graduate students; peer consultation groups; psychological and psychoeducational assessment; individual psychotherapy from an evidence-based integrative model; school psychology.

Affiliate Faculty

Jared Keeley

- Associate Professor
- PhD, Auburn University
- Research Interests: Classification of psychopathology, especially concerning mental health professionals’ use of the diagnostic system. This includes cognitive processes involved in clinicians’ work, including diagnosis, case conceptualization and treatment planning. A second interest is the scholarship of teaching and learning, particularly the qualities and behaviors of excellent teachers that lead to superior learning.

Emeritus Faculty

Everett L. Worthington, Jr.

- Professor and Former Chair, Department of Psychology
- PhD University of Missouri
- Research Interests: Forgiveness; positive psychology; marriage and marital interventions; religious values.
Steven J. Danish

- Professor Emeritus, and Former Chair, ABPP Former Director, Life Skills Center (www.lifeskills.vcu.edu)
- PhD, Michigan State University
- Research Interests: Developing, implementing and evaluating life skills programs for youth, adults and families, especially returning veterans and their families; using sport to teach life skills internationally; community psychology; health and nutrition.

Stanley R. Strong

- Professor Emeritus
- PhD, University of Minnesota
- Research Interests: Interpersonal behavior; social psychological processes in counseling and psychotherapy.

Robert M. Tipton

- Professor Emeritus
- PhD, University of Missouri
- Research Interests: Ethical and training issues; psychological assessment.
Philosophy, Goals, and Training Model

Additional information on the program can be found in the VCU Graduate Bulletin.

Program Mission Statement

Counseling psychology is a specialty within healthcare psychology (see the Society of Counseling Psychology website, Division 17 of the American Psychological Association, for a formal definition of counseling psychology). Our training model is a scientist-practitioner model, leading to a Ph.D. degree in psychology; we do not offer a terminal master’s degree. The program seeks to advance the field of counseling psychology through innovative and interdisciplinary approaches to science and service provision, while preserving the field’s core traditions. We offer generalist training and exposure to multiple theoretical models, however we also have a distinctive slant toward counseling health psychology.

Specifically, the faculty and students will be well-prepared to engage in:

- Applied research
- Evidence-based clinical practice
- The integration of research and practice

In addition, faculty and students will be well-prepared to emphasize diversity in all areas of their professional lives. Students are well-prepared for a variety of career paths, including working as faculty in academic or medical school settings, and implementing and evaluating interventions in hospital, community, university or other clinical venues. Upon graduation, students are competent scientists, well-prepared for licensure as doctoral-level psychologists with the knowledge and skills to engage in evidence-based practice consistent with the highest ethical and professional standards.

Defining Counseling Psychology

Counseling psychology at Virginia Commonwealth University (VCU) is defined as a healthcare science and profession, integrating cutting-edge psychological science, professional practice, and professional and community leadership, with excellence, to help people improve their life skills throughout the life span. At VCU, counseling psychology has both scientific and applied foci.

Our view of counseling psychology parallels the evolution of counseling psychology as a field, in that it has become more broadly conceived and diverse over time. Traditionally\(^1\), counseling psychology has involved three roles: remedial, preventive, and educative and developmental. Gelso and Fretz\(^1\) identified five unifying themes of the field--themes of focusing on

a) intact personalities,
b) people's assets and strengths,
c) relatively brief interventions,
d) person-environment interactions, and
e) educational and career development and environments.

However, Gelso and Fretz also observed that the diversity of what counseling psychologists do was increasing. As noted recently (Delgado-Romero, Lau & Shullman, 2012), counseling psychology has evolved over the years, but a set of broad core values continue to underlie and define its identity and professional activities (p. 4). Our program continues to endorse strongly a scientist-practitioner model emphasizing the main functions we attempt to train students in and exhibit as faculty. We emphasize counseling health psychology across the program, and we seek to be the recognized leader in this important and growing subfield of counseling psychology. Most faculty and students do research and engage in some practice in counseling health psychology. We are placed within a Department with a strong emphasis in health psychology or clinical-counseling health psychology. Over three-quarters of the faculty have achieved funding on health-related research topics. In addition, VCU is strongly associated with excellence in health, and our emphasis on counseling health psychology allows a multitude of collaborations and opportunities. The secondary emphasis in the program is community psychology. We seek to be relevant in science, practice, and leadership to the local, state, national, and international communities. The tertiary emphasis in the program is on positive psychology, including research on character strengths and positive life skills, like vocational development.

At VCU, our operationalization of counseling psychology affirms the roles and themes identified by Gelso and Fretz and reaffirmed by Packard (2009) and Delgado et al. (2012), but we have perhaps more broadly interpreted some of the applications than many of our more traditional counseling psychology colleagues. Commitment to a scientific approach to counseling psychology has remained a central goal of the program. Furthermore, as a program housed in an urban center, we have placed an emphasis on and commitment to developing, implementing and evaluating scientifically based, health- and community-based strategies and interventions designed to not only positively affect the lives of the people we might target, but to increase our understanding of fundamental psychological principles that might help us develop even more effective interventions. At the same time, we have increasingly seen the importance of integrating both a scientific and a leadership approach into practice and academia (Belar & Perry, 1992).

Three pervasive threads run through our training:

a) an emphasis on working collaboratively with scientists and professionals from a variety of disciplines
b) the integration of health psychology as it pertains to behavior, promotion, and intervention
c) a focus on the community, promotion of individual and family development, and multiculturalism and social justice

We are also proud that our long-standing emphasis in behavioral health is now being recommended as an important activity to integrate in the education and training of counseling psychology doctoral students. Indeed, we are one of a few counseling psychology programs that are active members of the Council for Clinical Health Psychology Training programs (CCHPTP). We provide, as a program, some exposure to

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clinical health psychology, but individual students have ample opportunities to gather enough training and experience to be considered to have a concentration in the area of clinical health psychology.

Two principles underlie our training model as a scientist-practitioner program:

1) We seek to produce competent scientists who value a scientific worldview whether they pursue a career in academia, practice, administration, or consultation.

2) We seek to produce competent healthcare practitioners who can provide both brief counseling and traditional psychotherapy, as well as develop expertise in areas such as group, family, or community interventions. Additionally, we train our students in the indirect provision of services, such as consultation, supervision and administration.

We believe that counseling psychologists must be flexible and innovative. Students must be able to integrate science and practice skills so that they will be poised to function in whatever professional capacity is necessary. Additionally, an emphasis on self-awareness and multicultural awareness is incorporated into each of the aforementioned principles. We are aware that no one student, or individual for that matter, can be equally proficient in all of these areas. However, we expect our students to function effectively in all settings and excel in at least one of these areas.

Science

A thorough grounding in research strategies, theories, and content of psychology provides a foundation for mastering the applied knowledge and skills of the profession. Students are expected to emerge from the doctoral program with the scientific skills to function as an active psychologist. Research training is an ongoing integral part of the counseling psychology graduate program at VCU, and all students receive excellent training in scientific and scholarly skills. Although faculty differ in their individual strengths, overall, faculty are adept at providing training in research design and statistics, psychometrics, hypothesis testing, and other research and statistical methods that are consistent with the latest standards and recommendations in the field. In addition, some faculty provide opportunities for training in action research, qualitative methods, and other useful and respected (albeit less traditionally used) methods of research and statistical analysis. As a fully functioning program within a Department of Psychology, we can provide a full array of opportunities for scientific training for students willing to exert the initiative to seek special opportunities. Faculty will help facilitate such opportunities toward shaping students' careers in useful and productive ways.

The sine qua non of research training is that faculty and students are expected to publish scientific theory and research in the most respected sources in psychology, obtain competitively funded research support from prestigious federal agencies and foundations, and disseminate their findings widely to appropriate audiences to help people improve their life skills. All students are expected to submit articles (and chapters) for publication during their training, to present at regional and (where possible) national conventions, to be involved in grant submission (where possible), and to pursue other publication of their research and thinking.

Faculty members have ongoing programs in research and scholarship that serve as models for students, focus research activities for students, and contribute widely to positively affecting people's life skills, and faculty members actively involve graduate students in research and scholarship. In some cases, students

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who are aiming at careers within academics can supervise (under the direction of faculty) undergraduate students who participate in research internships, which helps prepare graduate students for some of the supervision and training they might do as future faculty members. In addition, a teaching practicum class and some opportunities to teach undergraduate classes (once graduate students have master's degrees) can help prepare students aiming at a career in academia. Being grounded in the scientific-empirical approach to psychology leads the practitioner to a valuable way of conceptualizing problems. As scientist-practitioners, students should be "at home" planning and carrying out research just as they are able to function with excellence as practitioners. Further, they incorporate research findings into their practice and seek to evaluate the effectiveness of their practice.

**Practice**

Training in Counseling Psychology prepares individuals to help people develop important life skills through promoting positive development of life skills, preventing personal, interpersonal, and community problems, and aiding people who are experiencing a broad range of emotional, social, behavioral, or community problems. Training as a counseling psychologist involves developing skills necessary to thrive personally and economically in the twenty-first century. These skills could involve core skills at counseling, such as:

1) assessment of individuals and of naturally occurring and ad hoc groups
2) brief counseling
3) therapeutic approaches (including psychotherapy and group, couple, and family therapies)
4) supervision (clinical and administrative) of mental health practitioners
5) multicultural competency
6) program conceptualization, design, implementation, and evaluation – and other useful skills that not all students will find equally relevant for their career (but which opportunities are available for students to develop if they take the initiative) – such as,
   a) consultation
   b) media relations
      i) disseminating programs widely
      ii) exposure to and involvement in public policy issues
7) administration related to independent practice; and
8) developing teaching skills and other skills needed to thrive in an academic career

Students with particular interests in the latter skills are expected to seek experiences that help them develop expertise in high-interest areas. Faculty members help guide students in making wise choices and facilitate their pursuit of experiences. Not all students will have all training experiences.

The core of practice training focuses on developing excellent communication skills, which are applied to work with people who have mild to moderate psychological disturbance or marked but transient situational disturbances. Those communication skills might involve many aspects of practice -- such as seeing clients/patients, consulting, conducting psychoeducational (or other types of groups), teaching university classes, and developing other communication skills.

It is, of course, impossible to predict the future -- especially in this rapidly changing world – however, the best judgment of our faculty is that most beginning graduate students who are embarking on their pursuit of a PhD in counseling psychology will not work in full time counseling or psychotherapy practice when they graduate (though probably some will). Although excellent clinical and counseling skills are necessary for a person to be a competent counseling psychologist, our graduate students are expected to
develop a wide array of practice skills during their training program at VCU and in their internship. Finally, for years, our program has emphasized the importance of training to work in community and behavioral health. Our training perspective was very recently affirmed when Forrest and Campbell called for the counseling psychology training councils to develop a blueprint describing ways that counseling psychology programs might include curricula and practice opportunities that prepare counseling psychology students for the increasing demands of behavioral health psychology practice in our changing health care delivery system. (p.146) The VCU Counseling psychology program already has these mechanisms for training in place.

Leadership and Innovation

Counseling psychology has traditionally been focused on helping people solve problems and function better psychologically. With the increasing prevalence of managed mental health care and the ongoing changes in our health care system, the practice of counseling has been wrought with challenges and the faculty in counseling psychology has reevaluated the current application of this traditional stance. We affirm the philosophical emphases of the past (e.g., dealing mostly with normal developmental difficulties, helping with more severe problems when necessary, focusing on enhancing strengths as well solving problems, maintaining competency in career development and counseling as well as psycho-educational group and group therapy interventions as core skills, and intervening to promote development, prevent problems, and remediate existing problems).

However, we recognize that counseling psychologists must broaden their horizons beyond the counseling agency. We believe that master's level mental health professionals (in psychology, social work, and rehabilitation counseling) will likely do much of the one-to-one counseling. The increasing number of PsyD programs throughout the country will also provide many of the needed doctoral level therapists, who will likely do much of the one-to-one counseling as well. These potential changes provide opportunities for counseling psychologists to broaden our roles.

Although PhD counseling psychologists will always need to be able to counsel and conduct therapy with excellence, we believe they will choose increasingly to function as faculty members, directors of large scientific research teams, managers and entrepreneurs, supervisors, creators of treatments and programs, and evaluators of the effectiveness of interventions. They will function -- whether in settings that emphasizes research, practice, or a combination of both -- as members and often leaders of interdisciplinary teams of scientists and professionals. The faculty at VCU in counseling psychology believes that counseling psychologists need training in leadership if they are to function effectively as leaders. People learn leadership by watching and imitating good leaders, by studying leadership, and by practicing leadership. Thus, graduate training should offer opportunities for graduate students to do each.

Faculty at VCU see themselves as leaders and innovators in Counseling Psychology. Our program consists of numerous faculty members who contribute to excellence in training in the research and practice of Counseling and therapy (e.g., Drs. Jean Corcoran, Suzanne Mazzeo, Vicky Shivy, Shawn Utsey); Career development, assessment, and interventions (Dr. Vicky Shivy), Community interventions, especially community health interventions (Dr. Suzanne Mazzeo, Dr. Paul Perrin, Dr. Oswaldo Moreno, Dr. Natalie Dautovich, Dr. Shawn Utsey), and Multiculturalism (Dr. Shawn Utsey, Dr. Paul Perrin, Dr. Suzanne Mazzeo).
Excellence

Counseling Psychology at VCU received APA\(^8\) provisional approval in 1982 and accreditation in 1985. The program has achieved recognition for its excellence. The program has been nationally ranked in the top programs in counseling psychology since its initial recognition in 1995\(^9\). However, with our renewed emphases on health and community as well as multicultural issues, our faculty and students are tending to publish in excellent journal outlets outside of the traditional journals that are used in determining rank order of programs by publications. In the most recent review, VCU’s program fared well, remaining in the “top tier of programs (ranked 9),” but not as well as in previous years.\(^10\) More recently, in a broader review, the program earned national recognition for excellence in research. According to the January 12, 2007 issue of the Chronicle of Higher Education, the counseling psychology program ranked third nationally among counseling psychology programs, based on a scholarly productivity index. Faculty and students at VCU are actively engaged in important research that is widely cited. Moreover, many of our faculty members consistently are awarded federal, state and local grants and contracts supporting their research and thereby our graduate students. Our graduate students have applied for and have won NIH grants and other national awards.

Several of our faculty members have been recognized with major awards for their scholarly work (e.g., Mazzeo, Shivy, Utsey). Besides excellence in publishing research, though, the Counseling Psychology program offers excellence in practitioner training. Graduate students receive high quality supervision in assessment and counseling and psychotherapy. Additionally, opportunities are available to conduct psychoeducational interventions in community, medical, school, religious, and business settings. Graduate students usually embark on their internships with substantial in-depth counseling and assessment experience and opportunities to obtain other applied experience in broader contexts.

Our program endorses the slogan, "Counseling Psychologists Leading with Excellence," which reflects our expectation that doctoral graduates from our program will be leaders in the field--in both science and practice. The faculty hopes to model leadership, teach it, and foster it during students' tenure here and beyond.

Skills, Competencies, and Future Employment of Graduate Students

Traditional work settings for counseling psychologists include university psychology departments, college and university counseling centers, Veterans Administration hospitals and clinics, and community mental health centers. In recent years, the range of work settings has broadened as counseling psychologists have begun to apply their skills to previously neglected problem areas and target populations. These include such settings and/or populations as research institutions, general medical hospitals and medical centers, crisis intervention centers, business and industry, community, and correctional settings. Reflective of our emphasis on training leaders, one of our graduates took a position as a congressional fellow for APA and is now a university faculty member. Many obtain outstanding post-doctoral fellowships and others have won major national awards. Although

\(^8\) Commission of Accreditation, 750 First Street NE, Washington, DC 20002. Telephone: 202-336-5957
students are encouraged by the Counseling Psychology Program to develop some subset of specific skills and expertise, training is broad based and, upon graduating, students should be prepared to function in a variety of settings and should be flexible enough to adapt to the changing needs of society.

Model for Educating and Training Counseling Psychologists

The goal of the Counseling Psychology Program at VCU is to educate and train competent Counseling Psychologists as defined by the above conceptualization of the field. To this end, the Counseling Psychology Program endorses the scientist-practitioner model, seeks to promote leadership, and strives to engender an attitude of excellence in students.

Science

In the first year of graduate study, students take four core psychology courses, which expose them to theory, content, and methodology of psychology as a science. To further develop their skills as scientists, students enroll in and participate in a research methods course during their first year and are encouraged to be involved in research throughout their graduate programs. In the research course, students are introduced to the basics of and process of conducting and disseminating research in counseling psychology with the goal of initiating their thesis proposal. Students also work with their advisors and often on research teams, as they contribute toward publication, and get their thesis underway.

Two research projects are required prior to graduation: one leading to the master's thesis and another leading to the doctoral dissertation. Students are required to work with a member of the Psychology faculty who will act as the student's supervisor for masters or doctoral research. Students are expected to participate with their advisors on research teams on an ongoing basis from the moment they arrive. We aim to help every student publish, at a minimum, one article or chapter by the time he or she graduates, as well as present their research at national conferences. We hope that whether the student works primarily as a faculty member or in an applied job after graduation, the student will continue to think and act scientifically.

Practice

To sharpen their skills as practitioners, students take a number of core counseling courses. These classes focus on the theory, content, and practice of counseling and psychotherapy and its basis in psychology (social psychology, developmental psychology, psychopathology, and the core courses mentioned in the above section on science). Those core counseling courses are an integral part of the program from the beginning to the end of graduate study. From the first semester students are expected to be aware of multicultural issues, which pervade both science and practice domains. The second semester offers a course in counseling psychology (PSYC 651, Theories of Counseling and Interviewing), which includes an emphasis on the application of theories and has a pre-practicum component. Students have the opportunity to integrate course, research, and practicum knowledge into practice. The practicum sequence begins the second year and continues throughout the curriculum, culminating in a one-year internship after the completion of all course work. During the second year of training students take a course aimed at multicultural awareness and fostering development of multicultural competence (PSYC 676). Besides those required counseling courses that have been judged as being essential to the development of a well-trained counseling psychologist, students may elect other skills-related courses depending upon their particular interests. Beyond coursework, though, real opportunities exist to gather other experiences -- (e.g., by participating in the group therapy sequence at the University Counseling Center; by serving as a
behavioral support specialist for the multidisciplinary TEENS program in adolescent obesity; by providing treatment via the HRSA-funded Primary Care clinic; and by leading psycho-educational groups on research projects).

In addition to their broad-based training in counseling psychology, students develop an area of concentration consistent with their interests and career goals. Although the program is designed to educate counseling psychologists in a broad, general sense, students are also given an opportunity to develop some specific competencies. Areas of concentration, designed by students and their advisors as a required part of the doctoral program, will be comprised of a combination of formal courses, independent study, research, practica, workshops, and related experiences. The purpose is, within the context of the student's broad-based educational experience, to structure his or her elective activity into some coherent content cluster. The content of an area of concentration may consist of a target population, work setting, or some special research or skill area. Some examples of areas of concentration are health psychology, adolescent populations, research methodology, multicultural issues, and community mental health.

Although students are encouraged to develop an expertise in some particular facet of counseling psychology -- an area of concentration -- the program is designed to impart a broad base of counseling skills applicable to a range of problems in a variety of settings. It is recognized that most of the graduates of this training program will not work primarily as career counselors; however, competency in that area is considered fundamental to the role of the counseling psychologist and is an integral part of our training program as is competency in psychotherapy (especially brief psychotherapy). For example, students are encouraged to conduct career assessments with their clients, when appropriate and many take advantage of working with Dr. Shivy in conducting various types of career workshops and groups.

Students take three practica. In years two and three, they spend 9 months at the University Counseling Services and 12 months at the Center for Psychological Services and Development. In year four, students elect an off-campus practicum experience, which may be either a paid or non-paid position. Please note, students must have defended their thesis in order to be placed in an off-campus practicum. Most students choose to do a full year practicum in their fourth year. In all practicum settings, students receive on-site supervision and also attend weekly staff meetings and in-service training sessions. As number of applicants for internship sites relative to number of available placements have increased in the second decade of the 21st century, more clinical hours have been expected. This has been particularly true for people seeking placement in hospitals, medical centers, and VAMCs. As of 2014, the common wisdom is that for placement in such sites, about 500 clinical hours are minimally required (though officially there is not set requirement). For counseling centers, usually about 350 hours is required. Thus, more students have elected to stay on campus for five years and collect more clinical experience to enhance their chances of securing a desirable APA-accredited internship, which we require.

Concerning psychotherapy, the counseling program faculty members do not subscribe to a single theoretical orientation; rather faculty members provide a variety of role models for students. No pressure is exerted on students to develop any particular theoretical approach. They are exposed to counseling theories early in their graduate school career, however, and are expected to make explicit their own theory of counseling or psychotherapy. Consistent with the scientist-practitioner model, we stress in the program that students' (counselors') therapeutic interventions should flow logically from their theories and that they should develop the means to assess their effectiveness. Students are expected to be familiar and competent at employing a variety of evidence-based practices in psychology.
Excellence

Excellence flows from integrity. If we help students become superb scientists and practitioners, but do not help them develop into adults of integrity who are committed to the highest standards of ethical behavior, we will not have succeeded fully. As a community and as a profession, we can and should hold each other accountable for acting consistently with the values of integrity, compassion, respect, competence, and responsibility, which we believe to be embodied by the profession of Counseling Psychology. We believe that to the degree that we each practice and hold each other accountable for these virtues, we will be promoting excellence.

A passion for excellence is caught more than taught. Students catch this passion through observing and interacting with faculty, who demand high standards in science and practice, and who function as leaders in the field of Counseling Psychology. Students also catch the passion for excellence through interacting daily with the other high quality graduate students in the program. At VCU, we feel that we have a critical mass of excellent professionals--faculty, affiliates with the faculty, faculty in other programs within the Department of Psychology and across the university, and graduate students. That critical mass is sustaining a growing excellence of members of the program and of the reputation of the program. We anticipate continued future growth. "Counseling Psychologists Leading with Excellence" embodies the major thrusts of our program--science, practice, leadership, and excellence.

Summary

To summarize, the counseling psychologist has a flexible role with a threefold function--promoting prevention, amelioration or rehabilitation, and growth--across the life span. Our mission is to help people develop life skills. The aim of our program is to prepare students to be scientists, practitioners, leaders, and models of excellence.
Requirements for the Master Of Science Degree in Counseling Psychology

The Advisor

All graduate students are assigned an academic advisor when they enter the program. That advisor will be a core faculty member in counseling psychology. During admissions an attempt is made to match students with advisors according to students' expression of their likely research interests. The advisor will serve as the student's academic advisor as well as his or her research advisor. Although it may be possible for a student to change advisors, it is expected that the student will work with his or her assigned advisor at least through the master's program. The master's thesis is thought to be a research apprenticeship in which students learn the fundamentals of the research and publication process from their research-academic advisors and receive general mentorship on developing as a counseling psychologist. Most students are also encouraged to work with their advisors and with other professors on research projects not associated with theses or dissertations. Often this promotes collaborations between faculty members as well as students from other labs.

The Master of Science Degree

All students must complete the master's degree before being formally admitted for doctoral study. Occasionally, students who have already earned master's degrees are admitted to the program. Previous coursework is considered for transfer on a course-by-course basis. In addition, such students who have already achieved an earned master’s degree may ask to have their master’s thesis evaluated. To receive a waiver from doing another thesis, the thesis must be evaluated as equivalent in quality to one completed at VCU.

Semester Hour Requirements

For the requirements for the Master of Science Degree in Psychology see the VCU Graduate Bulletin.

Transfer of Credits

No more than 9 hours of transfer credit will be accepted toward the master's degree.

Required Courses

Read about the coursework requirements. (Scroll down to the section Curriculum Requirements. Masters requirements will be marked with a superscript 1.)
Requirements for the Doctor of Philosophy Degree in Counseling Psychology

Degree requirements for the Ph.D. in Counseling Psychology can be found in the VCU Graduate Bulletin.

The Advisor

Students are required to have an academic advisor after being granted formal continuance for the PhD. The academic advisor must be one of the core Counseling Psychology faculty, as the advisor must attend routine program faculty meetings to participate in program decisions relevant to the student, and to advocate, represent, and act as a liaison for the student in yearly evaluations. The student can work with an advisor of his or her choice under mutual agreement. The academic advisor should generally be the dissertation supervisor. It is also possible for the student to name a dissertation chairperson who is not on the Core Counseling faculty, though typically if the dissertation supervisor is not in the Department of Psychology, a co-chair in counseling is appointed.

Continuance in the Doctoral Program

Each student must prepare, with his or her advisor, a program of doctoral study. This program sets forth the course work, practica, and other related learning experiences the student intends to fulfill in pursuit of the PhD degree. This is considered to be a “semi-formal” contract with the faculty. Any substantive deviation from this document of continuance, once it has been approved, requires that the student submit a request to modify the program to the faculty for its consideration for approval. Important parts of the continuance program are the articulation and design of:

1) an area of concentration, and
2) a demonstration of multicultural awareness, sensitivity, and skill development.

Students must apply to the doctoral program within two weeks following the defense of their master’s thesis (or two weeks after the beginning of fall semester if the defense occurs after May 1 in the preceding academic year; or in the second week of their fifth regular semester if they enter the program with an acceptable master’s thesis already completed). The faculty will respond to the requests for continuance in the doctoral program by ACCEPT, REJECT, OR DELAY ACTION. If the decision is DELAY ACTION, the faculty will specify to the student what is to be done before they will again consider the student's application. Significant deficits in any of the following areas are sufficient grounds to reject an application:

a) academic performance
b) practitioner competence
c) research interest and promise
d) ethical behavior
e) commitment to the program and
f) personal development and maturity

Students who have not completed their master’s thesis before their fifth regular semester are subject to the departmental policy of progressively reduced credit loads (see the Departmental Handbook of Requirements and Regulations for more details). Students are advised to apply for continuance as soon as possible after their thesis defense in that they have no official status in graduate school at VCU between
receipt of the master’s degree and acceptance for continuance in the doctoral program (see Sample Model Five Year Program).

Read about VCU Graduate School’s policy on Degree Candidacy.

Read about the policy for the counseling psychology program specifically (scroll to #4).

**Semester Hour Requirements**

See the VCU Graduate Bulletin for the minimum number of semester credit hours beyond the baccalaureate degree required toward the completion of the doctorate.

**Required Courses**

Please review the VCU Graduate Bulletin (link in previous section) for the requirements (scroll down to the section “Curriculum Requirements” to see the coursework required for the doctoral degree).

**Area of Concentration**

Each student, in consultation with his or her advisor, is required to develop an area of concentration. The area of concentration involves a unified, coherent set of experiences designed to develop the student's knowledge and skills in a focal area within the context of his or her broad training as a counseling psychologist. Areas of concentration of past students have included: health psychology, vocational psychology, multicultural approaches, research methodology, and geropsychology. Students with other interests are strongly encouraged to develop compatible subspecialties. The concentration involves academic and practical experiential components. Academic preparation consists of a sequence of courses aimed at developing a solid foundation in the area of concentration.

Normally this will consist of

a) completing 2 graduate-level courses related to the concentration over and above the required curriculum or

b) completing 1 graduate-level course related to the concentration above the required core curriculum and 1 (~60-hour) didactic experience.

Didactic, experiential preparation may include relevant practicum experiences, teaching assistantships, volunteer or paid work experiences, research experiences, and/or internship experiences. It should be stressed that the area of concentration is not the core of the counseling program, and does not constitute any formal skill, but rather it represents a focal area for elective courses.

**Counseling Practicum Courses**

Practicum experiences are an integral part of the training program. Including both master's and doctoral requirements, at least 10 semester hours of counseling practicum at VCU are required of students before completion of the doctoral program. These required practicum most often begin at VCU's University Counseling Services in the student’s second year. In the third year, students are typically placed at the Department's Center for Psychological Services and Development. Most students enroll in additional practicum hours, over the course of their training. Whenever students are engaged in any sort of practical experience, they must be enrolled in counseling program practicum credits (1 credit, particularly during
the summer). A more detailed description of the rationale and objectives for each practicum is contained in a separate section (see Practica below).

*NOTE: In order to ensure that each student completes 6 credits of practicum prior to obtaining their Master’s, students should register for 3 credits each semester regardless of whether they are placed at UCS or CPSD during their second year.

**Multicultural Awareness and Skills**

Students must demonstrate that they have been exposed to a variety of cultures, have made an effort to become aware of their own culturally-based values and attitudes throughout their graduate education, and have developed skills as part of an ongoing commitment to increasing their multicultural competence. This may include:

- experience working with a variety of clients (e.g., races, cultures, religions and sexual orientations) different from the student
- course work (full courses or parts of courses) in cross cultural counseling, theory, and research
- research into a culture different than the student's
- other multicultural experiences

In describing their multicultural awareness, sensitivity, and skills in their application for continuance in the doctoral program, students are encouraged to go beyond merely listing experiences and to adduce evidence of their multicultural competence in psychological science and practice.

**Research**

A counseling psychologist is first a psychologist, then a specialist in counseling. As such, science is an integral part of the entire training program at VCU. All students are expected to work with their advisors in their first year and take a seminar that introduces them to research methodology (PSYC 608) and also culminates in an IRB proposal for the master’s thesis and a presentation discussing the prospective master’s thesis project. Students must complete three formal research projects before graduation -- the master's thesis, the doctoral dissertation, and also the research portion of the doctoral preliminary examination. Students entering VCU with a completed master's thesis in psychology (not just a research project) that is evaluated to be of comparable quality to those produced at VCU or so judged by the faculty will be exempted from the thesis. Students who have not completed an acceptable master's thesis prior to entering VCU must complete the master's degree at VCU prior to beginning doctoral work. Students are expected to complete their theses prior to the beginning of their fifth semester.

Dissertations should be completed prior to leaving for internship. Although this is not a formal rule, students have found this to be prudent advice. Completing a dissertation while on internship is burdensome and few can accomplish it. Putting off completion of the dissertation until after internship can result in delays in employment, lower salary, and even failing to complete the dissertation. Students will be required to postpone the internship application process until the following year if they have not had their dissertation proposals approved by November 1 of the year they submit internship applications. Besides the two required research projects, students (as counseling psychologists) are expected to be active in research efforts throughout their time at VCU and throughout their professional lives.

The research portion of the doctoral preliminary examination is typically submitted September 1 of the fall semester immediately following the spring semester in which case study portion of the preliminary
examination has been passed. This is an independently done, non-thesis research paper. This is to be completed with no input in writing, analyzing and interpreting data, and discussing the outcomes with any faculty member. This is intended to be an independent project that, only after this draft has been deemed acceptable as fulfilling the research portion of the preliminary examination, can involve the major professor and student collaborators. (It is understood that the research advisor will be involved in preparing and overseeing the IRB for the project, but should not be involved other than normal IRB involvement.)

Internship

Counseling Psychology doctoral students are required to complete an internship that must be one calendar year of full time supervised counseling experience. The internship site is expected to be APA accredited and must be reviewed and approved by the Counseling Program faculty. Students must seek prior written approval before applying to any unaccredited sites, and cannot rank an unaccredited site without prior written approval of program faculty.

Before being allowed to submit their rank APPIC applications, all students must have passed doctoral preliminary examinations, be in good standing, have had their dissertation proposal approved, and be approved by the counseling faculty and director of training. A more detailed description of the rationale and objectives for the internship is contained in a separate section.

Student Employment

Note: All work that is psychological in nature performed by students while in the graduate program in counseling psychology, whether or not it is for pay, must be approved by the Counseling faculty. A primary consideration in approving work activity is whether or not the student is receiving adequate supervision. Students, except in some instances, must be enrolled for at least one credit of practicum while working, including summers, if the work requires faculty or staff resources (i.e., is at CPSD). Practicum or (counseling-related) work not involving VCU resources requires approval in writing by the Director of Training, who must maintain a current set of approvals for all practica and other work so that the student is covered by VCU insurance.

Practica

First-year students are required to take Introduction to Psychological Interviewing (PSYC 651) for three credits in the spring semester. This course trains students in basic counseling skills and the integration of theory with practice. Three credits of Personal Awareness in Multicultural Counseling (PSYC 676) in the fall of the second year helps students increase their multicultural awareness and skills. In the second and third years, students complete on-campus Counseling Practicum at UCS and CPSD. {Note: if a student expects to complete the Masters requirements – defend their thesis -- prior to the end of their second year, they should plan on taking at least 3 credits per semester of practicum to meet the 6 credit requirement for practicum.}

Most students complete two semesters (Fall through Spring) at the VCU University Counseling Services (UCS) and two semesters (Fall and Spring) at the Department's Center for Psychological Services and Development (CPSD). Students are typically placed first in UCS and then at the CPSD. During the fourth year, the students in good standing are eligible to apply for an advanced practicum placement. Usually, students spend two semesters at the fourth year practicum site, earning two hours of practicum credit per
semester. Students sometimes earn additional practicum credits by carrying a small caseload of clients through the summer, or participating in a supplementary traineeship (e.g., through TEENS, Primary Care, ADHD clinic, etc). Many students also complete an additional off-campus practicum if they remain enrolled for a fifth year.

Practica are graded on a "Pass/Fail" basis, and supervisors complete written evaluations of each student at least once per semester. The faculty Practicum Coordinator is responsible for assigning grades, but normally the judgment of the student's primary supervisor will determine whether the student passes. In cases where a supervisor perceives significant deficits in a student's performance, s/he may be required to complete additional remedial practicum work.

For two semesters at UCS, students see clients individually, conduct intake interviews, participate in the staffing and team meetings of the agency, receive group supervision, and receive individual supervision from staff members of UCS. During the three semesters at the Center for Psychological Services and Development, students see clients individually, conduct intake interviews, and receive individual face-to-face supervision weekly with a faculty supervisor, participate in a faculty run two-hour group supervision meeting that includes case presentations and instruction in practice, assessment, and specific populations. Moreover, opportunities exist for students to do additional practicum work through CPSD Specialty Clinics (e.g., ADHD and Anxiety Clinics).

The two semesters of the fourth year practicum are usually designed to fit with the student's area of concentration to broaden his or her experience working in a social service agency. Many available advanced practicum sites will pay students a stipend and will hire students on a half-time basis. Students may work in psychiatric or medical hospitals, prisons, community mental health agencies, drug and alcohol rehab centers, college counseling centers, community outreach programs, or on research projects. Fourth year students are strongly urged to take advantage of the opportunity for in-depth training offered by practicum sites. This practicum is arranged through the DCTs of the Counseling and Clinical Programs and depends on approval of the site, the content area, and the availability of a psychologist to supervise the student. Practicum sites are selective in the type of prerequisite skills they require of students. Advanced planning with corresponding course work and training experiences will help ensure an ideal fourth year placement.

### Sample Model Five Year Program

This is only a sample schedule; please consult with your advisor and the Program Director; also please note the program requirements from the [VCU Graduate Bulletin](#) (scroll down to Curriculum Requirements).

#### First Year

**Fall**

- **PSYC 608 Research in Counseling Psych** (3 credit hours)
  
  _Taken by all first year students in the program._

- **PSYC 616 Psychopathology** (3 credit hours)

- **PSYC 680 Statistics in Psychological Res I** (3 credit hours)
- PSYC 623 Theories of Counseling & Personality (1 credit hour)
  *Theories of Counseling and Personality will be offered every other year, so first years entering the program in a year when PSYC 623 is not offered, need to take the course in the fall of their second year and will instead take another required course in the Fall of their first year (e.g., PSYC 629 or PSYC 630 or another required general psychology course).*

- PSYC 644 Intelligence Assessment (3 credit hours)
  
  Total credits: 13

**Spring**

- PSYC 681 Statistics in Psychological Res II (3 credit hours)
- PSYC 625 Career Dev. & Occup. Health (3 credit hours)
  *Career Development and Occupational Health will be offered every other year, so first years entering the program in a year when PSYC 625 is not offered, need to take the course in the spring of their second year and will instead take another required course in the Spring of their first year (consult your advisor and/or Director of Training for suggestions).*
- PSYC 651 Theories of Counseling & Interviewing (3 credit hours)
- PSYC 675 Ethical Principles in Psychology (2 credit hours)
- PSYC 645 Personality Assessment (3 credit hours)
  
  Total credits: 14

**Summer**

- WORK ON THESIS PROPOSAL
- PSYC 693 Counseling Practicum (2 credit hours) – for students assigned to the CPSD for their second year
  
  Second Year

**Fall**

- PSYC 629 Biological Basis of Behavior (3 credit hours)
- PSYC 643 Psychological Measurement (2 credit hours)
- PSYC 676 Personal Awareness in Multicultural Counseling (3 credit hours)
- PSYC 693 Counseling Practicum
  *Practicum credits vary during the fall and spring semesters. Those students taking practicum at CPSD must register for three credits each semester (and two credits in the summer) and those*
students taking practicum at UCS can take two credits each semester to fulfill their practicum “in-
house” hours. However, students should take three credits per semester if they expect to complete
their Masters’ requirements prior to the end of their second year.

- PSYC 798 Thesis (3 credit hours)
  Total credits: 13/14

**Spring**

- PSYC 619 Seminar in Learning/Cognition (3 credit hours)
  *Seminar in Learning and Cognition (PSYC 619) may be taken in the spring of the second year or in
  the summer after the first year.*

- PSYC 660 Health Psychology (3 credit hours)
  *Community Psychology is generally offered every other year. Health Psychology is offered on a
  yearly basis.*

- XXX Elective (3 credit hours)

- PSYC 693 Counseling Practicum
  *Practicum credits vary during the fall and spring semesters. Those students taking practicum at
  CPSD must register for three credits each semester (and two credits in the summer) and those
  students taking practicum at UCS can take two credits each semester to fulfill their practicum “in-
  house” hours. However, students should take three credits per semester if they expect to complete
  their Masters’ requirements prior to the end of their second year.*

- PSYC 798 Thesis (3 credit hours)

- DEFEND THESIS AND APPLY FOR CONTINUANCE
  Total credits: 14/15

**Summer**

- PSYC 693 Counseling Practicum  (2 credit hours) – for students assigned to the CPSD for their third
  year

**Third Year**

**Fall**

- PSYC 611 Contemp. Devel. in Couns. Psy. (3 credit hours)
  *PSYC 611 is separated into 1 credit of didactic instruction in Supervision (theory, methods and
  research), and 2 credits for what is already Contemporary Developments in Counseling Psychology –
  focusing on contemporary issues in the field of counseling psychology, leadership, and multicultural
  issues. This way, students will be able to take the didactic component of Supervision without having
  to also register take a practicum in supervision. (The supervision practicum [PSYC 695], in which
  students gain experience providing individual supervision to 1st-year graduate students who are*
providing helping sessions to practice clients, is highly recommended, but not required.) Note: PSYC 611 is offered generally on an every other year basis, so students must plan accordingly to meet this requirement prior to applying for internship.

- PSYC 630 Social Psychology (3 credit hours)
- PSYC 6XX Elective (3 credit hours)
- PSYC 693 Counseling Practicum
  Practicum credits vary during the fall and spring semesters. Those students taking practicum at CPSD must register for three credits each semester (and two credits in the summer) and those students taking practicum at UCS can take two credits each semester to fulfill their practicum “in-house” hours. However, students should take three credits per semester if they expect to complete their Masters’ requirements prior to the end of their second year.
- PSYC 898 Dissertation (3 credit hours)
  Dissertation credits can vary and depends on the student’s projected effort for that semester. Students must take a total of 12 credits to graduate.

Total credits: 14/15

Spring

- PSYC 603 Developmental Processes (3 credit hours)
- PSYC 6XX Elective (3 credit hours)
- PSYC 655 Community Psychology (3 credit hours)
  Community Psychology is generally offered every other year. Health Psychology is offered on a yearly basis.
- PSYC 693 Counseling Practicum
  Practicum credits vary during the fall and spring semesters. Those students taking practicum at CPSD must register for three credits each semester (and two credits in the summer) and those students taking practicum at UCS can take two credits each semester to fulfill their practicum “in-house” hours. However, students should take three credits per semester if they expect to complete their Masters’ requirements prior to the end of their second year.
- PSYC 898 Dissertation (3 credit hours)
- Dissertation credits can vary and depends on the student’s projected effort for that semester. Students must take a total of 12 credits to graduate.

HAND IN CASE STUDY

Total credits: 14/15
Summer

- SUBMIT RESEARCH PAPER FOR PRELIMS BY SEPTEMBER 1

Fifth Year

- PSYC 696 Internship [.5 credit for every semester (while working full-time)]
Student Evaluation and Feedback Throughout the Doctoral Program

Evaluation of Students and Feedback

Periodic evaluations that reflect students' overall performance will be made in addition to grades received in individual courses. Evaluation is not merely for the purposes of determining whether or not students are successful in the program, but evaluation is designed so that meaningful feedback can be given. The purpose of the feedback is to acknowledge positive performance and to provide students who may not be functioning up to criteria with information and guidance that should help them in problematical areas. Therefore, the first formal evaluation occurs early in the program.

All students currently enrolled in the program are required to complete an annual activity report for APA record keeping (See Appendix B). Students are also required to submit a current vita annually to the program director. Both the report and the vita are necessary to fulfill APA requirements and maintain continuous accreditation.

Students are encouraged to stay in close contact with their advisors and should feel free to seek feedback at any time they desire. Also, students are encouraged to give impressions of the program and make suggestions for improvement. Students are evaluated two times as they progress through the M.S. program in Counseling Psychology. (See Appendix C for Evaluation Form for First and Second Year Students).

First Evaluation

The first formal evaluation of students is conducted near the end of the second semester of the first year of graduate study. At this time, the Counseling Program Committee collects and discusses quantitative and qualitative information relative to each student's performance. This evaluation is focused primarily on academic performance, practitioner skills demonstrated in pre-practicum, and personal characteristics (interpersonal style such as motivation and classroom participation) as evaluated by professors. After the evaluations have been completed, students will be notified in writing and will make appointments with their respective advisors for feedback. A summary of the feedback will be placed in the student's file.

Second Evaluation

The second formal evaluation is made during the second semester of the second year of graduate study at VCU. Again the committee collects and discusses qualitative and quantitative information relative to the student's performance in the program to date. By this time, all students will have completed at least one semester of their second year practicum. The same performance dimensions forming the basis of the first evaluation are also considered at this time. In making the evaluation, the committee will also consider each student's progress on his or her thesis. As in the first evaluation, students will receive feedback from their advisors, and a summary of the feedback will be placed in the student's file.

Third Evaluation

Within two weeks after defending the master's thesis and completing all required course work for the master's degree, or within two weeks of the fifth semester of school if the faculty has accepted an already completed master's thesis, the student must submit to the faculty a request for continuation and approval.
of doctoral program (See Appendix A). At that time, the student will be thoroughly evaluated using six criteria (academic performance, practitioner competence, research interest and promise, ethical behavior, commitment to the program, and personal development and maturity--descriptions of each criterion follow). IT SHOULD BE NOTED THAT SATISFACTORY EVALUATIONS THAT WERE DONE WHEN THE STUDENT WAS A MASTER'S DEGREE STUDENT DO NOT ASSURE CONTINUANCE IN THE DOCTORAL PROGRAM. After a decision concerning continuance is made by the Counseling Program faculty, the proposed doctoral programs of approved continuing students will be evaluated.

**Fourth Evaluation**

The fourth formal evaluation takes place when the student has completed or nearly completed all of his or her course work. At this time, the student takes the doctoral preliminary examination that is comprehensive in nature.

**Additional Evaluations**

All students are evaluated on an annual basis; (see Appendix D for evaluation form for students in their third year and beyond). If a faculty member becomes concerned about a student's progress at any point in his/her studies (for example, if the student receives a "C" in an important course; if the student receives a poor practicum evaluation), the program committee may choose to perform an additional, unscheduled evaluation to determine whether there is a need to develop a remedial plan (see general requirements section on Quality of Performance).

A description of each criterion for evaluation of a student for continuation is included in the approved competencies; (See Appendix E).
Grievance Procedure

Please refer to the Graduate Handbook for Psychology (pp. 11-14) for the complete grievance policy.
Preliminary Examination

Goals and Description

The Preliminary Examination cannot be completed until a student’s doctoral program has been formally approved by the faculty. (This means that the master’s degree requirements must be completed and the student’s application for continuance must be approved before he or she can complete either the Case Study or the Research Paper portions of the preliminary examination.) The primary purpose of the Preliminary Examination is to allow evaluation of the student for admission to doctoral candidate status. In doing so, the Preliminary Examination should accomplish two main goals:

1. For the student to demonstrate mastery of areas critical for a professional psychologist; and
2. For the student to have an experience that requires that he or she integrate knowledge from different areas.

The Preliminary Examination consists of two parts:

1. case study
2. first-author, empirical paper

These components are discussed in detail below. The student can submit the Case Study portion of the preliminary examination before defending the thesis, but the thesis must be successfully proposed before the Case Study can be submitted. The Research Paper portion of the preliminary examination cannot be taken until a student’s doctoral program (i.e., continuance) has been formally approved by the counseling faculty. All phases of the Preliminary Examination must be taken and passed before the student is allowed to apply for internship. Students desiring to complete the Case Study must declare their intentions to the Counseling faculty through the Preliminary Examination Coordinator (PEC) by the beginning of the Spring semester (February 1, or first day school is in session after January 31). However, there is no set time to submit the paper portion of the Preliminary Examination as long as it is after the continuance is approved and before applying for internship.

Case Study

The written Case Study is the method by which the faculty makes a comprehensive evaluation of students’ applied counseling skills. This component of the Preliminary Examination involves preparing a case presentation that includes articulating a theoretically-based case conceptualization that considers the patient's social and developmental history, assessment, rationale for the treatment selected, evidence of progress toward treatment goals, and awareness and description of ethical and multicultural issues relevant to treatment. Students are expected to integrate knowledge across at least two foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to a clinical case.

The Case Study must be submitted by March 15 for those who expect to complete the Research Paper component of the Preliminary Examination the following Fall. (In the event that March 15 is in the midst of Spring Break, the case study will be due the first day school is in session after the Spring Break has ended, at 9:00 am.) The Case Study will normally be completed in the student’s third year. Students will be permitted to submit a Case Study if:
1. they have completed at least 6 semester hours of practicum credit,
2. they have successfully defended their master’s thesis, and
3. their continuance application has been approved.

Students must consider that normally at least two weeks are needed for faculty members to consider an application for continuance and also that faculty members often require changes to the continuance application. Thus, students should prepare well ahead of time to ensure that enough time exists to meet all requirements prior to taking each portion of the Preliminary Examination. Note also that faculty are not always available in the summer, so students should exert all diligent effort to submit the continuance before the end of the Spring semester.

Students cannot take the Research Paper portion of the preliminary examination unless the Case Study has been passed (including successful remediation, if remediation was deemed necessary).

<table>
<thead>
<tr>
<th>Task</th>
<th>Required Before the Task Can Be Done</th>
<th>Date Task Must Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declare to Take Case Study</td>
<td>Master's thesis defended</td>
<td>February 1</td>
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<tr>
<td></td>
<td>Continuance approved</td>
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<td>At least 6 hours of Practicum credit completed</td>
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<tr>
<td>Preliminary Exam Coordinator (PEC) meets</td>
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<td>Sometime early in the spring</td>
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<td>with students to discuss Case Study</td>
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<td>semester</td>
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<tr>
<td>Submit Case Study</td>
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<td>9:00am, March 15 or first day school</td>
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<td></td>
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<td>is in session after Spring break if</td>
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<td>March 15 falls during Break</td>
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<tr>
<td>PEC meets with people who have declared</td>
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<td>After March 15, before May 15</td>
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<td>to take the Research Paper portion of</td>
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<td>the preliminary examination to review</td>
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<td>requirements</td>
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<tr>
<td>Successfully Remediate Case Study</td>
<td>Completed all remediation tasks as directed by the faculty</td>
<td>Promptly according to faculty</td>
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<td>deadline, but certainly by the end of</td>
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<td>the Spring semester.</td>
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<tr>
<td>Complete Research Paper Portion of Prelims</td>
<td>Case Study Passed</td>
<td>September 1</td>
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<tr>
<td>Grading of Research Paper</td>
<td></td>
<td>Within three weeks of submission,</td>
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<td>two reviewers will provide critique;</td>
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<td></td>
<td>PEC will provide dispensation</td>
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<tr>
<td>Task</td>
<td>Required Before the Task Can Be Done</td>
<td>Date Task Must Be Completed</td>
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<tr>
<td>Paper is Remediated (i.e., Revised and Resubmitted)</td>
<td>Within the time limit given by the PEC (usually 2-3 weeks unless major revisions are needed). If the time limit is exceeded (without a formal extension request submitted and approved by the PEC), this is considered a failure of the Research Paper portion of Prelims.</td>
<td></td>
</tr>
<tr>
<td>Remediation Complete</td>
<td>Within time limit by PEC but no later than October 15 if the person seeks to apply for internship.</td>
<td></td>
</tr>
<tr>
<td>Students Notified Whether Remediation is Successful</td>
<td>Within two weeks of submission of revision but before November 1</td>
<td></td>
</tr>
<tr>
<td>Students Must Have Successfully Proposed Their Dissertation</td>
<td>November 1 (Students who have not successfully proposed by November 1 will not be allowed to apply for internship.)</td>
<td></td>
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</tbody>
</table>

Students should use the format presented below for the Case Study. Students are expected to submit the Case Study on time. Unless the student has obtained advance written approval for an extension of the deadline, late submission will be considered to constitute a failure of the Case Study at the discretion of the faculty. **Important Note: Case Study must be successfully passed (i.e., grade of 2.5 or higher) or remediation successfully completed before the student will be allowed to complete the Research Paper portion.**

The Case Study is not to exceed 16-18 single-spaced pages, Times New Roman, 12-point font, 1-inch margins or wider. The case study should include 2-3 pages of transcript that is intended to be two or three focused representations of the student’s approach and need not be consecutive minutes of tape. (No more than 4 pages of transcript should be used within the total page limit.) You may include profiles of test results as a brief appendix (again not counted against page limits), but do not include raw data. Citations within the text should support your explanation of theory. References should be in APA format and references will not count against the page limit.) Submissions should be anonymous. Please use a code name in your submission.

**Outline for Case Study**

I. Literature Review of Integrative Approach Used
   Outline (briefly, i.e., in 2-4 pages) your theoretical approach to this case (without getting into the specifics of the case yet). Rather, this section should focus on citing the primary sources in this area. This approach must reflect an integration of knowledge across at least two foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social). This integration will be applied to your clinical case in the subsequent sections.
II. Identifying Data
Client demographics, employment status, residence, etc.

III. Referral Information
Presenting problem, initial presentation, referral source, etc.

IV. Assessment Procedures Used (List and include a hard copy of the assessment results along with case submission – appended materials are not counted as part of the page limit)
(Note: Formal testing is encouraged, but it is not required. The student should make all effort to include assessment within the treatment of the client even if the agency does not routinely give assessment batteries. The student must work with the supervisor to insure wise choice, interpretation, and reporting of assessments. All cases will involve diagnostic assessment, and all diagnoses must be made using supporting evidence. Using assessment to diagnose and as an aid to treatment can strengthen the student’s readiness for internship, and thus is recommended; however, if no formal testing is given, this will not ipso facto result in failure of the Case Study.)

V. Background Information
Social, developmental, medical, family, cultural, educational and work history, history of presenting complaint, etc.

VI. Results and Interpretation of Assessment Procedures
Report results as you would in an assessment report, including integration of results into a conceptualization of the client's major problem(s). (In an appendix, which does not count against page limits, please include assessment data—i.e., subscale scores from WAIS, not just WAIS full scale and Performance and Verbal scores. Do not include raw test data (i.e., copies of BDI).

VII. DSM diagnosis
And other brief description of the problems based in your theoretical perspective. Be sure to justify your diagnosis and explain in detail how you ruled out other potentially plausible diagnoses.

VIII. Treatment Plan
Describe your plan for treating this client, clarifying the theoretical and empirical support for your approach. Include short-term and long-term goals. (This articulation of theory and application to a treatment plan are vital.)

IX. Course of Treatment
A. Frequency of meetings, sequence of events or themes, etc.
B. Major techniques used.
C. Discuss in detail how you managed any ethical issues that arose.
D. Describe any cultural issues relevant to assessment and treatment.
E. Transcript with illustrations of techniques or themes (2-3 pages; max 4 pages).
F. Describe termination process.

X. Evaluation of Client Progress
Strengths and weaknesses of treatment approach used; predictions about long-term outcome for this client.
Grading of Case Study

Grading of case study is as follows: Readers will provide written critiques for improving the Case Study. In addition, graders will use the following scoring system:

a. **Failure.** The student fails the case study if a median grade of 1.0 is achieved (i.e., either both reviewers rate the case study as 1.0 or, in the event of a 2.0 and 1.0, the third reader assigns a 1.0, yielding a median of 1.0).

b. **Median grades on the case study.**
   i. Students may earn a grade of 1.0 if both graders score the case study at 1.0, or if (in the case of readers scoring the case study or question as 1.0 and 2.0) a third reader scores the case study as 1.0. It is not possible to earn a 1.5 grade.
   ii. Students may also earn scores of 2.0, 2.5, 3.0, 3.5, or 4.0, as determined by the median of the graders.

c. **Pass.** The student passes the case study outright if a median grade of 2.5 or better is achieved and no remediation is required by the graders, or if a grade of 3.0 or higher is earned.

d. **Remediation.** A median grade of 2.0 will require successful remediation to pass the case study. (Regardless of what score a student achieves, the student would be well advised to consider any comments on the case study to better prepare for internship interviews.) For a grade of 2.5, the faculty members reading the case study may, based on their judgment, require remediation or not require it. No remediation is required for grades of 3.0 or above. Remediation must be submitted within the time limit set by the faculty. The remediation attempt will be graded as “Successful Remediation” or “Unsuccessful Remediation.” Failure to complete the remediation in the time limit specified by the faculty graders is grounds alone for receiving “Unsuccessful Remediation.”

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**Guidelines for First-Author, Research Paper Portion of the Preliminary Exam**

The other component of the Preliminary Examination is to write a first-authored paper suitable for publication without significant input from the advisor or other authors. The Research Paper component of the Preliminary Examination specifically requires students to demonstrate competency in research methods and advanced integration of other discipline-specific knowledge domains, including quantitative, psychometrics and social aspects of behavior, at a minimum, although most students integrate other discipline-specific areas as well (e.g., application of social-learning theory models for health behavior change; developmental considerations in health behavior).

**Research Paper Criteria**

1. The paper must be empirical; the paper can include one or more programmatic studies, a meta-analysis, or a qualitative empirical study.

2. It is acceptable if the data for the paper were collected at the same time as thesis data were collected, but it cannot be the thesis article. It must be a new article, though there can be some shared data with the thesis.
3. Data can be from an existing data set, but the study should reflect the first-authorship of the student and not just be an extension of the PI’s work.

4. The study should be relevant to the student’s research career—either continuing programmatic work or starting a new area that the student hopes to build into a program of research.

5. The paper cannot be the student’s thesis.

Submission and Grading of the Research Paper

Submission

Due September 1. Applicants may submit papers earlier; however, they will be graded beginning September 1 each year.

Grading

Two anonymous graders (but not the student’s advisor). It is impossible to have masked review; students will submit papers that are identified.

Graders will pay particular attention to all aspects of research design (e.g., internal and external validity issues). In addition, they will assess attention to research ethics throughout, and to diversity issues as appropriate. Quality of writing is also an important factor.

Grades of Pass/Fail

Each grader assigns one of the grades as follows:

i. Reject (This signifies that the grader believes that the paper should fail prelims because there is (are) a non-correctable flaw(s);

ii. Major Revise-and-Resubmit (Major R&R; This signifies that the project may be redeemable, but will require major revision—up to and including new data collection.)

iii. Revise and Resubmit with Minor Revisions (Minor R&R; This signifies that the reader believes the manuscript to be modifiable to an acceptable paper);

iv. Accept (This signifies the reader believes the paper is acceptable as submitted or with only cosmetic modifications).

Prelim Coordinator can make a decision to Pass the revision if revisions are minor and are obviously well done; Prelim Coordinator will usually give readers a second look. (Readers vote Pass or Fail—no additional comments; two Fails are required for the student to Fail prelims.)

Decisions Regarding Passing or Failing the Research Paper part of Prelims

a. At the end of the process, by November 1, a decision will be made to Pass prelims or Fail prelims.
i. If failure occurs, the paper may not be resubmitted. A new project must be submitted the following September 1.

b. Failure of the Case Study twice or of the Research Paper twice constitutes dismissal from the doctoral program.

c. Two “Reject” evaluations fails prelims;

d. For the two primary readers, if one of the two recommends Reject, that will automatically trigger a third reader.
   i. If third reader rates “Reject,” student fails prelims and can retake one time the following semester or summer;
   ii. If third reader rates “Major R&R” or “Minor R&R,” student can revise;

e. An unsuccessful revision fails prelims;
   i. A successful revision passes prelims.

f. Faculty feedback will be like feedback on an article, and is aimed at shaping the article into an acceptable article with a good chance of journal acceptance.

g. **Failure of a portion of the Preliminary Examination.** The student is not considered to have passed the Preliminary Examination until he or she has passed the Case Study and Research Paper portion. If the student fails or does not successfully remediate within the allotted time, then the portion must be re-taken during a following year, assuming this is the first failure.

h. **Failure through unsuccessful remediation or not remediating successfully by the time limit.** If the faculty requires remediation on the Case Study or the student receives “Unsuccessful Remediation,” then failure of the case study is considered to have occurred.

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### Passing Preliminary Examination

1. **Consequences of two failures of any part of the preliminary examination is termination.** If a student fails the case study twice, then the student will be terminated from the program as having irrevocably failed the preliminary examination.

2. **Passing a portion of the Preliminary Examination.** Once the Case Study or the Research Paper portion has been passed, it does not have to be retaken.

3. **Passing the Preliminary Examination as a Whole.** After both the Case Study and Research Paper portion of the Preliminary Examination have been passed or successfully remediated, the Preliminary Examination is considered to have been passed. The student is then officially a doctoral candidate. **The entire preliminary examination must be passed prior to November 1 before applying to internship.**
Internship

Students normally apply for internships in the fall of their final year of doctoral course work, and accept internships in February which will begin the following summer or fall. Internship sites that are members of APPIC (Association of Psychology Postdoctoral and Internship Centers) require formal certification from the program director stating that the student is eligible and ready for internship and has fulfilled all pre-internship program requirements. Students must be certified as "ready" for internship by the program director before they will be allowed to submit their rank order list of internship sites to the APPIC Match Program.

In order to be certified as "ready" by the program director, students must have successfully completed both part of the Preliminary Exam and proposed their dissertation by November 1 of the year applications are due for internship.

The program's DCT helps students get through the internship application process, and holds several information sessions for students who are applying each year. Students are expected to keep the DCT informed about their internship application plans.

The following sections are based on past applicants’ attempt to offer some suggestions and guidelines learned from actually going through internship selection. (These sections have been updated to reflect recent changes in the application process.) The process can be conveniently divided in three parts:

1. considering internship sites
2. applying for internships
3. interviewing and decision making

Considering Internship Sites

This process should begin as early as possible in the year before the internship is to be taken. For example, if the internship is to begin in early September, then you should be actively pursuing information about internship sites by July of the prior year. A convenient way of locating possible internship sites is by consulting the APPIC directory of internship programs. The APPIC Directory is online. Also, do not neglect to gather information about the experiences of students who have already been on internship.

The most common reason for not getting an internship is applying to a restriction in application—usually geographical restriction. Obtaining an excellent internship spot that is APPIC and APA approved has become very competitive process. Recently, the average number of applications submitted by successful students each year ranges around 15-20.

It is probably wise to request materials from more internship sites than one would actually consider applying to. This allows growing familiarity with internships in general and makes the narrowing down process more realistic. Internships may vary from year to year. Students should not rely totally on previous information in making a decision about an upcoming internship. Current information is vital.

Applying

Most applications are due between November 1 and November 15th, although some applications are due as early as late October. If the student has delayed seeking material from agencies of interest until the fall
semester in which s/he intends to apply, this means that the student can find himself or herself in the position of trying to propose a dissertation, complete/remediate the research portion of the Preliminary Exam, and completing numerous internship applications simultaneously. This likely means that the internship application cannot be completed as thoroughly as the student wishes. **Seek materials early; most are now available online.**

1. **Prepare good answers to essay questions.** There are some questions that you must answer through essays in your application. These should apply directly to the type of facility you are applying to. But the statements are general and do not have to be tailored to the specific site.

2. **Tailor your letter to the site.** However, you should tailor each cover letter directly to the site. In preparing this letter, be sure to emphasize that you bring to the site excellent training as a Counseling Psychology student-in-training. Part of that is research training. Do not hesitate to mention that training and experience because this is one of the advantages we have as a top-flight PhD program over the PsyD applicants.

Most internship agencies request a formal transcript to be sent from the VCU registrar's office. This may take as long as 9 to 14 days, depending on the efficiency of the registrar's office at that time. It is wise to double check with the registrar's office to make sure that the transcript did get sent. Internship sites that are members of APPIC will require you to submit the uniform APPIC Application for Psychology Internship (AAPI). You can begin preparing the AAPI while waiting to decide where you will apply. It would be particularly useful to begin working on the section of the AAPI that requires documentation of practicum experience. Note: all students are expected to record their practicum log hours on a weekly basis beginning their first semester in the program to avoid becoming overwhelmed by this requirement for the AAPI. The AAPI must be submitted to the DCT. As part of the certification process, the DCT provides a letter of endorsement within the application. Most sites will also want a vita from you. Unless you are applying to a wide variety of settings, one version of the vita probably will be sufficient. The internship agencies will probably also request three letters of recommendation. It is wise to contact your reference writers early to allow them sufficient time to write their letters. If you know an agency is looking for a certain type of applicant, it may be necessary for you to discuss with your reference person the necessity of emphasizing certain of your skills, abilities, and experiences. Prior to receiving internship application materials, you also should begin thinking about your training goals and interests as well as your professional strengths and weaknesses. As can be gathered by the above, internship application is time consuming and requires attention to detail. An average of two to four hours per application is probably a realistic estimate.

**Interviewing and Decision Making**

Most internship sites require personal interviews. It is only practical, of course, if a student is seriously interested in an agency, that he or she makes every effort to interview personally at that facility; not only does this enhance the possibility of being offered an internship but also allows the student to gain first-hand knowledge of the facility. Some sites, for example, CMHC’s and medical centers, often require personal interviews. It is wise to start planning for the expenses of interviewing well ahead of time, as plane tickets, new clothes, hotel rooms, etc. can easily decimate a graduate student's budget. Unfortunately, because of time and distance factors, travel to facilities may be impossible. A possible alternative in such cases is a telephone interview. Even though this poses many obvious disadvantages relative to a face-to-face interview, it does allow the candidate to speak directly with the staff person and to allow some of his or her personality to project over the phone.
Prepare for your interviews. There are many common questions asked on interviews. The DCT has a list for you to consider as you prepare for interviews. You should arrange with your peers to do practice interviews in which you answer the questions in a role play. This also allows each of you to listen to each other answer the common questions.

Actual interviewing conditions vary from agency to agency. Students should be prepared for both group and individual interviews, and sometimes multiple individual interviews. Internship interviews are employment interviews. The student should not expect definitive feedback after the interview concerning acceptances or rejection of his or her candidacy.

Internship sites that are members of APPIC are required to abide by the APPIC Match Policies. These policies, as well as the AAPI, the online version of the APPIC directory, and other important information about the application process, are available online at the APPIC website (www.appic.org). Moreover, the program expects students to only apply to and accept APA approved internship sites. Students must seek prior written approval before applying to any unaccredited sites, and cannot rank an unaccredited site without prior written approval of all program faculty.

General Summary

The internship application process is lengthy. It is wise for the student to do as much of the work as possible in the late summer and early fall of the application year. It is possible to identify general internship goals, to assess professional strengths and weaknesses, and to begin working on the AAPI while waiting for internship materials to become available. Furthermore, references should be lined up and directions given as to what types of letters would be most helpful. Faculty, students currently on internship and recently alumni, and professional friends can be contacted regarding relative merits of various internship sites. Prior preparation allows for more thorough applications and markedly reduces the anxiety felt while moving through the internship process.
# Suggested Time Table for Completion of the Doctoral Program

## 1st Semester
- Get thesis project well underway
- IRB in the Research class
- Propose prior to spring break

## Second Year
- Defend thesis, fall or spring semester
- Submit application for continuance in the doctoral program (after thesis defense)
- Collect data for your prelims project (often done in conjunction or just after data collection for thesis; but it cannot be your thesis project)

## Third Year
- Get dissertation project well underway; propose by end of fall
- Submit case study by March 15

## Fourth Year
- Submit paper portion of prelims by September 1 if you have not already done so and if you intend to apply for internship in November
- Propose dissertation by November 1
- Completely pass case study and paper portion of prelims by November 1
- Apply for internship (November)
- Internship interviews usually from December to February 1
- Defend dissertation, spring semester, ideally before ranking internship sites

Note. Increasingly, students are staying a fifth year to collect additional hours. If that is the case, the fourth-year timetable should be accomplished in the fifth year; the fourth year will allow for a less hurried completion of the dissertation, so five year students should attempt to propose the dissertation by the end of fall in the third year, and they should defend their dissertation prior to November 1 of their fifth year.

## Fifth Year
- Full time internship

## Help Tracking Your Supervised Clinical Hours

Most students choose to pay a small annual fee to track their clinical hours on mypsychtrack.com. With this website, you are able to track all clinical hours in line with APPIC reporting. Visit mypsych.com for more details.

If you do not want to pay the annual fee, in the past students have used the link below. (Materials and links borrowed from University of Kentucky’s postings on the APPIC website) In the long run, attention to practicum hour details will save you weeks of stressful labor. The [Association of Psychology](https://www.apa.org)
Postdoctoral and Internship Centers (APPIC) has adopted a standardized application form. A part of the application form contains definitions of practicum hours, which apply to the Practicum Hours Data spreadsheet. Another part of the APPI form requires very detailed information about practicum experience.

See the University of KY’s website for more information and examples of how to track hours.

See the website for APPI for more information. Do sign up as a student member to keep up with the information you need in preparation for applying to internship.
Appendix A: Continuance Application

View the form for continuation into the doctoral program.
Appendix B: Student Activity Form to be Completed Each Year

May 1, 20xx (or, if entering this year, August 22, 20xx) – May 1, 20xx

DUE April 1, 20xx (send a copy as an email attachment to the DCT and to your academic advisor)

Name: ____________________________________________________

Year entered program: __________________________

Major Professor (Research, and if different also give Academic Advisor): _________________________

Current Address: ____________________________________________________

Phone: __________________________

Funding/Support Position during 20xx-xx: __________________________ email: __________________

This annual report gives you the opportunity to provide valuable information to faculty for us in their annual evaluation of students. In addition, it helps the program in compiling its annual report for accreditation and helps the program monitor the degree to which students are achieving program–identified goals. This form and your CV must be submitted by the due date above.

Please also provide your entire updated CV in ADDITION to this Annual Activity Update Form.

Please list your activities, outputs, and accomplishments for the year using the categories below. Also, please list the courses you have taken this year and grades, where applicable:

Research Activities

List APA references for all papers or posters presented or submitted for presentation at conferences; papers published, in press, or submitted for publication since last year May. Also, attach your recent CV. Note: Please do NOT say, “See CV.” It will greatly assist us in compiling our annual report if you actually cut and paste or type the references in this document.

Papers Published since May 1 last year (do not list ones you listed in a prior year)

Papers in press since May 1 last year

Conference talks you have given since May 1 last year
Conference posters you are first author on since May 1 last year

Conference talks and posters you are an author on (but did not present)

Papers and chapters under editorial review as of April 30

Papers and chapters that are substantially drafted, but not yet submitted, as of April 30

Grants
Were you involved in grant-supported research last year? ____ yes  ____no
What was it?

Grants submitted or funded (list title, agency/sponsor, and total award):

What was your role on each grant?

Did you draft a research proposal for a grant? What kind? What are the details?
Other Research

Other research activity (data collected, research proposals written, IRB applications written, etc.):

Did you work in any multidisciplinary research teams?

Other research activities or accomplishments not noted above.

Clinical Activities

Practicum site(s) _________________________________________________________________
Practicum Supervisor(s) _________________________________________________________
Please list the approx. # of contact hours you had during this period:
Client contact hours ___________________________
Supervision hours _____________________________
Noteworthy clinical activities and accomplishments:

Leadership Activities

Standing leadership tasks (e.g., officer in an organization, official position of leadership, etc.)

Participation leading a research team or supervising undergraduate students
Full responsibility for teaching a course or laboratory

Clinical skills exhibiting leadership (e.g., group leader, designer of an intervention that has impact on the field; training of lay people or therapists, etc.; note, this is not meant as a vehicle to list your clinical experience seeing clients, doing assessments, etc.)

Awards for leadership

Other leadership activities or accomplishments that have not been listed above

### Teaching Activities

(Courses taught; teaching assistant positions; workshops or guest lectures given)

If you had full responsibility for a course, please also include your mean and median ratings of the Course, Instructor, and Learning for each section.

### Service Activities

Program and Department (committee service, help with admissions, clinical forum presentations, etc.):
Community/National/Psychology service:

**Multicultural Sensitivity, Awareness, and Skill-Building Activities**

List any conferences, classes taken, seminars attended that have contributed to your multicultural sensitivity, awareness or skills beyond the requirements of the program (i.e., The multicultural course). When listing activities other than coursework, please include the length of time (e.g. 1-hour session).

**Coursework**

For this year only, list all courses with grades, workshops attended, and any other educational activities:

**Additional Noteworthy Activities**

Awards won, conference attended, special coursework taken such as an online course, etc.:

List memberships in any national, regional, or state organizations of psychology (and note whether you served as an officer):

**Social Justice**

Are you active in social justice issues? (Social justice is loosely defined as working to promote equality, freedom, and opportunities for diverse peoples who have been historically underprivileged.) If so, how have you served and/or led in this area of social justice?
Degree Progress

List dates completed or the anticipated completion dates of these steps:

___/___/___ MS thesis proposal   ___/___/___ MS thesis data collected
___/___/___ MS thesis defense   ___/___/___ Submitted request for continuation
___/___/___ Preliminary exams passed   ___/___/___ Dissertation proposal
___/___/___ Dissertation data collected   ___/___/___ Dissertation defense
___/___/___ Start internship (site: _____________________________________)
___/___/___ Ph.D. Degree awarded
___/___/___ Start first job/postdoc (desired job setting:_______________________________)

# of Graduate semester-hour credits transferred (if entering program with graduate credits):_____

Extra info. (example: leave of absence, leaving program, etc.):
________________________________________

List Date, Committee Members, & Type of meetings (MS or Ph.D.; proposal or defense) scheduled this past year (through May 2010):
____________________________________________________________________________________

Title of MS thesis: ________________________________________________________________
Title of Ph.D. dissertation: ________________________________________________________

Goals

Please try to provide at least one in each category for the next academic year:

In Research:

In Practice:
In Leadership:

In Service:

In Teaching:

Self-Assessment

First Year: By the end of your first year, you should have proposed your thesis and have data collection underway. You also should be engaged with other research. In practice, you should be ready to begin practicum. State specifically whether you have met each of those benchmarks and make other self-assessments you think are relevant to your situation.

Second Year: By the end of your second year, you should be on track to defend your thesis by the end of the semester (or at the latest within the first couple of weeks of the fall semester). You also should be engaged with other research. You should have planned data collection, or, optimally, collected data for your study that you will use for your prelim exam (which has to be an independent study, not your thesis study). In practice, you should have successfully completed your first practicum; you should have begun to seek assessment hours; you should be counting hours on MyPsychTrack. State specifically whether you have met each of those benchmarks and make other self-assessments you think are relevant to your situation.

Third Year: By the end of your third year, you should have proposed your dissertation or have a plan for doing so in the near future. You also should be engaged with other research moving toward publication, or maybe have an article or two already published. You should have completed Case Study, and begun working on the paper you will use for your prelim exam. In practice, you should have successfully completed your second practicum; you should have completed at least one major assessment; you should be counting hours on MyPsychTrack and by the end of your third year, you should have at least 200 and perhaps more direct hours. You should have decided on whether you are on a four-year plan; (you’ll probably need at least 350 hours) or a five-year plan (you’ll probably need between 500-600 hours). In Spring of this year, you should have lined up your off-campus practicum. How are you doing in each area? State specifically whether you have met each of those benchmarks and make other self-assessments you think are relevant to your situation (including considering whether you are on the 4 or 5 years on-campus plan).

Fourth Year: By the end of your fourth year, you should be near completion of your dissertation (if on four-year plan) or be collecting data for it (if on five-year plan). You also should be engaged with other
research moving toward publication and ideally, have several articles or chapters in press and perhaps one published. You should have completed both parts of the Prelim exam (Case Study and Research Paper), and, optimally, have submitted a manuscript based on your Prelim Research Paper. In practice, you should have successfully completed your off-campus practicum; you should have completed at least one major assessment and other integrated assessment batteries; you should be counting hours on MyPsychTrack and by the end of your fourth year, you should have at least 350 (four-year plan) and perhaps more direct hours; you should have matched for internship site; on a five-year plan you should have at least 375 to 400 direct hours and a plan to get at least 500 to 600 by internship. How are you doing in each area? State specifically whether you have met each of those benchmarks and make other self-assessments you think are relevant to your situation.

**Fifth Year**: By the end of your fifth year, you should have completed and defended your dissertation. You also should be engaged with other research moving toward publication and probably have several articles or chapters in press and published including several first-authored papers. You should have a well-justified research area. In practice, you should have successfully completed your practica; you should have completed a one major assessment and other integrated assessment batteries; you should be counting hours on MyPsychTrack and by the end of your fifth year, you should have at least 500 to 600 direct hours; you should have matched for internship site. How are you doing in each area? State specifically whether you have met each of those benchmarks and make other self-assessments you think are relevant to your situation.

Your Year: __________

Your Plan (4 or 5 years + internship): __________

Your Self-Assessment:
Is there anything else that you could tell the faculty that would assist the faculty in making the most accurate evaluation of your year?
Appendix C: Student Evaluation Form

This is the version for students in their first and second years.

Student __________________________________________

Month/Year of Evaluation ___________________________

Advisor __________________________________________

Black font reflects Foundational Competencies; Red (or lighter) font color reflects functional competencies.

Instructions to Advisor: In each major area, please:

1. Evaluate the student on each area, considering the competencies under that area, according to whether the person meets standards (for his or her developmental level), exceeds standards, or needs improvement.
2. Write evaluative comments and include narrative observations that might illustrate points.
3. Highlight any particular competencies (foundational or functional) in which deficiencies occur. If possible please recommend concrete suggestions for meeting the competencies on future evaluative occasions.

Academic Performance

This section should contain student’s grades, qualitative comments –e.g., writing skills, insightful class comments, etc.

Comments:

NI □  MS □  ES □

Plan for Improvement (if checked NI):

Research-Science

Scientific Mindedness: Displays critical scientific thinking.

Scientific Foundation of Psychology and Counseling Psychology: Demonstrates understanding of psychology as a science.
Scientific Competency as a Research Scientist: Understands statistics, varieties of research designs, and varieties of scientific methods; has participated in research aimed at publication; has submitted at least one IRB protocol that was drafted as first author even though a more senior person might be PI.

Scientific Foundation of Professional Practice: Understands the scientific foundation of professional practice; understands evidence-based practice in psychology (including evidence-based treatments and evidence-based relationship factors).

Knowledge of Measurement and Psychometrics: (Selects assessment measures for research and with attention to issues of reliability and validity).

Scientific Approach to Knowledge Generation: Participates effectively in scientific endeavors when available.

Application of Scientific Method in a Research-Oriented Program within a Research University, Very High Activity: Has proposed master’s thesis; is participating in at least one other research study aimed at publication.

Application of Scientific Method to Practice: Is familiar with evidence-based practice in psychology.

Comments:

NI □  MS □  ES □

Plan for Improvement (if checked NI):

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**Practitioner Skills**

Focused on Providing Needed Interventions: Awareness of theories of psychotherapy and broad exposure to evidence-based practices.

Recognizes the Value of Prevention: Recognizes that prevention is a core value of counseling psychology.

Integrates Career and Vocational Approaches: Demonstrates beginning understanding of the pervasive impact of work on clients’ quality of life and health.

Applications Based on Individual and Cultural Diversity: Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity (as defined by APA policy) as they apply to professional psychology. Understands the need to consider individual and cultural diversity issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues).
Participates in Supervision: Demonstrates straightforward, truthful, and respectful communication in supervisory relationship; [clinical supervision obviously applies only to students who are in practicum/engaged in clinical work].

Application of Assessment Methods: Demonstrates knowledge of measurement across domains of functioning and practice settings and across research methods.

Assessment/Diagnosis in Sociocultural Context: Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity.

Conceptualizations and Recommendations: Demonstrates basic knowledge of formulating diagnosis and case conceptualization.

Communication of Assessment Findings: Demonstrates awareness of models of report writing and progress notes.

Intervention Planning: Displays basic understanding of the relationship between assessment and intervention; demonstrates basic knowledge of scientific, theoretical, and contextual bases of psychological assessment and intervention.

Intervention Skills: Displays basic helping skills; has rudimentary knowledge of evidence-based practice in psychology.

Intervention Implementation: Demonstrates basic knowledge of intervention strategies.

Progress Evaluation: Demonstrates basic knowledge of the assessment of intervention progress and outcome.

Supervision Expectations and Roles: Demonstrates basic knowledge of expectations for supervision.

Supervision Processes and Procedures: Is learning supervision skills in research teams.

Supervision Skills Development: Displays interpersonal skills of communication and openness to feedback.

Supervisory Practices: Is applying supervisory knowledge in research teams.

Supervisory Relationships: Demonstrates openness to feedback and willingness to engage in supervision.

Comments:

NI ☐ MS ☐ ES ☐

Plan for Improvement (if checked NI):
Multicultural Skills

**Oriented Toward Social Justice:** Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions, and systems, in addition to other factors that might lead them to seek intervention.

**Self as Shaped by Individual and Cultural Identity:** Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes toward diverse others.

**Others and Shaped by Individual and Cultural Identity:** Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings.

**Interaction of Self and Others as Shaped by Individual and Cultural Identity and Context:** Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others.

**Empowerment:** Is aware of people who are disempowered by the system and is engaged emotionally in attempting to promote better welfare for such people.

**Systems Change:** Is appropriately analytical about how to advocate for system change.

Comments:

NI ☐  MS ☐  ES ☐

Plan for Improvement (if checked NI):

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Personal Issue

**Interpersonal Relationships:** Displays appropriate interpersonal skills in relationships with clients, peers/colleagues, supervisors and professionals of other disciplines.

**Integrity:** Understands professional values; honest, responsible.

**Accountability:** Accountable and reliable.

**Concern for the Welfare of Others:** Demonstrates awareness of the need to uphold and protect the welfare of others.

**Self-Care:** Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care.

Comments:
Plan for Improvement (if checked NI):

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**Professional Development**

**Core professional identity:** Demonstrates beginning recognition of self as professional: “thinking like a counseling psychologist.”

**Holistic and Contextual Understanding of People:** Demonstrates understanding from research, theory, and life experience that social and contextual factors influence human development and functioning across multiple life domains.

**Developmental Strength-Based Focus:** Recognizes that conceptualizing clients and populations from a perspective of strengths and growth is a core value in counseling psychology.

**Affective Skills:** Displays affective skills and negotiates and handles conflict satisfactorily.

**Expressive Skills:** Communicates ideas, feelings, and information clearly using verbal, non-verbal, and written skills.

**Deportment:** Understands how to conduct oneself in a professional manner.

**Reflective Practice:** Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice.

**Self-Assessment:** Demonstrates knowledge of core competencies; engages in initial self-assessment re: practice competencies.

**Knowledge of Ethical, Legal, and Professional Standards and Guidelines:** Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision-making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting.

**Awareness and Application of Ethical Decision-Making:** Demonstrates awareness of the importance of applying an ethical decision model to practice.

**Ethical Conduct:** Displays ethical attitudes and values.

**Interdisciplinary Systems:** Demonstrates openness to working with professionals of other disciplines.

**Function and Role in Inter-Professional and Multidisciplinary Contexts:** Cooperates with others.

**Understands How Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes:** Demonstrates awareness of the benefits of forming collaborative relationships with other professionals.

Comments:
Plan for Improvement (if checked NI):

Particular Preparation for Specific Career Paths

(e.g., teaching, work in VAMC, work in health settings, etc.)

Teaching Career (university career): Take teaching practicum; observe teachers; begin thinking about your teaching philosophy.

Non-University Teaching: Builds capability to teach in psychoeducational or small group formats.

Comments:

Plan for Improvement (if checked NI):

Overall Evaluation

This section would contain a general summary statement indicating how the student is progressing in the program. Outstanding positive features should be noted here. If any suggestions for improvement are made, they should be noted here.

Comments:

Plan for Improvement (if checked NI):
Signature of Advisor (Date discussed with Student)

Signature of Student
Appendix D: Student Evaluation Form

This is the version for students in their third year and beyond.

Graduate Student __________________________________________

Month/Year of Evaluation: ____________________

Advisor __________________________________________

Black font reflects Foundational Competencies; Red (or lighter) font reflects functional competencies.

Instructions to Advisor: In each major area, please

1. Evaluate the student on each competency according to whether the person meets standards (for his or her developmental level), exceeds standards, or needs improvement
2. Write evaluative comments and include narrative observations that might illustrate points
3. Highlight any particular competencies (foundational or functional) in which deficiencies occur. If possible please recommend concrete suggestions for meeting the competencies on future evaluative occasions.

Academic Performance

This section should contain student’s grades, qualitative comments –e.g., writing skills, insightful class comments, etc.

Comments:

NI ☐ MS ☐ ES ☐

Plan for Improvement (if checked NI):

Research-Science

Scientific Mindedness (Values and applies scientific methods to professional practice (in both research and clinical settings).

Scientific Foundation of Psychology and Counseling Psychology (Demonstrates intermediate to advanced level knowledge of core science (i.e., scientific bases of behavior) and its application to research and practice).
Scientific Competency as a Research Scientist (Has applied statistics, research designs, and scientific methods to independent research projects; has completed an acceptable master’s thesis and is involved in other research projects).

Scientific Foundation of Professional Practice (Demonstrates knowledge, understanding, and especially application of the concept of evidence-based practice in both research endeavors and counseling interventions (i.e., enrichment, prevention, and individual, couple, family, group, or community psychotherapy)

Scientific Approach to Knowledge Generation (Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology)

Application of Scientific Method in a Research-Oriented Program within a Research University, Very High Activity (Has defended master’s thesis and submitted an article based on it for publication; has proposed dissertation; has led at least one research project (non-thesis or non-dissertation) aimed at publication)

Application of Scientific Method to Practice (Demonstrates knowledge of application of scientific methods to (a) doing basic research, (b) evaluating practices, interventions, and programs using applied research, and (c) being aware of translational research that links basic and applied research).

Knowledge of Measurement and Psychometrics (Selects assessment measures for research and with attention to issues of reliability and validity).

Comments:

NI ☐  MS ☐  ES ☐

Plan for Improvement (if checked NI):

Practitioner Skills

Focused on Provided Needed Interventions (Has used and is generally competent in several evidence-based practices and has theoretical flexibility)

Recognizes the Value of Prevention (Is able to identify prevention strategies that can enhance well-being and minimize negative consequences for individuals and groups)

Integrates Career and Vocational Approaches (Demonstrates, through application, an awareness of the pervasive impact of work on clients’ quality of life and health)
Applications Based on Individual and Cultural Diversity (Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, consultation, and supervision)

Participates in Supervision (Effectively participates in supervision)

Application of Assessment Methods (Selects reliable and valid assessment measures to answer diagnostic questions and to apply scientifically).

Assessment/Diagnosis in Sociocultural Context (Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity)

Conceptualizations and Recommendations (Utilizes systematic approaches of gathering data to inform clinical decision-making)

Communication of Assessment Findings (Writes integrated assessment reports and progress notes and communicates assessment findings verbally)

Intervention Planning (Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation; applies knowledge of EBP, including empirical bases of assessment and intervention, clinical expertise, and client preferences)

Intervention Skills (Displays clinical/therapeutic/psychoeducational skills; understands the evidential base for important clinical skills (i.e., evidence-based relationship factors); understands and applies evidence-based treatments)

Intervention Implementation (Implements evidence-based interventions)

Progress Evaluation (Evaluates treatment/intervention progress and modifies treatment/intervention planning as indicated, utilizing established outcome measures)

(Supervision) Expectations and Roles (Demonstrates knowledge of, purpose for, and roles in supervision)

(Supervision) Processes and Procedures (Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices)

(Supervision) Skills Development (Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals)

Supervisory Practices (Provides helpful supervisory input in peer and group supervision)

Supervisory Relationships (Demonstrates beginning establishment of effective supervisory relationships and working alliances with other students and peers)

Role of Consultant (Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher))

Addressing Referral Questions (Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions)

Communication of Consultation Findings (Identifies literature and knowledge about process of informing consultee of assessment findings)
**Application of Consultation Methods** (Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings)

Comments:

NI ☐ MS ☐ ES ☐

Plan for Improvement (if checked NI):

**Multicultural Skills**

**Oriented Toward Social Justice** (Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision)

**Self as Shaped by Individual and Cultural Identity** (Monitors and applies knowledge of self as a cultural being in assessment, treatment, consultation, and supervision)

**Others and Shaped by Individual and Cultural Identity** (Applies knowledge of others as cultural beings in assessment, treatment, and consultation)

**Interaction of Self and Others as Shaped by Individual and Cultural Identity and Context** (Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation with diverse others)

**Empowerment** (Has sought to promote better welfare for people who are disempowered by the system)

**Systems Change** (Is involved in making value-consistent attempts to promote system change for those in need)

Comments:

NI ☐ MS ☐ ES ☐

Plan for Improvement (if checked NI):
**Personal Issue**

**Interpersonal Relationships** (Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines)

**Integrity** (Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values)

**Accountability** (Accepts responsibility for own actions)

**Concern for the Welfare of Others** (Acts to understand and safeguard the welfare of others)

**Self-Care** (Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice)

Comments:

NI □  MS □  ES □

Plan for Improvement (if checked NI):

**Professional Development**

**Core professional identity** (Displays emerging professional identity as counseling psychologist within the scientist-practitioner-leader training model; uses resources (e.g., supervision, literature) for professional development)

**Holistic and Contextual Understanding of People** (Integrates knowledge of the client as a person, including his or her mind, body, environment, and sociocultural experience, into treatment planning and intervention selection drawing on research, theory, and life experiences. Integrates contextual variables when planning research questions)

**Developmental Strength-Based Focus** (Attends to strengths, recognizes important role of development, and, while able to diagnose symptoms effectively, avoids excessive focus on pathology in treatment planning and case conceptualization)

**Affective Skills** (Continues to improve at negotiating differences and handling conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively)

**Expressive Skills** (Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language)

**Deportment** (Communication and physical conduct (including attire) is professionally appropriate, across different settings)
**Reflective Practice** (Displays broadened self-awareness; monitors the self; reflects on professional practice; uses resources to enhance self-reflection)

**Self-Assessment** (Demonstrates broad, accurate self-assessment of practice competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills)

**Knowledge of Ethical, Legal, and Professional Standards and Guidelines** (Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations)

**Awareness and Application of Ethical Decision-Making** (Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma)

**Ethical Conduct** (Integrates own moral principles/ethical values in professional conduct)

**Interdisciplinary Systems** (Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals)

**Function and Role in Inter-Professional and Multidisciplinary Contexts** (Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning)

**Understands How Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes** (Develops and maintains collaborative relationships and respect for other professionals)

**Understands Benefits and Limitations of Inter-Professional Systems** (Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals)

Comments:

NI ☐  MS ☐  ES ☐

Plan for Improvement (if checked NI):

---

**Particular Preparation for Specific Career Paths**

(e.g., teaching, work in VAMC, work in health settings, etc.)

**Teaching Career** (university career) (Demonstrates knowledge of application of teaching methods)

**Non-University Teaching** (Can conduct consultations, psychoeducational groups, and other groups involving the systematic stimulation of learning.)

Comments:

66
Plan for Improvement (if checked NI):

**Overall Evaluation**

This section would contain a general summary statement indicating how the student is progressing in the program. Outstanding positive features should be noted here. If any suggestions for improvement are made, they should be noted here.

Comments:

Plan for Improvement (if checked NI):

**Signatures**

________________________________________
Signature of Advisor (Date discussed with Student)

________________________________________
Signature of Student
Appendix E: VCU Foundational and Functional Competencies

Preamble

This document identifies benchmarks for both foundational and functional competencies for students in science, practice, and leadership in Counseling Psychology at Virginia Commonwealth University (VCU). It is an adaptation of the CCPTP-approved (November 15, 2013) document that focused more on practice competencies than on competencies we expect students to develop within our science-practitioner-leader training philosophy.

The document is meant to be a thoughtful guide to inform students in their professional development and to inform faculty in assessing students at three assessment points (ready to take their first practicum, ready to be approved to apply for internship, and ready to receive their PhD degree after completing their internship and all requirements for the PhD). The document is not a checklist of necessary competencies for a person to successfully receive the PhD and enter into being an Early Career Professional (ECP). It is a document that will necessarily inform faculty in assessing student progress through the master’s and doctoral programs, yet it is not intended to constrain professional judgment of the faculty in carrying out their SCHEV-grant authority to assess student progress. While competency in science, practice, and leadership, and in the varieties of foundational and functional attributes is necessary, we affirm that a competent Counseling Psychologist is more complex and integrated than can be captured in rigid adherence to the following document. The student could conceivably fall short of complete competence in several areas and yet be evaluated as acceptable to progress, given a plan to strengthen weaknesses. On the other hand, the student could conceivably be evaluated as having complete competence in each area separately and yet not be considered ready to progress due to important and crucial idiosyncratic factors as judged by faculty professional judgment and consultation.

Use of the document by students. The Counseling Psychology program (i.e., faculty and student representatives) approve this document as our best list at present of competencies for advancement to practicum, to internship, and to ECP status (i.e., graduation). We offer it to inform students and faculty in the Counseling Psychology program. This will be available as one of the foundational documents of our program. Students are instructed to be aware of it as informing the evaluations they will receive during their development of professional competence during their PhD training.
Foundational Competencies

1. **Professional Identity**
   a. Core Professional Identity
   b. Holistic and Contextual Understanding of People
   c. Developmental, Strength-Based Focus
   d. Focused on Providing Needed Interventions
   e. Recognizes the Value of Prevention
   f. Integrates Career and Vocational Approaches
   g. Oriented Toward Social Justice

2. **Relationships**
   a. Interpersonal Relationships
   b. Affective Skills
   c. Expressive Skills

3. **Individual and Cultural Diversity**
   a. Self as Shaped by Individual and Cultural Diversity
   b. Others as Shaped by Individual and Cultural Diversity
   c. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
   d. Applications Based on Individual and Cultural Diversity

4. **Professional Values and Attitudes**
   a. Integrity
   b. Deportment
   c. Accountability
   d. Concern for the Welfare of Others

5. **Scientific Knowledge and Values**
   a. Scientific Mindedness
   b. Scientific Foundation of Psychology and Counseling Psychology
   c. Scientific Competency as a Research Scientist
   d. Scientific Foundation of Professional Practice

6. **Reflective Practice/Self-Assessment/Self-Care**
   a. Reflective Practice
   b. Self-Assessment
   c. Self-Care
   d. Participates in Supervision

7. **Leadership (and Management)**
   a. Understands Leadership Theories
   b. Critiques Observed Models of Leadership
   c. Has Accumulated Experiences in Leadership and Reflected on Them
   d. Has a Plan for Developing Further Leadership Competencies

8. **Ethical, Legal Standards, and Policy**
   a. Knowledge of Ethical, Legal, and Professional Standards and Guidelines
   b. Awareness and Application of Ethical Decision Making
   c. Ethical Conduct
## Competency 1: Professional Identity

**Professional Identity**: Demonstrates understanding of self as a counseling psychologist; considers contextual and cultural influences in science, practice, leadership, teaching, supervision and other roles; committed to holistic strength-based development through preventive, vocational, and social justice approaches.

<table>
<thead>
<tr>
<th>1a</th>
<th>Readiness for:</th>
<th>Core Professional Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates beginning recognition of self as professional: “thinking like a counseling psychologist”</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Displays emerging professional identity as counseling psychologist within the scientist-practitioner-leader training model; uses resources (e.g., supervision, literature) for professional development</td>
<td></td>
</tr>
<tr>
<td>Early Career Professional (ECP)</td>
<td>Displays consolidation of professional identity as a counseling psychologist; demonstrates knowledge about issues central to the field; integrates science, practice and leadership</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1b</th>
<th>Readiness for:</th>
<th>Holistic and Contextual Understanding of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates understanding from research, theory, and life experience that social and contextual factors influence human development and functioning across multiple life domains</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Integrates knowledge of the client as a person, including his or her mind, body, environment, and sociocultural experience, into treatment planning and intervention selection drawing on research, theory, and life experiences. Integrates contextual variables when planning research questions</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Is able to implement interventions that are appropriate for clients in their current life situation and that are consistent with their worldview, including considerations of research, theory and life experiences</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1c</th>
<th>Readiness for:</th>
<th>Developmental, Strength-Based Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Recognizes that conceptualizing clients and populations from a perspective of strengths and growth is a core value in counseling psychology</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Attends to strengths, recognizes important role of development, and, while able to diagnose symptoms effectively, avoids excessive focus on pathology in treatment planning and case conceptualization</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Promotes strength-based and developmental perspective across a range of intervention settings and client populations</td>
<td></td>
</tr>
<tr>
<td>Id</td>
<td>Readiness for:</td>
<td>Focused on Providing Needed Interventions</td>
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<tr>
<td></td>
<td>Practicum</td>
<td>Awareness of theories of psychotherapy and broad exposure to evidence-based practices</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Has used and is generally competent in several evidence-based practices and has theoretical flexibility</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Has used and is specifically competent in several evidence-based practices and has theoretical flexibility in applying them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1e</th>
<th>Readiness for:</th>
<th>Recognizes the Value of Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Recognizes that prevention reflects a core value of counseling psychology</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Is able to identify prevention strategies that can enhance well-being and minimize negative consequences for individuals and groups</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Articulates the importance of and is able to use prevention and early intervention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1f</th>
<th>Readiness for:</th>
<th>Integrates Career and Vocational Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates beginning understanding of the pervasive impact of work on clients’ quality of life and health</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Demonstrates, through application, an awareness of the pervasive impact of work on clients’ quality of life and health</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Integrates the pervasive impact of work on clients’ quality of life and health in practice and treatment planning</td>
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<table>
<thead>
<tr>
<th>1g</th>
<th>Readiness for:</th>
<th>Oriented Toward Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions, and systems, in addition to other factors that may lead them to seek intervention.</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Intervenes with clients to promote action on factors affecting development and functioning</td>
</tr>
</tbody>
</table>

**Competency 2: Relationships**

**Relationships:** Relates effectively and meaningfully with individuals, groups, and/or communities
## Interpersonal Relationships

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Displays appropriate interpersonal skills in relationships with clients, peers/colleagues, supervisors and professionals of other disciplines.</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities</td>
<td></td>
</tr>
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</table>

## Affective Skills

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Displays affective skills and negotiates and handles conflict satisfactorily</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Continues to improve at negotiating differences and handling conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Manages difficult communication; possesses advanced interpersonal skills</td>
<td></td>
</tr>
</tbody>
</table>

## Expressive Skills

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Communicates ideas, feelings, and information clearly using verbal, non-verbal, and written skills</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Verbal, non-verbal, and written communications are informative, articulate, succinct, sophisticated, and well integrated; demonstrates thorough grasp of professional language and concepts</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 3: Individual and Cultural Diversity

**Individual and Cultural Diversity:** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy and the Counseling Psychology Model Training Diversity Statement.

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes toward diverse others</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Monitors and applies knowledge of self as a cultural being in assessment, treatment, consultation, and supervision</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Readiness for:</td>
<td>Self as Shaped by Individual and Cultural Diversity</td>
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</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, consultation, and supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3b</th>
<th>Readiness for:</th>
<th>Others as Shaped by Individual and Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Applies knowledge of others as cultural beings in assessment, treatment, and consultation</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, consultation, and supervision, while maintaining cultural humility and focus on the individual in cultural context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3c</th>
<th>Readiness for:</th>
<th>Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation with diverse others</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently monitors and applies knowledge of diversity with others as cultural beings in assessment, treatment, and consultation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3d</th>
<th>Readiness for:</th>
<th>Applications Based on Individual and Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity (as defined by APA policy) as they apply to professional psychology. Understands the need to consider individual and cultural diversity issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, consultation, and supervision</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently monitors and applies knowledge, skills, and attitudes of diversity dimensions regarding others as cultural beings in assessment, treatment/intervention, consultation, and supervision</td>
</tr>
</tbody>
</table>
**Competency 4: Professional Values and Attitudes**

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

<table>
<thead>
<tr>
<th>4a</th>
<th>Readiness for:</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Understands professional values; honest, responsible</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Monitors and independently resolves situations that challenge professional values and integrity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4b</th>
<th>Readiness for:</th>
<th>Deportment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Understands how to conduct oneself in a professional manner</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Communication and physical conduct (including attire) is professionally appropriate, across different settings</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Conducts self in a professional manner across settings and situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4c</th>
<th>Readiness for:</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Accountable and reliable</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Accepts responsibility for own actions</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Independently accepts personal responsibility across settings and contexts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4d</th>
<th>Readiness for:</th>
<th>Concern for the Welfare of Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates awareness of the need to uphold and protect the welfare of others</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Acts to understand and safeguard the welfare of others</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Independently acts to safeguard the welfare of others</td>
<td></td>
</tr>
</tbody>
</table>

**Competency 5: Scientific Knowledge and Methods**

**Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
<table>
<thead>
<tr>
<th>5a</th>
<th>Readiness for:</th>
<th>Scientific Mindedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Displays critical scientific thinking</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Values and applies scientific methods to professional practice (including research, practice and leadership practice)</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Independently applies scientific methods to practice (including research, practice and leadership practice)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5b</th>
<th>Readiness for:</th>
<th>Scientific Foundation of Psychology and Counseling Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates understanding of psychology as a science</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates intermediate to advanced level knowledge of core science (i.e., scientific bases of behavior) and its application to research, practice, and leadership</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Demonstrates advanced level knowledge of core science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5c</th>
<th>Readiness for:</th>
<th>Scientific Competency as a Research Scientist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Understands statistics, varieties of research designs, and varieties of scientific methods; has participated in research aimed at publication; has submitted at least one IRB protocol that was drafted as first author even though a more senior person might be PI</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Has applied statistics, research designs, and scientific methods to independently lead research projects; understands the research grant process; has completed an acceptable master’s thesis and participated in at least one first-authored research project submitted for publication; has proposed a dissertation successfully and at least begun data collection; can articulate a coherent research program planned for the future within the bounds of the student’s career objectives</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has at least two scientific articles at least in press in scientific journals; has a coherent research plan for the future; has demonstrated evidence of successful mentoring of less experienced students in research (i.e., undergraduate RA, graduate students, others)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5d</th>
<th>Readiness for:</th>
<th>Scientific Foundation of Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Understands the scientific foundation of professional practice; understands evidence-based practice in psychology (including evidence-based treatments and evidence-based relationship factors)</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge, understanding, and especially application of the concept of evidence-based practice in both research endeavors and counseling interventions</td>
<td></td>
</tr>
</tbody>
</table>
### Competency 6: Reflective Practice

**Reflective Practice**: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

<table>
<thead>
<tr>
<th>6a</th>
<th>Readiness for:</th>
<th>Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Displays broadened self-awareness; monitors the self; reflects on professional practice; uses resources to enhance self-reflection</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Demonstrates reflectivity both during and after professional activity; acts upon reflections; uses self as a therapeutic tool</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b</th>
<th>Readiness for:</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates knowledge of core competencies; engages in initial self-assessment re: practice competencies</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Demonstrates broad, accurate self-assessment of practice competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Accurately self-assesses competence in all practice competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c</th>
<th>Readiness for:</th>
<th>Self-Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Self-monitors issues related to self-care and promptly intervenes when disruptions occur</td>
</tr>
<tr>
<td>6d</td>
<td>Readiness for:</td>
<td>Participates in Supervision</td>
</tr>
<tr>
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</tr>
<tr>
<td>Practicum</td>
<td>Demonstrates straightforward, truthful, and respectful communication in supervisory relationship</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Effectively participates in supervision</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Independently seeks supervision when needed</td>
<td></td>
</tr>
</tbody>
</table>

**Competency 7: Leadership**

**Leadership**: Understanding and application of the theories, methods, and practice of leading (including managing) groups that exceed the normal leadership of a typical PhD.

<table>
<thead>
<tr>
<th>7a</th>
<th>Readiness for:</th>
<th>Understands Leadership Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Has heard various models of practical leadership and has begun to read and study leadership literature; has made initial attempts to articulate a personal theory of leadership in reference to published theories and experience.</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Has studied major leadership models; has synthesized a personal theory of leadership</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has continued to expand on reading regarding leadership theories and empirical research; has refined the personal theory of leadership and has recognized how leadership models are different in different settings; has different articulated theories that can be applied in science and practice and other career-relevant tasks that are anticipated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7b</th>
<th>Readiness for:</th>
<th>Critiques Observed Models of Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Has listened to presentations on leadership and critically has asked questions about them</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Has a good sense of leadership models in the program, Department, and profession of psychology as well as has observed models in the public square; is appropriately critical (i.e., can articulate strengths and weaknesses) of various leadership styles</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has broadened observation of leadership models to the internship site and has widened scope of models within the profession; is appropriately of various leadership styles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7c</th>
<th>Readiness for:</th>
<th>Has Accumulated Experiences in Leadership and Reflected on Them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Has begun to lead research teams; has sought out mentoring conversations with the advisor and other leaders to formulate an initial theory of leadership.</td>
<td></td>
</tr>
<tr>
<td>7c</td>
<td>Readiness for:</td>
<td>Has Accumulated Experiences in Leadership and Reflected on Them</td>
</tr>
<tr>
<td>----</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Internship</td>
<td>Has actually engaged in leadership activities beyond that of the typical PhD candidate who is ready for internship; has articulated a sophisticated theory of leadership aimed at the career path intended.</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has expanded leadership activities; engages in continuing education regarding building leadership and management knowledge, attitudes, and skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7d</th>
<th>Readiness for:</th>
<th>Has a Plan for Developing Further Leadership Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Has an intentional plan for improving awareness and application of leadership throughout the program</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Has committed to leadership activities, and also has an intentional plan for improving awareness and application of leadership during internship</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has committed to additional leadership activities, and also has an intentional plan for improving awareness and application of leadership during ECP years</td>
<td></td>
</tr>
</tbody>
</table>

**Competency 8: Ethical and Legal Standards and Policy**

**Ethical and Legal Standards and Policy**: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

<table>
<thead>
<tr>
<th>8a</th>
<th>Readiness for:</th>
<th>Knowledge of Ethical, Legal, and Professional Standards and Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision-making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8b</th>
<th>Readiness for:</th>
<th>Awareness and Application of Ethical Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates awareness of the importance of applying an ethical decision model to practice</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma</td>
<td></td>
</tr>
<tr>
<td>8b</td>
<td>Readiness for:</td>
<td>Awareness and Application of Ethical Decision Making</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently utilizes an ethical decision-making model in professional work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8c</th>
<th>Readiness for:</th>
<th>Ethical Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Displays ethical attitudes and values</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Integrates own moral principles/ethical values in professional conduct</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently integrates ethical and legal standards with all competencies</td>
</tr>
</tbody>
</table>
9. **Research and Evaluation**
   a. Scientific Approach to Knowledge Generation
   b. Application of Scientific Method in a Research-Oriented Program within a Research University, Very High Activity
   c. Application of Scientific Method to Practice

10. **Assessment**
    a. Knowledge of Measurement and Psychometrics
    b. Knowledge of Assessment Methods
    c. Application of Assessment Methods
    d. Assessment/Diagnosis in Sociocultural Context
    e. Conceptualizations and Recommendations
    f. Communication of Assessment Findings

11. **Intervention**
    a. Intervention Planning
    b. Intervention Skills
    c. Intervention Implementation
    d. Progress Evaluation

12. **Leadership, Management, and Administration**
    a. Leadership
    b. Management
    c. Administration
    d. Appraisal of Leadership, Management, and Administration

13. **Supervision**
    a. Expectations and Roles
    b. Processes and Procedures
    c. Skills Development
    d. Supervisory Practices
    e. Supervisory Relationships

14. **Advocacy**
    a. Empowerment
    b. Systems Change

15. **Teaching**
    a. Knowledge
    b. Teaching Career (university career)
    c. Teaching (Non-university career)
    d. Role of Evaluator

16. **Interdisciplinary Systems**
    a. Interdisciplinary Systems
    b. Function and Role in Inter-Professional and Multidisciplinary Contexts
    c. Understands How Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes
    d. Understands Benefits and Limitations of Inter-Professional Systems

17. **Consultation**
    a. Role of Consultant
    b. Addressing Referral Questions
    c. Communication of Consultation Findings
    d. Application of Consultation Methods
Competency 9: Research and Evaluation

Research and Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities

<table>
<thead>
<tr>
<th>9a</th>
<th>Readiness for:</th>
<th>Scientific Approach to Knowledge Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Generates scientific knowledge</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>participates effectively in scientific endeavors when available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9b</th>
<th>Readiness for:</th>
<th>Application of Scientific Method in a Research-Oriented Program within a Research University, Very High Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Has proposed master’s thesis; is participating in at least one other research study aimed at publication</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Has defended master’s thesis and submitted an article based on it for publication; has proposed dissertation; has led at least one research project (non-thesis or non-dissertation) aimed at publication</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has defended dissertation; has submitted and had accepted at least two first-authored articles for publication; has a coherent research plan for the next five years</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9c</th>
<th>Readiness for:</th>
<th>Application of Scientific Method to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Is familiar with evidence-based practice in psychology</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge of application of scientific methods to (a) doing basic research, (b) evaluating practices, interventions, and programs using applied research, and (c) being aware of translational research that links basic and applied research</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Applies scientific methods of evaluating practices, interventions, and programs and is capable of conducting theory-based translational research in which basic research informs applied research</td>
<td></td>
</tr>
</tbody>
</table>

Competency 10: Assessment

Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations

<table>
<thead>
<tr>
<th>10a</th>
<th>Readiness for:</th>
<th>Knowledge of Measurement and Psychometrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Selects assessment measures for research and practice with attention to issues of reliability and validity</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context, including research context</td>
<td></td>
</tr>
<tr>
<td>10b</td>
<td>Readiness for:</td>
<td>Knowledge of Assessment Methods</td>
</tr>
<tr>
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<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis/assessment and treatment/intervention planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10c</th>
<th>Readiness for:</th>
<th>Application of Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates knowledge of measurement across domains of functioning and practice settings and across research methods</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Selects appropriate assessment measures to answer diagnostic questions and to apply scientifically</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice including research methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10d</th>
<th>Readiness for:</th>
<th>Assessment/Diagnosis in Sociocultural Context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10e</th>
<th>Readiness for:</th>
<th>Conceptualizations and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates basic knowledge of formulating diagnosis and case conceptualization</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Utilizes systematic approaches of gathering data to inform clinical decision-making</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10f</th>
<th>Readiness for:</th>
<th>Communication of Assessment Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>Demonstrates awareness of models of report writing and progress notes</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Writes integrated assessment reports and progress notes and communicates assessment findings verbally</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner</td>
</tr>
</tbody>
</table>
**Competency 11: Intervention**

**Intervention**: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and organizations; integrates research and clinical expertise in the context of client factors (evidence-based practice in psychology; EBPP)

<table>
<thead>
<tr>
<th>11a</th>
<th>Readiness for:</th>
<th>Intervention Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Displays basic understanding of the relationship between assessment and intervention; demonstrates basic knowledge of scientific, theoretical, and contextual bases of psychological assessment and intervention</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation; applies knowledge of EBP, including empirical bases of assessment and intervention, clinical expertise, and client preferences</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Effectively plans interventions; case conceptualizations and intervention plans are specific to case and context; effectively integrates knowledge of evidence-based practice, including empirical bases of assessment and intervention, clinical expertise, and client preferences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11b</th>
<th>Readiness for:</th>
<th>Intervention Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Displays basic helping skills; has rudimentary knowledge of evidence-based practice in psychology</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Displays clinical/therapeutic/psychoeducational skills; understands the evidential base for important clinical skills (i.e., evidence-based relationship factors); understands and applies evidence-based treatments</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Displays clinical/therapeutic/psychoeducational skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations; can design clinical research; knows ways to collect data in a functioning practice; if aimed at an academic career, can design and carry out randomized clinical trials, effectiveness research, field trials, and has a familiarity with dissemination research</td>
<td></td>
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<table>
<thead>
<tr>
<th>11c</th>
<th>Readiness for:</th>
<th>Intervention Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates basic knowledge of intervention strategies</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Implements evidence-based interventions</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11d</th>
<th>Readiness for:</th>
<th>Progress Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates basic knowledge of the assessment of intervention progress and outcome</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Evaluates treatment/intervention progress and modifies treatment/intervention planning as indicated, utilizing established outcome measures</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Independently evaluates treatment/intervention progress and modifies planning as indicated, even in the absence of established outcome measures</td>
<td></td>
</tr>
</tbody>
</table>
### Competency 12: Leadership, Management, and Administration

**Leadership, Management, and Administration:** Understands the differences between visionary and practical leadership to move an organization forward versus shorter-term planning, monitoring, control, and decision-making of management versus daily supervision and conduct of organizational activities of administration. Understands that skills in leadership, management, and administration are all needed by effective leaders

<table>
<thead>
<tr>
<th>12a</th>
<th>Readiness for:</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Beginning knowledge of intentional leadership skills</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates awareness of leadership opportunities for students and early career psychologists</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Participates in system change and management structure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12b</th>
<th>Readiness for:</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Practices management in leading and participating in research teams</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates awareness of roles of management in organizations</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Participates in management of direct delivery of professional services; responds appropriately in management hierarchy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12c</th>
<th>Readiness for:</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Compiles with regulations</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Demonstrates emerging ability to participate in administration of service delivery programs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12d</th>
<th>Readiness for:</th>
<th>Appraisal of Leadership, Management, and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Is appropriately critical of observed models; can use critique for building own skills and knowledge</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Forms autonomous judgment of organization’s management and leadership</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Develops and offers constructive criticism and suggestions regarding management and leadership of organization</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 13: Supervision

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

<table>
<thead>
<tr>
<th>13a</th>
<th>Readiness for:</th>
<th>Expectations and Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates basic knowledge of expectations for supervision</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge of, purpose for, and roles in supervision</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Understands the ethical, legal, and contextual issues of the supervisor role</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b</th>
<th>Readiness for:</th>
<th>Processes and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Is learning supervision skills in research teams</td>
<td></td>
</tr>
</tbody>
</table>
### Competency 13b: Processes and Procedures

<table>
<thead>
<tr>
<th>13b</th>
<th>Readiness for:</th>
<th>Processes and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Demonstrates knowledge of supervision models and practices; demonstrates knowledge of an effectively addresses limits of competency to supervise</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 13c: Skills Development

<table>
<thead>
<tr>
<th>13c</th>
<th>Readiness for:</th>
<th>Skills Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Displays interpersonal skills of communication and openness to feedback</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Engages in professional reflection about one’s clinical relationships with supervisees, as well as supervisees’ relationships with their clients</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 13d: Supervisory Practices

<table>
<thead>
<tr>
<th>13d</th>
<th>Readiness for:</th>
<th>Supervisory Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Is applying supervisory knowledge in research teams</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Provides helpful supervisory input in peer and group supervision</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 13e: Supervisory Relationships

<table>
<thead>
<tr>
<th>13e</th>
<th>Readiness for:</th>
<th>Supervisory Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates openness to feedback and willingness to engage in supervision</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates beginning establishment of effective supervisory relationships and working alliances with other students and peers</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Establishes relationships with supervisees that foster supervisee development, create a trusting environment, and facilitate positive client outcome</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 14: Advocacy

**Advocacy**: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level

<table>
<thead>
<tr>
<th>14a</th>
<th>Readiness for:</th>
<th>Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Is aware of people who are disempowered by the system and is engaged emotionally in attempting to promote better welfare for such people</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Has sought to promote better welfare for people who are disempowered by the system</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has expanded or deepened efforts to promote better welfare for people who are disempowered by the system and has a plan for doing so in the future</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14b</th>
<th>Readiness for:</th>
<th>Systems Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Is appropriately analytical about how to advocate for system change</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Is involved in making value-consistent attempts to promote system change for those in need</td>
<td></td>
</tr>
</tbody>
</table>
Competency 15: Teaching

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

<table>
<thead>
<tr>
<th>15a</th>
<th>Readiness for:</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>No expectation at this level</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates awareness of theories of learning and how they impact teaching</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15b</th>
<th>Readiness for:</th>
<th>Teaching Career (university career)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Take teaching practicum; observe teachers and analyze what one likes and does not like</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates knowledge of application of teaching methods</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Applies teaching methods in multiple settings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15c</th>
<th>Readiness for:</th>
<th>Teaching (Non-university career)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Builds capability to teach in psychoeducational or small group formats</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Can conduct consultations, psychoeducational groups, and other groups involving the systematic stimulation of learning.</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Has accumulated a portfolio of experiences in non-university teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15d</th>
<th>Readiness for:</th>
<th>Role of Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>No expectation at this level</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Is able to recognize that privilege comes with the power differential inherent in serving as a teaching assistant or instructor</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Is able to identify and monitor power differential with students to avoid exploitation</td>
<td></td>
</tr>
</tbody>
</table>

Competency 16: Interdisciplinary Systems

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

<table>
<thead>
<tr>
<th>16a</th>
<th>Readiness for:</th>
<th>Interdisciplinary Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Demonstrates openness to working with professionals of other disciplines</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals</td>
<td></td>
</tr>
<tr>
<td>ECP</td>
<td>Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals</td>
<td></td>
</tr>
</tbody>
</table>
### Competency 16b: Function and Role in Inter-Professional and Multidisciplinary Contexts

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td></td>
<td>Cooperates with others</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning</td>
</tr>
<tr>
<td>ECP</td>
<td></td>
<td>Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning</td>
</tr>
</tbody>
</table>

### Competency 16c: Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td></td>
<td>Demonstrates awareness of the benefits of forming collaborative relationships with other professionals</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>Develops and maintains collaborative relationships and respect for other professionals</td>
</tr>
<tr>
<td>ECP</td>
<td></td>
<td>Develops and maintains collaborative relationships over time despite differences</td>
</tr>
</tbody>
</table>

### Competency 16d: Understands Benefits and Limitations of Inter-Professional Systems

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td></td>
<td>No expectation at this level</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals</td>
</tr>
<tr>
<td>ECP</td>
<td></td>
<td>Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals</td>
</tr>
</tbody>
</table>

### Competency 17: Consultation

**Consultation**: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals, wherein the client may be an individual, group, or organization.

### Competency 17a: Role of Consultant

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

### Competency 17b: Addressing Referral Questions

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td></td>
<td>No expectation at this level</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions</td>
</tr>
<tr>
<td>ECP</td>
<td></td>
<td>Demonstrates knowledge of and ability to select appropriate contextually sensitive means of assessment/data gathering that answers consultation referral question</td>
</tr>
<tr>
<td>17c</td>
<td>Readiness for:</td>
<td>Communication of Consultation Findings</td>
</tr>
<tr>
<td>------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>No expectation at this level</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Identifies literature and knowledge about process of informing consultee of assessment findings</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17d</th>
<th>Readiness for:</th>
<th>Application of Consultation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum</td>
<td>No expectation at this level</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings</td>
</tr>
<tr>
<td></td>
<td>ECP</td>
<td>Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases</td>
</tr>
</tbody>
</table>

**Postscript on Remediation**

If a student needs to engage in remediation because it appears that the student is substantially impaired at carrying out competent acts as scientist, practitioner, or leader, then the faculty will work with the student to develop a remedial plan. Inability or unwillingness to improve to acceptable levels of competence suggests that the student’s continuation in the program be evaluated and termination considered.