Counseling Psychology Doctoral Student Handbook

Table of Contents

(August 2017)

Counseling Psychology Student Handbook
(August 2017)

Accreditation

The Counseling Psychology Ph.D. Program at West Virginia University is housed in the College of Education and Human Services. It is fully accredited by American Psychological Association to provide education and training leading to the doctoral of philosophy degree in Counseling Psychology.

Accreditation is a process that reflects the commitment of the institution to self-study, external-review by one's peers in seeking not only to meet professional standards but also to continuously seek ways in which to enhance the quality of education and training provided by the program. Next site-review: Fall 2017.

For more information please refer to:

The Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978
Email: apaaccred@apa.opg

Inclusivity

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

Health Service Psychology

In its July 31, 2013 meeting, the APA Commission on Accreditation provides the following statements pertinent to training in accredited programs:

> APA affirms that health service psychologists must be trained in APA/CPA accredited doctoral and APA/CPA accredited internship programs or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice.

> APA also affirms that graduation from an APA/CPA accredited doctoral and APA/CPA internship training program, or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice, be a prerequisite for licensure for independent practice as health service psychologists.

Additionally, in February of 2015 the APA Council of Representatives approved a new document known as "Standards of Accreditation" [SoA] in Health Service Psychology. The new standards go into effect beginning January 1, 2017. The program in Counseling Psychology at West Virginia University is firm and clear in its commitment to maintain its accredited status with the APA through these changes. Our self-study wad submitted during the spring of 2017 and follows the new standards. You will see reference to *Health Service Psychology* throughout this document, as that is the term the Commission on Accreditation has determined now replaces "professional psychology" as the new standards went into place January 1, 2017.

Program Aims

The aim of our doctoral program is to provide trainees the means to become competent Health Service Psychologists who, upon graduation, are ready for entry-level clinical practice and/or academic careers in the area of Counseling Psychology. To this end, the program requires trainees to demonstrate graduate-level understanding in discipline-specific foundations of psychological science to include history and systems of psychology, affective, biological, cognitive, developmental, and social bases of behavior. In addition, the program requires trainees to demonstrate competency in research design and quantitative methods as well as graduate-level knowledge that ". . . entails integration of multiple basic discipline-specific content areas (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior)."[IR, C-7D] In order to achieve readiness for practice at the entry level, the program requires trainees to become competent consumers, producers, and communicators of psychological research. Following SoA

implementing regulation C-8 D, the program expects trainees, upon successful completion of the program, to ". . . demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research." Trainees are further required to demonstrate profession-wide competencies in ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, consultation, and inter-professional/interdisciplinary skills.

The program at West Virginia University requires supervised practicum and internship experience ". . . working with individuals who are diverse with a variety of presenting problems, diagnoses, and issues." [SoA] Trainees are expected to integrate current science with practice. The program utilizes current evidence to inform all aspects and content of the training program as "science is core of health service psychology" [SoA].

Counseling psychology comprises a general practice approach to the provision of health services within Health Service Psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Preparation for the practice area of Counseling Psychology occurs at the doctoral and postdoctoral level.

Counseling Psychology centers on typical or normal developmental issues, as well as atypical or disordered development applied at the individual, family, group, system and/or organizational levels. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being and functional capacity, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychological disorders.

Building upon a core knowledge base of general psychology (i.e., the affective, biological, cognitive, developmental, social bases of behavior, as well as history and systems of psychology) common to the other applied specialties within Health Service Psychology, the competent and skillful practice of Counseling Psychology requires knowledge of career development and vocational behavior, as well as individual differences (including racial, cultural, gender, lifestyle, and economic diversity).

Client populations served by counseling psychologists can be organized along three dimensions: individuals,

groups (including couples and families) and organizations. Counseling psychologists work with individual clients of all ages such as children who have behavior problems; late adolescents with educational and career concerns or substance abuse problems; adults facing marital or family difficulties, career shifts, or overcoming disabilities; older adults facing retirement, loss, or age-related health concerns.

Counseling Psychologists work with groups in a variety of settings toward achieving solutions to these challenges, as well as toward improving personal and interpersonal functioning. Counseling psychologists also consult with organizations and work-groups to help provide a vocational environment conducive to improved human functioning and to enhance the ability of organizations to increase productivity and effectiveness.

Within this context, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situational influences (including the context of cultural, gender, and lifestyle issues) and the role of career and vocation on individual development and functioning.

The treatment foci addressed by the specialty of Counseling Psychology are varied and multifaceted and they include, but are not limited to:
- educational and vocational career/work adjustment concerns,
- vocational choice, and school-work-retirement transitions,
- relationship difficulties-including marital and family difficulties,
- learning and skill deficits,
- stress management and coping,
- organizational problems,
- adaptation to physical disabilities, disease, or injury
- personal/social adjustment,
- personality dysfunction, and mental disorders.

The procedures and techniques used within Counseling Psychology include, but are not limited to:
- individual, family, group and systemic counseling;
- behavioral and psychotherapeutic interventions;
- crisis intervention, disaster and trauma management;
- psycho-diagnostic assessment techniques;
- psychoeducational/preventive programming;
- organizational consulting;

- o program evaluation and treatment outcome;
- o training; clinical supervision;
- o test construction and validation; and methodologies for quantitative and qualitative inquiry.

Intervention procedures and techniques have as their focus change in client cognitions, feelings and behaviors, and may be preventive, skill enhancing, or remedial. The intervention procedures may range from short term or time-limited to longer-term approaches. At whatever level of intervention the program emphasizes ongoing integration of current evidence based best practices.

Our training model also fully endorses the statement found in the APA (2002) document "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists" in that we strive to:

> … provide psychologists with: (a) the rationale and needs for addressing multiculturalism and diversity in education, training, research, practice, and organizational change; (b) basic information, relevant terminology, current empirical research from psychology and related disciplines, and other data that support the proposed guidelines and underscore their importance; (c) references to enhance on–going education, training, research, practice, and organizational change methodologies; and (d) paradigms that broaden the purview of psychology as a profession.

 (See also Division 17 "About counseling psychologists" Available on-line at: http://www.div17.org/students_defining.html).

Counseling Psychologists adhere to the standards and ethics established by the American Psychological Association., available online at: http://www.apa.org/ethics/code/index.aspx

 Many of our graduates are employed in applied settings such as university counseling centers, private practice, correctional institutions, community mental health centers, hospitals, medical clinics, and rehabilitation agencies. Many graduates also have taken appointments in academic settings.

Competency-Based Training

The APA Commission on Accreditation has identified that training in Health Service Psychology should be competency-based. The program at West Virginia University has adopted an approach to training and evaluation that is competency-based. A complete discussion of the rationale and methods associated with competency-based training as adopted by this program can be found in subsequent pages of this handbook.

Program of Study

A total of 107 of post-Masters credit hours are required to complete the program. The coursework, scholarly, and applied elements of the program are distributed among five areas: (A) Discipline-Specific Knowledge – Category One — 15 credits, (B) Discipline Specific Knowledge – Category Two — 18 credits, (C) Profession-Wide Competencies — 41 credits, (D) Counseling Psychology Program Specific Elements — 12 credits, and (E) Clinical Training—21 credits.

In addition to course work and clinical training experiences, competency is also gained through graded Competency Learning Activities (CLA's). These learning experiences may or may be incorporated in particular courses in Counseling Psychology. CLA's may also occur outside of particular course requirements and are not registered as credit hours. CLA's along with clinical training evaluations, benchmark evaluations, comprehensive exam results, publications, presentations, and dissertation all comprise the student's competency portfolio. See Appendix R for a guide to CLA's.

The following is a list of the required courses and training elements for each of the four areas. Note: Unless specified otherwise, the courses listed are for three (3) credit hours.

Required Courses & Training Elements

A. *Discipline-Specific Knowledge – Category One*
A minimum of 15-credit hours are required taken from the five general domains listed below. (See Appendix A DSK-1 standards, training activities, and required minimum levels of competency).

Demonstrable competency in the theories and knowledge comprising these five areas is required by the American Psychological Association accrediting guidelines that state doctoral training in Health Service Psychology should be "broad and general" and at the same time at a level of graduate understanding. One course from each area is required.

1. History and Systems of Psychology:
   CPSY 745 History & Systems of Psychology

2. Biological Bases of Behavior:
   CPSY 750 -Physiological Psychology

3. Cognitive-Affective Bases of Behavior:
   CPSY 710 - Cognitive-Affective Behavior

4. Social Bases of Behavior:
   CPSY 735 -Social Psychology

5. Developmental Bases of Behavior
   CPSY 738 - Life Span Psychology

Courses may be available from the Psychology Department in the WVU Eberly College of Arts & Sciences that could be substituted for similar courses in Counseling Psychology listed above. These will be approved only in the instance of a critical scheduling conflict that cannot be resolved otherwise.

Some of these are indicated below. Please note it will require permission both of the Psychology Department and the Counseling Psychology faculty to substitute and enroll in any of the following:

PSYCH 721 - History and Systems
PSYCH 722 - Biological Aspects of Behavior
PSYCH 542 - Child/Adolescent Cognitive Dev.
PSYCH 733 - Stimulus Control & Memory
PSYCH 735 - Social Behavior
PSYCH 541 - Infant Development
PSYCH 543 – Child/Adolescent Social Dev.
PSYCH 544 - Adult Development and Aging
PSYCH 524 - Fundamentals of Gerontology
PSYCH 754 - Clinical Psychopharmacology
PSYCH 745 – Sem: Life Span Development

B. *Discipline Specific Knowledge – Category Two*
A minimum of 18-credit hours are required taken from the four general domains listed below. (See http://counseling.wvu.edu/counseling-psychology for DSK-2 standards, training activities, and required minimum levels of competency).
   1. Research Methods:
      CPSY 782 - Research Methods & Design

   2. Quantitative Methods:
      ED P 613 - Statistical Methods 1*
      ED P 614 - Statistical Methods 2**

   3. Tests and Measurement:
      ED P 611 - Measurement/Evaluation in

Educational Psychology

4. Advanced Integrative Knowledge of Basic Disciple-Specific Content Areas
   CLA 15 – Science Integration Paper
   CPSY 799 – Colloquium/Pro-Seminar – 6 credit hours are required, 1 credit hour for each semester (fall and spring) for the first three years of study. Please see the relevant section in the handbook for a description of the Pro-Seminar/Colloquium.

*Student who demonstrate advanced competency in quantitative methods, may petition to waive the first course in statistics. If the waiver is granted the student may enroll in the second statistical course (subject to instructor approval) and substitute a course in qualitative, mixed methods, or other advanced courses for the waived class. However, at least two courses in data analysis are required.

**In a similar fashion, a student could petition to waive the first statistics course and subsequently enroll in an advanced course in multivariate methods following completion of the second course in quantitative methods.

Courses may be available from the Psychology Department in the WVU Eberly College of Arts & Sciences that could be substituted for similar courses in CEHS such as those listed below:
PSYCH 511 - Research Design/Data Analysis I
PSYCH 512 - Research Design/Data Analysis II

These substitutions require permission of the training director, the relevant faculty in the Psychology Department and are subject to availability. These will be approved only in the instance of a critical scheduling conflict that cannot be resolved otherwise.

C. *Profession-Wide Competencies*
A minimum of 41-credit hours are required taken from the four general domains listed below. (See http://counseling.wvu.edu/counseling-psychology for P-W C standards, training activities, and required minimum levels of competency).
   1. Research:
      CPSY 781 – Research Practicum in Counseling Psychology (1 credit)***
      CPSY 797 – [Dissertation] Research 1-15 credits per Semester; 18-credit hours are required****
      CLA 1 - Psychological Science and Practice
      CLA 2 - Poster/Paper/Pubs
      CLA 3 - Literature Critical Review

CLA 5 – Dissertation Submission for Pub

***CPSY 781-This one credit requirement is for hands-on participation in research activities.

Students register for this course in spring semester of the 2nd year, however they must begin to accrue 90 clock-hours of approved research activity during the first semester of enrollment in the 1st year.

Forms for recording and reporting this activity are available on the web site. All activity hours must be completed by the end of spring semester in the second year.

These hand-on hours are designed to facilitate a beginning experience in research in psychology. Students may work with researchers within or outside the department. They may also assist advanced doctoral students with dissertation research. Course is monitored by the student's academic advisor and reported to the training director. The research preceptor must sign the documentation reporting the hours.

****Dissertation credit hours are typically spread over several semesters and are registered for until the total of 18 hours has been reached. Please note that students are limited to taking 16-credit hours per semester as imposed by the Graduate School.

Students are advised to plan carefully so that the 18 credit hours of dissertation are completed prior to leaving for internship.

Note: CPSY 797 credit hours are graded "P" except for the semester in which student intends to graduate. An "I" is entered on the transcript until the dissertation defense has been successfully passed and the graduate office has officially recorded the final acceptance of the dissertation into the library.

Please be aware that if the dissertation is not completed in the anticipated semester, students will need to register and pay for the next semester, unless it has been successfully defended prior to the end of the semester preceding graduation, and all other requirements [i.e., Internship] are also completed.

If additional credit hours are required to complete the dissertation, students must register for CPSY 795 *Independent Study*. If not completing internship, students must be registered for at least 1 credit hour each fall and spring to maintain active enrollment in the program. Summer registration is not required unless the student intends to graduate during the summer session.

One or more of the following courses may be recommended by the dissertation chair based on the student's research/dissertation interests:

  PSYCH 612 - Multivariate Analysis
  PSYCH 613 - Quasi-Experimental Designs
  PSYCH 611 - Single-Subject Research Methods
  ED P 711   - Multivariate Methods I
  ED P 712   - Multivariate Methods II
  ED P 713   - Designing Single Case Research
  C & I 791   - Advanced Study: Ethnographic
                   Methods
  SCFD 615   - Qual Research Methods
  SCFD 715   - Adv. Qual Research Methods

2. Ethical and Legal Standards:
    CPSY 780- Professional & Ethical Issues
    CLA 6 – State Law and Ethics Project

3. Individual and Cultural Diversity:
    CPSY 734 - Multicultural Psychology
    CLA – 4 Science Integration/Diversity Case
            Formulation

4. Professional Values, Attitudes and Behaviors:
    CLA 7 – Self as Instrument Paper

5. Communications and Interpersonal Skills:
    CLA 8 – Formal Oral Presentation

6. Assessment:
    CPSY 740 - Assessment of Psychopathology
    CPSY 764 - Intellectual Assessment (4 hours)
    Three hours in class, 1-credit hour assessment
    activities.
    CPSY 769 - Personality Testing and
    Interpretation
    CLA 9 – Personality Assessment Report
    CLA 10 – Intellectual Assessment Report

7. Intervention:
    CPSY 701 - Advanced Counseling
    Psychology Interventions

8. Supervision:
    CPSY 783 - Consultation & Supervision

9. Consultation and Inter-professional/
    Interdisciplinary Skills:
    CPSY 783 - Consultation & Supervision
    CLA 14 - Allied Health Project/Colloquium

C. *Counseling Psychology Program Specific Elements*
A minimum of 12-credit hours are required taken from the five general domains listed below. (See http://counseling.wvu.edu/counseling-psychology for CPSY standards, training activities, and required minimum levels of competency).

> CPSY 760- Introduction to Counseling Psychology
> CPSY 763 - Advanced Theories of Counseling Psychology
> CPSY 709 - Advanced Group Counseling
> CPSY 766 - Vocational Theory/Assessment
> CLA 11 – Vocational Assessment Report

D. *Clinical Training Elements*
A minimum of 21-credit hours are required taken from the five general domains listed below.

> C. CLINICAL TRAINING
>
> 1. Doctoral Practicum—9-credit hours
>
> CPSY 770 - Doctoral Practicum in Counseling Psychology* - A minimum of 9-credit hours equaling 600 clock hours at approved field placement sites is required. This must include 450 clock hours of intervention/assessment and 150 clock hours of face-to-face supervision with a licensed psychologist. At least one hour of supervision per semester must involve direct observation of your clinical work by your supervisor (e.g., video, in-person, one-way mirror). At least four semesters of practicum must be taken. Please refer to the section below **Practicum Training and Preparedness for Internship** for additional guidance regarding practicum hours.
>
> *Prerequisites include successful completion of CPSY 701 and 769 or equivalents. Students work with the training director to determine appropriate practicum placements each semester. A satisfactory "Readiness for Practicum" evaluation form must be in the student's file prior to placement.*
>
> CLA 12 – Strengths-based Case Formulation
> CLA 13 – Evidence Based Practice Demonstration
>
> 2. CPSY 772 Internship—12-credit hours A minimum of a full-time (12 months = 1 academic year). Students must apply for APA-accredited internship placement via the APPIC/NMS system.

Suggested Electives

CPSY 755 - *Applied Psychopharmacology*
This course is strongly recommended as it forms a part of the current knowledge base in psychology as examined on the EPPP. Numerous licensing boards also require a graduate course in this domain, and it is mentioned within Implementing Recommendation (IR) C-16 for doctoral programs training Health Service Psychologists.

Check with the training director for suggestions regarding other options from such programs as Counseling, Rehabilitation Counseling, Psychology; and Sport & Exercise Physiology.

Course Planning
The course of study leading to the PhD in Counseling Psychology nominally comprises five years following the Masters Degree. The general college and university guidelines suggest seven years or less as the optimum time frame for completing a doctoral degree at West Virginia University. The APA also recommends that the doctorate in psychology be accomplished in seven year or less. We are required to report our completion rates to the APA, and to publish them on our program website.

The program imposed an additional frame discussed more fully below under the heading **Comprehensive Exams and Degree Time Limits** that allows five years from the time of advancement to candidacy for the degree (i.e., passing the comprehensive qualifying examinations) to complete all remaining requirements: the predoctoral internship and the dissertation. As most students sit the qualifying examinations after the second year, this also tallies to a seven-year limit to complete the degree.

The primary reason for the time limit past the comprehensive examinations is due to the changing nature of the field. The course work and competencies demonstrated on the comprehensive examinations is only current for a specific period of time that will be superseded as new research and clinical findings emerge. We do not wish to certify doctoral students as health service providers whose knowledge base and practice experience have aged beyond a reasonable boundary of time and relevance.

In the first year the schedule consists routinely of the basic Counseling Psychology courses and statistics. Students are encouraged to complete the 90-clock hour requirement for CPSY 782 *Research Practicum* during the first year. See below.

Students in the 2017 cohort are provided with a "Suggested Program of Study". By following this

course sequence, you will be able to finish your required courses in timely and efficient manner. This will further ensure you will be ready to register for the Comprehensive Doctoral Qualifying Examinations prior to beginning the third year, and that your transcript will be complete when making applications for the pre-doctoral internship.

Finally there is the practicum and internship that must be considered. There is currently a deficit between the number of students applying and the number of internship rotations available; comprising several hundred students more than available rotations in accredited sites.

Some doctoral training programs are putting students up for internship with over 1,000 hours of practicum training accompanied by several hundred hours of supervision. To be competitive for the predoctoral internship, students must take into account these realities.

The minimum for our program is four semesters (9-credit hours) of practicum. Most students will meet the nine credit hour requirement by taking a series of practicum classes consisting of one or more credit hours until the minimum is reached. The number of required clock hours of various practicum-based activities is detailed below. In this regard please note that *credit hours* are used to track progress in your program of study, however *clock hours* refer to real-time activities at a practicum site such as interventions, assessments, receiving supervision, and report writing.

Please read this section very carefully and be sure you understand the requirements.

Practicum Training and Preparedness for Internship

At its mid-winter meeting on 9 February 2013, the Council of Counseling Psychology Training Programs (CCPTP) adopted a resolution clarifying expectations for practicum training and supervision in APA-accredited programs in order to be qualified to accept an internship. The analogous group in Clinical Psychology (CUDCP) approved a nearly identical document. The complete document can be found under the section on the predoctoral internship in this handbook.

Selected details of the CCPTP documents are provided below.
- Trainee's dissertation proposal has been accepted at the time of application to internship.

- Trainee successfully completed at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist…and included observation of the trainee's work.

Beginning 2013-14 academic training-year, the Counseling Psychology faculty has agreed to abide by the recommendations set forth by the CCPTP. See the section below on the Predoctoral Psychology Internship for further details of the CCPTP guidelines.

Doctoral Colloquia/Pro-Seminar

Two pro-seminars are presented each semester. All doctoral students are required to attend the departmental pro-seminars, and to sign up for one-credit hour of CPSY 799- *Colloquium* each fall and spring semester across the first three years of the doctoral program. This will mean six credit hours of CPSY 799 and attendance at 12 pro-seminars across the first three years of enrollment.

Attendance at all scheduled pro-seminars will be the criteria for successfully obtaining a passing grade of "S" (satisfactory) in CPSY 799. Exemptions from attendance for a specific colloquium will be made on a case-by-case basis, usually only for illness or emergencies, and approved by the training director. However, missed seminars must be made up and any substitute activity approved by the training director, preferably in advance of the anticipated absence when possible.

The topics and speakers for the first pro-seminar will be determined in consultation with the current doctoral students, and may include research presentations, current clinical issues, talks by local or regional clinicians and matters pertinent to the practice of Health Service Psychology.

The second pro-seminar each semester will consist of a faculty-wide/doctoral student symposium on a topic of science integration chosen annually by the core faculty in consultation with doctoral students. Early in the semester each student will be given a reading list germane to the integration topic for the year and will be expected to discuss the readings at the symposium. During their third year, each student will present a brief paper on the annual science integration topic.

The schedule for the pro-seminars will be determined in the fall and spring, and in conjunction with the doctoral

trainees. The dates will be announced as the presenters are confirmed.

Practicum or work obligations must give way to attendance at the pro-seminars, as they are not optional but a required element of the program of study.

Suggested Sequence of Study for 2017 Cohort

§Optional sequences

1st Year:

Fall-2017
CPSY 760 *Introduction to Counseling Psychology*
CPSY 763 *Advanced Theories* of *Counseling Psychology*
CPSY 769 *Personality Testing & Interpretation*
CPSY 799 *Colloquium/Pro-Seminar* (1cr)
ED P 613 *Statistical Methods I*

Spring-2018
CPSY 701 *Adv. Counseling Psychology Interventions*
CPSY 764 *Intellectual Assessment* (4 cr)
CPSY 780 *Professional & Ethical Issues*
CPSY 799 *Colloquium/Pro-Seminar* (1cr)
ED P 614 *Statistical Methods II*

Summer-2018
§CPSY 770 *Practicum*
§ED P 611 *Tests and Measurement* – required

2nd Year:
Fall-2018
CPSY 782 *Research Methods & Design*
CPSY 750 *Physiological Psychology*
CPSY 734 *Multicultural Psychology*
CPSY 770 *Practicum*
CPSY 799 *Colloquium/Pro-Seminar* (1cr)

Spring-2019
CPSY 709 *Advanced Group Counseling*
CPSY 755 *Applied Psychopharmacology* [elective] §
CPSY 781 *Research Practicum* (1cr)
CPSY 770 *Practicum*
CPSY 799 *Colloquium/Pro-Seminar* (1cr)

Summer-2019
§CPSY 770 *Practicum*
CPSY 766 *Vocational Theory & Assessment*
 [Doctoral Comprehensive Qualifying Examination in August]

3rd Year:

Fall-2019
CPSY 735 *Social Psychology*
CPSY 740 *Assessment of Psychopathology*
CPSY 745 *History & Systems*
CPSY 770 *Practicum*
CPSY 799 *Colloquium/Pro-Seminar* (1 cr)
Dissertation Proposal Passed

 [Internship Application 2020-2021]

Spring-2020
CPSY 710 *Cognitive-Affective Behavior*
CPSY 738 *Life Span Psychology*
CPSY 770 *Practicum*
CPSY 799 *Colloquium/Pro-Seminar* (1 cr)
CPSY 783 Consultation/Supervision

Summer-2020
§CPSY 770 *Practicum*
Internship—if ready

☑4th Year:
CPSY 770 *Practicum*
Defend Dissertation
Internship—if ready
[Internship Application---2021-22]

 Please be aware that the general timeline of course offerings is not amenable to ad hoc changes to meet individual student needs as the program of study has to satisfy the scheduling needs of over 30 persons at any given time, as well as APA accrediting guidelines. Any changes to an individual's program of study must be reviewed and approved by the faculty.

☑4TH Year Option: Students may wish to take an additional year of practicum and apply for the predoctoral psychology internship to commence in the 5th year of study, rather than the 4th. For the 2016 cohort under this option, internship application occurs fall 2019. This requires a petition to the faculty, and if approved, will typically carry the caveat that students are advised to complete the dissertation, including final defense, before departing for internship.

Evaluation of Coursework from Master's Degree

Course substitutions can sometimes be made for work completed at the master's level. This is an unusual circumstance, however, and the burden is on the student to establish the course taken is a) no more than 5 years in the past; and b) equivalent to the relevant course in our doctoral program. The decision to allow such substitutions rests with the training director in consultation with the doctoral faculty.

Students interested in course substitution must complete the form *Substitution Coursework from of Master's Degree*: Doctoral Program Planning (Appendix B) in order to delineate the courses taken in theories of counseling and psychotherapy, counseling techniques, and tests and measurement. This planning form is also used to determine what courses in the psychological foundations have been taken at the master's level (i.e., history and systems, social, biological, cognitive-affective, and individual bases of behavior). For any course taken at the master's level for which substitution is sought, students are to provide the following information: college or university at which the course was taken, course number, course title, course syllabus, name of professor (licensure status, membership status in APA), a list of major texts or readings, and a brief course description. There is a maximum of 12 credits that can be waived.

Please be aware the courses counted towards a prior degree, cannot be counted towards the 107 credits required by the PhD in this program. **Therefore waived courses do not reduce the total number of hours required to complete the doctorate. Rather, more elective choices are open to the student who has a certain number of course substituted.** (Students who wish to apply for this substitution must complete the evaluation form prior to the end of the first year.)

Incomplete Policy

When it is necessary to take an "incomplete" in a course, the following University policy will be followed:

"When a person requests an incomplete from an instructor in a course, an agreement for completion of the coursework must be done. Please note that the policy is that the coursework should be completed within the following semester. A grade of "incomplete" ("I") should be given to a student when the instructor believes the course work is unavoidably incomplete (e.g. due to illness, family emergency, etc.) or a supplementary examination is justifiable. Incomplete grades should not be given to students who have stopped attending class, who have never attended class, or who are **trying to improve their grades by being granted additional time to complete the work of the course, particularly students who are earning grades of C or below.** Neither should an incomplete be given unless the student has contacted the instructor to explain the circumstances of the unavoidable delay or absence. A grade must be recorded on the official transcript each time a student registers for a class.

Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the incomplete. If the student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor regarding how and when the work will be completed." The *CONTRACT TO REMOVE GRADE OF I* form can be obtained from the office staff in 502 Allen Hall for completion.

An exception is made for CPSY 770 *Practicum* as circumstances beyond the student's control may make it impossible to complete all the requirements for a given semester in a timely fashion. Students should strive, however, not to make every effort to complete each semester's practicum requirements by the end of term.

Note: All incompletes, with the exception of CPSY 797 *Dissertation Research/*CPSY 795 *Independent Study*, must be removed prior to application for internship, which typically occurs in the fall of the third year.

When incompletes or other course accommodations are requested due to health or disability status, the student will be asked to produce verification of the condition to the instructor and the training director. This is especially critical when classes are missed due to illness. The course instructor has the right to require verification of the condition/illness if the student is asking for extensions, make-up work, etc.

Students with disabilities who anticipate requiring accommodations must apply through the appropriate university channels at the Office of Accessibility Services. Available on-line at: http://accessibilityservices.wvu.edu.

Phone: (304) 293-6700 Voice/TDD: (304) 293-7740
FAX: (304) 293-3861
Email: access2@mail.wvu.edu

Absence due to Military Service

Guidelines for Absences Due to Military Service Requirement

In accordance with the "Veteran Friendly" designation, WVU faculty may allow students who are members of the US Armed Forces (including the National Guard and Active Reserve) to make up tests and assignments that are missed during a semester if the student is officially called up for military service requirements for a limited period; and if the delayed coursework completion will not irreversibly impact the students' ability to appropriately master the required subject matter. Absence due to required military obligation should not exceed a cumulative amount of three weeks, and the students should follow the appropriate protocol as presented below.

Class Absence Due to Military Service

West Virginia University is a "Veteran Friendly" institution and as such recognizes its obligations to students who serve in the US military. Although there is a university expectation that all students attend all of their classes, the choice to serve in the military should not negatively impede academic progress and faculty members should be responsive to the needs of our students who choose to serve in the military. The WVU community has many students who serve in the National Guard or Active Reserve. As an institution, WVU recognizes that there are times when Armed Forces students need to miss class (normally for up to three weeks) due to call-ups for military service during a semester.

This section outlines the guidelines and the appropriate steps to follow should a student be obligated to miss class due to official military service requirements. Prior to entering into an agreement with the student regarding the missed coursework due to a proposed absence associated with military obligations, the faculty member must first evaluate if the absence timing and/or duration imposes an inability to complete the course successfully.

Should the faculty member determine that missing classes and the associated work for the duration of the absence would negatively impact grades or the likelihood of a successful course completion, the student should meet with his or her advisor immediately to determine the appropriate course of action.

Should the faculty member and the student agree that special accommodations and flexibility could provide the opportunity for the student to successfully complete the course, a written agreement between the student and the faculty member will be finalized that incorporates a formal student plan of action.

Once an agreed upon student plan of action is in place, if the plan is followed, students will not be penalized for absences due to a military service requirement. The plan of action may require that all course requirements be completed within the semester of the absence, or may permit that an incomplete grade be issued for the semester of the absence, with stipulated and agreed upon subsequent completion dates and requirements for the student.

If the student and faculty member are unable to reach a resolution, the student may then approach an academic advisor, the department chair, and the dean for further discussion and guidance.

Students are responsible for:
a. Notifying faculty members of such circumstances as far in advance as possible;
b. Providing documentation to the course instructor, vetted by the Veterans Advocate office, to verify the reason for the absence;
c. Furnishing the time and date of the planned absence to the faculty.
d. Completing all course requirements and meeting the agreed upon plan of action.

Instructors are responsible for:
a. Providing reasonable accommodations or opportunities to make up examinations or other course assignments that can impact the course grade;
b. Grading the student with an Incomplete for the course if, in the opinion of the instructor, the volume of the course work cannot be completed by the student in the time left in the semester.
c. Developing a plan with the student to complete the required course work for a letter grade.

Residency Requirement

West Virginia University requires that students complete a residency defined as two consecutive semesters in which students are enrolled for 9 hours each. **Note: You must meet this requirement prior to leaving campus for internship.**

Minimum Enrollment
In any term during which a graduate student is using University libraries or research facilities, consulting with graduate committee members, or completing a thesis or dissertation (including the thesis or dissertation defense and submission of the ETD), the student must enroll for at least one hour of graduate credit. Students who take courses intermittently may be excused from such continuous enrollment if they are not using University facilities or consulting with faculty while they are not enrolled.

However, students formally admitted to candidacy for graduate degrees are required to register for at least one credit hour each fall and spring term as a condition of their continued candidacy. Individual programs may also require summer enrollment.

By pursuing a degree, such persons by definition are utilizing University services, facilities, and other resources, including faculty expertise; this situation continues in cases where students have completed all required coursework and are working on a thesis or dissertation. Candidates for graduate degrees who fail to maintain continuity of enrollment may be dropped from candidacy.

Students who have completed all requirements for a degree (including the thesis or dissertation defense and submission of the ETD) prior to the beginning of the term of graduation do not need to enroll during that term.

Other Program Elements

Funding & Financial Aid
Financial support for doctoral study in Counseling Psychology is not guaranteed for students offered admission. Securing appropriate and adequate funding for at least three years of full-time residential study ultimately devolves upon the individual student.

A small number of departmental Graduate Assistantships are available for qualified students. Students may inquire and apply for these positions via the departmental secretary. Selection and appointment is by the Department Head in consultation and conjunction with the program faculty.

Like most Graduate or Teaching Assistant positions offered through West Virginia University, these appointments carry full tuition waivers for the fall and spring semesters and a monthly stipend. Typically tuition remission for the summer session following the regular academic year of the appointment is not covered unless it is initially specified as a 12-month position. Please check with your GA supervisor to determine if your GA will cover summer tuition.

Other department and programs in the university also offer GA/TA positions for which students are encouraged to apply. Positions in Admissions, Gerontology and Undergraduate Advising have often utilized doctoral students from our program.

In addition the Carruth Center for Psychological & Psychiatric Services typically has three (occasionally four) GA positions available as a part of their practicum training program. Applications are made through their training director in the spring of each year.

Students should be aware that a "GA" offered by a practicum site or outside educational institution will likely not provide tuition remission for credits taken at WVU. If you secure a paid practicum or other GA/TA type position outside of the university, be careful to inquire and ascertain if tuition waivers are part of the financial package accompanying the offer. Typically, they are not.

A certain number of extra-mural scholarships are also available such as the W.E.B DeBois Scholarship and funding from the Southern Regional Educational Board. Applications for these merit-based awards are available through the Office of Graduate Studies.

Finally, the department has a limited number of "tuition remission waivers" from the college that it may grant based on student need taking into account the financial situation for that year in the university. The department cannot award tuition waivers for the summer term, as noted above.

Note that APA-accredited internships, discussed more fully below, carry a stipend, usually in the $15,000-$24,000 range for a year's internship appointment.

Student Files
All necessary documentation pertaining to a trainee's progress in the doctoral program is kept in the student files in the 502 Allen Hall Suite. Students may review their files at any time during regular department

business hours (8:45 a.m. to 4:45 p.m.) with permission from departmental administrative staff (office manager, department head, training director).

Caveat Discipulus: Student Beware—always retain an electronic and/or written copy of any program materials, papers, forms, etc., that you submit to an instructor, the training director or the administrative associate.

Tracking System

A tracking system is used to help students and faculty monitor student progress in the doctoral program. The system utilizes the Doctoral Program of Study in Counseling Psychology: Program Completion Form (see Appendix C), a document which is continually updated by the student and which includes local address and phone number, colloquia attended, and courses completed in the psychological foundations, research and statistics, and Counseling Psychology core areas. Commonly known as the *Tracking Form*, it also includes information about the locations of practicum sites and the number of contact hours completed.

Students are responsible for keeping the tracking form up-to-date by completing the required information at the end of each year. Suggested timelines for completion of the various requirements of the program can be found in the Academic Checklist at the end of this narrative. The form is available from the program website here: http://counseling.wvu.edu/counseling_psychology/future_students/admissions/current_students/handbooks_forms.

During the fall semester of 2017 and into the spring of 2018, the program will be in the process of converting all record keeping as well as tracking of competency outcomes to a digital platform. As this technology comes online, students will be provided ample instruction on how to use the new system.

Collaborative Research

In addition to the research practicum required for the second year students, students are encouraged to become involved in collaborative or team-oriented research.

Computer Literacy

All students are expected to acquire basic computer literacy skills prior to the time they present the dissertation prospectus for approval. At a minimum, students should be familiar with basic "canned" statistical programs such as *SAS* and *SPSS*, as well as

with a word processing system such as *Microsoft Word*. Students can acquire such expertise either through formal coursework or through more informal training provided the Learning Center on the fourth floor of Allen Hall.

Note: The computers located at various stations in the Allen Hall offices 502-504 are reserved for the use of our Graduate/Teaching/Research Assistants for work specific to their departmental responsibilities. They are not to be used by others students for class preparations, paper writing, Emailing, surfing the Web or other personal projects.

All University students will be assigned a computer account (MIX account) for access to the WVU system and e-mail. This account information is contained in the student's letter of admission from the Office of Admission & Records.

University policy requires that all communication from the program, including from instructors to students, must go via MIX. So be sure to check your Mix account regularly. You can setup MIX email to be forwarded to another account, but the program will always reply to your MIX account.

Course Evaluations

Students evaluate all courses in which they are enrolled at end of the semester. Professors may use either the traditional paper and pencil method or an online program designed for that purpose. Students are asked to assess the degree to which the content described in the course syllabus matches the content actually presented in the course as well as other important aspects of the course and its instruction. Students who are concerned about the adequacy of a course in addition to discussion with the instructor, training director and/or department chair may follow the steps listed in the Grievance Procedures for making a formal complaint.

Policy on Employment

The faculty recognizes that many students may be employed while they are enrolled in the doctoral program. The departmental expectation is that the employment will not conflict with the program of study to the degree that students' education is negatively impacted.

To maintain program integrity, none of the APA-accreditation standards, guidelines and requirements can be changed to meet a particular student's special circumstances. Although timelines can be adjusted to a

certain degree, all students must completed the program of study described and delineated in this handbook in order to attain the PhD in Counseling Psychology from West Virginia University.

Practicum Training

Overview
A practicum is an intensive, supervised, practical experience in the provision of psychological services. Practicum experiences are provided in field-based service settings such as college counseling centers, community agencies, and health psychological service providers.

Practicum is, by design, a graded and sequential series of applied clinical experiences the goal of which is the attainment of a range of competencies that will prepare the student for a pre-doctoral internship in professional psychology.

Students may enroll in 1-4 credits of practicum each semester, including summer. As discussed above, 9-credit hours of practicum must appear on the official transcript, across at least four semesters.

Based on the CCPTP resolution adopted by the WVU CPSY faculty, trainees in Health Service Psychology must successfully complete at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist. **Under the new Standards of Accreditation for Health Service Psychology, each semester, at a minimum, on-site supervision must include at least one hour of direct observation of the trainee's clinical work. Observation can be by video tape, one-way mirror, or via direct in person observation. Audio tape is insufficient to meet the requirement of supervisor direct observation of trainee clinical work.**

If a trainee completes four semesters of practicum, ordinarily taken in the fall and spring of both the 2nd and 3rd years, signing up for 3-credit hours for each practicum course, will meet this requirement. If a trainee elects to complete practica during summer sessions, or to follow the 4th-year option, it will be possible to complete the 9-credit hour minimum by signing up for fewer credit hours in a given semester.

Because the credit hour and the clock hour are not isometric, trainees must consider how to meet the practicum training expectations for internship eligibility across the number of semesters of practicum they register for, making sure the 9-credit hour minimum required by the program of study is satisfied.

There is no maximum credit hour allotment for CPSY 770, but registering for more than 9-credit hours is not necessary, however trainees may only participate in a practicum rotation if they are registered for at least 1-credit hour of CPSY 770. If you complete the assignments for a given practicum semester, you will receive a "P" grade for however many credits you registered for.

Trainees should strive to maximize the number of intervention/assessment and supervision hours they accrue across however many semesters of CPSY they register for [as long as the credit hour total is 9 or greater]. A typical rotation requires 10-15 clock hours on site. Across a nominal 12-week semester, a trainee could then accrue a maximum of around 180 clock hours.

Four semesters of practicum would thus allow a trainee to gain a total of 720 clock hours, easily meeting the 600-clock hour program requirement. In addition, it should be possible to gain the expected 450 intervention/assessment hours and the 150 formally scheduled individual supervision [450 + 150 =600] in four semesters of practicum.

Completing the 720 total clock hours mentioned above, and subtracting the 600 client service plus supervision hours, allows for 120 additional on-site hours devoted to report writing, administrative duties, etc. Obviously, if a trainee elects the 4th year option, or registers for more than four semesters of practicum, these minima will be easily exceeded.

Trainees are advised that competition for APA-accredited internship rotations is very keen, indeed. One of the key factors in determining a successful match is the number of direct service hours, assessments and integrate reports an applicant reports on the internship application. Our current standards as described in this handbook will stand any internship applicant in very good stead to be competitive in *The Match*.

Practicum Policies

Background Checks: Students should be aware that criminal and sex offender background checks might be required by a practicum site or internship placement. The costs associated with such background clearances will be borne by the student or the agency, as its regulations require.

If for any reason you believe you will fail a background check for criminal or sexual offenses, you should immediately consult with the training director.

Although the presence of such offenses might not automatically necessitate dismissal from the doctoral training program in Counseling Psychology, advice from faculty and other professional organizations (including legal counsel) may be sought to determine the best course of action for a student with a criminal and/or sex offender background.

However if a background check precludes you from completing the applied elements of the program, your course of study will be terminated.

Grading: The P/F (Pass/Fail) grading system is used for practicum courses. "F" grades are assigned for violations of ethical behavior or unsatisfactory performance at a placement site as shown on the practicum evaluation form.

Incomplete Policy: Students are responsible for completing all the requirements of practicum including necessary paperwork in a timely fashion. In addition to receiving an "I" in practicum when requirements are not completed, the training director may not allow a student to enroll in additional hours of practicum until all necessary paperwork is completed satisfactorily.

Employment and Practicum Policy: The American Psychological Association discourages doctoral practicum placement at a student's employment site (current or past employment). This position is based on the value placed on diverse placement settings by APA doctoral internship sites, and commensurate with a focus on training rather than merely increased work experience.

Our program recognizes the existence of situations that might mitigate this policy. It is the program's position that doctoral students may complete a maximum of six-credit hours of practicum at an employment site, under the following conditions:

1. At least 50% of the weekly practicum time must be under an approved clinical supervisor who is not the student's regular employment supervisor. Typically the clinical supervisor is required to be a licensed psychologist.

2. The balance of supervision must be conducted by a program-approved clinical supervisor.

3. At least 50% of the clinical activity must be discernibly different from the regular clientele, responsibilities, and activities encountered as part of the normal employment assignment.

4. The balance of the activities must conform to APA practicum standards as defined in this handbook.

Rationale: The practicum is viewed as an *educational & training* experience that is unique and differentiable from routine employment activities. The student should have new experiences not encountered "on the job". A majority of program faculty are required to approve a student using their employment site for practicum. At least one practicum (3 credit hours) must be completed at an approved site not associated with the student's work history.

Upon the majority vote of program faculty, students who lack requisite counseling and other clinical skills may be required to remediate this lack through a program developed approved by the faculty.

Eligibility

Students normally take field-based practica during their second and third years of training, although some students with limited clinical background may also take a field-based practicum at the master's level during the first year of coursework as advised by faculty.

Succeeding practica can be taken in the same or in different settings, depending upon the student's prior work experience; and internship and career goals. A list and description of practicum sites is available from the training director. Students are generally advised not to complete all of their practica in one setting under one supervisor.

Application

The training director (and faculty member arranging practicum if not the training director) meets with all students during their initial year of coursework to review the practicum process, to answer procedural questions, and to discuss potential practicum sites.

Practicum site selection must be initiated by each student by March 15 of the year prior to which they plan to enroll in their initial field-based practica.

Readiness for Practicum

The training director in conjunction with the faculty will evaluate each trainee's readiness for practicum using the Competency Benchmarks documents for this level as will be discussed in full below. Trainees must receive an average of 2.0 or better across the benchmark items for this level designated as "Readiness for Practicum".

See also the section below discussing the "Readiness for Internship" level of the benchmarks that establishes the required number of assessment/intervention hours and direct supervision hours to be accrued in practicum training to be approved to apply for the predoctoral psychology internship.

If the benchmarks are met, the training director or designee makes initial contacts with sites listed by students on the practicum applications. Students should not contact sites on their own until they have verified with the training director that this initial contact has been made or unless permission is given by the training director or practicum coordinator.

When placement at a particular site is approved, the training director notifies the student. Students are not permitted to enroll in practicum until receipt of this notification. Students dissatisfied with any aspect of this process may discuss their concerns with their advisor, training director or the practicum coordinator. Students may appeal any decision to the using the Grievance Procedures outlined in this handbook.

The training director also provides each site with a letter of agreement to be signed by the program representative, the site, and the student, along with a copy of the Counseling Psychology Practicum Objectives (see Appendix F). This letter serves as a contract among the site, the student, and the department. A copy of this agreement is given to the student. A sample copy can be found in Appendix G.

Attendance

All students enrolled for practicum for less than 3 credit-hours must inform the training director in advance, and develop an attendance and evaluation plan acceptable to the practicum instructor.

Liability Insurance Coverage

Before a student may begin providing service at a practicum site, proof of professional liability insurance coverage must be on file with the training director.

The simplest and perhaps most cost effective method to secure adequate coverage is to apply with *The Trust*, an provider associated with the American Psychological Association Insurance Trust. There is a special fee structure for graduate students in psychology. The current cost is $35.00 per year for a $3,000,000 aggregate and $1,000,000 per incident coverage.

Students are not required to use this service, but are encouraged to do so as part of their developing relationship with the national professional organization.

Responsibilities

Prior to beginning a practicum, each student is given a Doctoral Practicum Agreement (Appendix H) to complete, sign and return to the instructor of practicum. This agreement delineates the following student responsibilities during the course of practicum training:

1. Demonstration of professional demeanor and behavior.

2. Adherence to APA ethical principles, site guidelines and policies, and legal statutes regulating professional practice.

3. Attendance at the site during the specified hours and at all scheduled supervision sessions and departmental practicum meetings.

4. Timely communication with practicum supervisors about clinical, ethical, supervisory or other related problems.

5. Demonstration of an acceptable level of counseling and assessment related competencies.

Documentation

The Practicum Log is a three-part document which serves as a record of client contact hours (Part I), other practicum-related activities (Part II), and formally scheduled individual and group supervision hours (Part III), in addition to supervisor credentials. Students are responsible for completing the practicum log for submission to the instructor of the practicum course at the end of each semester. No identifying client information should be recorded in the log. Copies of blank logs are available on the department website

(http://counseling.wvu.edu/counseling_psychology/futu
re_students/admissions/current_students/handbooks_for
ms), and are enclosed in Appendix I.

An MS Excel spread sheet is available for download
from the program website that will allow students to
track their practicum hours, supervision, training
activities and diversity statistics and compute the totals.
This program is currently maintained by the University
of Kentucky which strives to keep it up to date with the
latest tracking information reported as part of the pre-
doctoral internship application. It can be downloaded
here: http://education.uky.edu/EDP/content/student-
forms#cp_forms

There are a variety of other forms that accompany
practicum training and that must be included for each
semester of training. All these may be downloaded
from the program website as note above.

Evaluation

All practicum supervisors complete the Counseling
Psychology Practicum Student Evaluation form
(Appendix J) at the end of each semester's rotation.
These forms should first be reviewed with the students
and then provided to the instructor of the practicum
course where they are reviewed and then retained in the
student files along with copies of the logs.

The practicum instructor then assigns a practicum grade
(S/U grading) to the student. Students likewise fill out
an evaluation sheet providing feedback to the training
director regarding the suitability of the site, training
experiences and quality of the supervision. All these
forms are available on the program web site.

Practicum Training and Internship Readiness

The Council of Counseling Psychology Training
Programs (CCPTP) adopted a uniform set of
expectations that specifies the minimum clinical
experience required to proceed to internship. This
standard was passed by the CCPTP in Feb. 2013.

As already noted, to be ready for the predoctoral
psychology internship, a trainee needs to have
completed a minimum of 450 face-to-face, program-
sanctioned, doctoral practicum hours of
assessment/intervention that includes evidence-based
practice and at least 150 hours of supervision by a
licensed psychologist. Other expectations will be
discussed under the section on internship below.

Doctoral Committee

Upon admittance into the Counseling Psychology
program, all students are assigned a member of the
Counseling Psychology core faculty as a temporary
program advisor. Prior to the end of the second year
(by May 15), a dissertation chair must be chosen and
the Doctoral Committee must be selected. This
committee has four functions: (1) to approve the
student's plan of study, (2) to approve the student's
dissertation prospectus, (3) to admit the student into
doctoral candidacy, and (4) to administer and approve
the final dissertation defense and attest to the document
readiness for submission to the Electronic Theses and
Dissertations Office of the library. Relevant
information can be found on-line at:
http://thesis.wvu.edu/.

Doctoral Committee Structure

The committee consists of a minimum total of four
members, including a Chair, who must be chosen from
CEHS Department faculty and have *Regular Graduate
Faculty Status*. ("Regular" in this instance refers to
status granted by the graduate school representatives in
the college to faculty who meet certain requirements for
scholarly activity in their chosen fields.) Three (3)
committee members must have *Regular Graduate
Faculty Status* in CEHS. At least two (2) members
must be Counseling Psychology faculty members.

Chair – must be a member of the Counseling
Psychology core faculty, who is *Regular Graduate
Faculty Status* in the CEHS.

Note: If you wish to have an associated faculty
member (i.e., Counseling or Rehab faculty member)
serve as your chair, you must make a request with
rationale in writing to the CPSY Training Director, who
will then seek approval from CPSY core faculty
members.

Member #1 – a member of the core Counseling
Psychology faculty who has *Regular Graduate Faculty
Status*.

Member #2 – if the Chair is not a member of the core
Counseling Psychology faculty, then Member #2 must
be a member of the core Counseling Psychology faculty
who has *Regular Graduate Faculty Status*. Otherwise,
Member #2 may be any CEHS faculty member who has
Regular Graduate Faculty Status.

Member #3 − must be from a program other than
Counseling Psychology. This could be an outside
member with professional relevance to the dissertation
topic (e.g., Carruth Center psychologists or a faculty

member from Counseling, Rehab, Ed Psych statistician, Clinical Psychology, Chestnut Ridge Hospital psychologists, etcetera).

Student should be aware that the committee chairperson and other members of the doctoral committee serve at their own pleasure are not assigned or obligated to serve on the committee. Once constituted and subsequently approved by the Registrar, the doctoral committee becomes the sole arbiter of the scholarly component of the student's progress towards the doctoral degree.

All matters regarding the scientific integrity and value of the research, as well as determining the state of readiness of the manuscript for final submission to the library, rest with the committee. There is no higher authority.

The full document defining a doctoral committee can be found in the appendices to the handbook and on the program website.

Comprehensive Examinations

Overview
The comprehensive examinations are evaluations in essay format, administered over a two-day period, which have as their purpose the demonstration of a student's competency to synthesize and integrate knowledge thus far acquired in the doctoral program.

The doctoral faculty members use the examinations as diagnostic tools in an effort to assist students in attaining the necessary standards of competence. Students must pass the comprehensive exams before applying to potential internship sites or submitting the dissertation prospectus to the doctoral committee for review.

Eligibility and Application
Students must complete all required Counseling Psychology coursework offered during their first two years of matriculation, including the research practicum, before they can take the comprehensive exams. Students should check with their advisors to be certain that all prerequisites have been met. Examinees must apply in writing to the training director *no later than by the end of fall semester their second year* in order to sit for the comprehensive exams administered in August the coming year.

Schedule for Administration
Comprehensive exams are scheduled once each academic year, in mid-August just before fall semester begins.

Examination Content and Procedures
Examinees should report to The Learning Center lobby at 8:15 a.m. on the first examination day. Each examination day will be divided into a morning session from 8:30-11:30 a.m. and an afternoon session from 1-4 p.m., during which students will complete responses to examination questions as described below.

Ordinarily students will write the comprehensive exams on a computer using MS Word. After the end of each session of writing, files will be saved to a secure medium, and printed copies placed in the students' file kept by the training director. Students are permitted to handwrite the exams if they prefer.

Should a student require accommodation to sit for the exams due to disability; he or she should apply to the training director two weeks in advance of the scheduled comprehensive examinations to determine the manner in which the accommodation is to be provided. Any other major accommodations must be approved via the Accessibility Services Office as described above.

The training director will conduct an orientation session before the end of May for those requesting to sit for the qualifying examination in August of the same year.

Students will be given 10 questions six months ahead of time, covering a range of pertinent material. They will have a total of 4 examination sessions, over a two day period. Each session they will be given one of the 10 questions to answer.

Questions tend towards the complex, and will generally focus on more than one area of Counseling Psychology competency at a time, and thus will not be sufficient merely to list studies or provide general overviews of the topic at hand. The student will be expected to analyze, synthesize and evaluate diverse bodies of information that will provide a comprehensive, rigorous and creative response to the questions posed in the examinations. In order to understand the implications and expectations of these terms you may wish to review Bloom's Taxonomy of Educational Objectives (Bloom, B.S. (Ed.), 1956). See http://www.coun.uvic.ca/learn/program/hndouts/bloom.html.

The primary purpose of the examination is to demonstrate the synthesis of one's broad knowledge in Health Service Psychology.

Sensitivity to and awareness of multicultural issues relevant to any of the questions posed should be reflected in your responses.

Sample Essay Questions

1. The history of psychology is characterized by numerous schools of thought and theoretical orientations. Discuss how this history has contributed to the development of Counseling Psychology as described by Division 17 of the APA. (This is a history/theory area question)

2. Some authors argue that the many different approaches to therapy can be categorized into one of the following: psychoanalytic/neoanalytic, existential/humanistic, and behavioral. What factors contribute to the differences among these orientations? What implications result from these theoretical differences in terms of supervision strategies? (This is a practice area question.)

3. Describe at least three client populations that counseling psychologists consider to be especially difficult to treat. Explain why this is so. What approaches to counseling/psychotherapy provide skills and knowledge specific to the treatment of these conditions? What is it that they provide? (This is a practice area question.)

4. Most psychologists believe that it is important to have a theoretical orientation in therapy. The orientation provides a systematic approach to the treatment. What are the ethical issues involved when a therapist adheres to a given theoretical approach and uses only the techniques associated with the one orientation? Describe the use of a particular therapeutic orientation with a specific type of client and enumerate the possible ethical issues involved. (This is a crossover question between professional and practice areas.)

5. You are a newly licensed psychologist, recently employed in a rural mental health center in Appalachia. One of your recent referrals is a member of a fundamentalist church who consistently ascribes his depression and anxiety to the "workings of demons in our midst."
   - Identify the psychological, social, cultural and spiritual dimensions of this case.
   - Identify an evidence-based treatment that could be used in treating this client.
   - Are there any ethical concerns involved in this case?

Scoring
Each student essay is read by two faculty members Readers provide a brief written evaluation of each response and assign a numerical rating using the following point scale:

> 0 = Fail
> 1 = Fail
> 2 = Fail
> 3 = Pass
> 4 = Good
> 5 = Excellent/Pass with Distinction

The scoring rubric for the comprehensive essays is given below:

5
Writer demonstrates a thorough, articulated, and nuanced understanding of the subject. Fine distinctions and shades of meaning are readily discerned. Knowledge and skill are demonstrated virtually without error. Moreover, the writer can apply this understanding flexibly, as in detecting connections between ideas that on the surface may seem distantly related, in combining thought forms to solve demanding problems, and in producing a coherent, sensible, and sensitively-interpreted product. Performance is marked by thorough knowledge, comprehensiveness and insight.

4
Writer demonstrates a strong mastery of the domain. Errors are uncommon and genuine understanding is demonstrated. The writer demonstrates the beginnings of creative or insightful applications of the knowledge. Performance should be marked by solid understanding and a facility with content, connections, and applications.

3
Writer shows a solid grasp of important concepts and applications, but lacks a certain fluidity and flexibility with ideas. Performance is likely to be marked by some errors and a lack of comprehensiveness. Certain relevant knowledge, concepts and connections are omitted.

2
Writer shows only the beginnings of what can properly be called understanding. Performance is marked by a lack of knowledge, comprehensiveness, and depth of thought. Errors of fact or inference will be found in responses. Overall, the proficiency indicated is that of the beginner.

1

Writer shows only the most rudimentary knowledge of the subject. There are large gaps in understanding. Responses will either be minimal or, if extended, will contain errors throughout.

0
No response or insincere attempt.

Their scores are averaged from both readers in order to determine a final score for each response. If the mean of the two scores is below 3, and there is a discrepancy of more than 1.5 points between the ratings of the two readers, a third reader is assigned to determine the grading of the question. The mean of the scores from all three readers will determine the final evaluation of the question.

Passing Scores:

Each essay must receive a score of at least 3.0 averaged across all readers to pass.

The training director provides feedback by Email to each student once the preliminary scores are recorded. The Email will indicate the scores for each essay and the results of the examination. Questions requiring additional work will be indicated.

The completed written examinations and the faculty members' evaluations of them are placed within the student's files.

Remediation & Reexamination

If a question does not receive a passing score, the student will be required to respond to the second option that was originally supplied for that question. It may be that several questions will need to be reexamined in this fashion if they do not receive passing scores on the initial sitting.

If all questions, including those reexamined, do not receive passing scores, the student will have failed the first attempt at the comprehensive examinations.

Students who fail the comprehensive exams must be reexamined within 1 year following the initial examination. Prior to the second attempt to pass the comprehensive examinations, the faculty may require additional coursework and/or experience in the relevant areas.

The second attempt will be governed by the same policies and procedures outline above for the first attempt. It can occur at the next scheduled

administration, or at a time of mutual convenience for student and readers.

Two consecutive failures will result in a recommendation for a student's dismissal from the program of study.

The faculty in Counseling Psychology retains the final authority regarding student dismissal, subject to review by the Department Head and Dean of the College.

Students may file grievance if they feel such a decision was made unfairly or inappropriately. See the relevant section in this handbook on grievances.

Doctoral Candidacy

Students are admitted to candidacy (i.e., become *doctoral candidates*) only after the comprehensive examinations are passed. At that time, the Admission to Candidacy form (Appendix M) is completed and submitted with related documentation to the Student Advising Office.

Once the Admission to Candidacy form is filed, students must enroll for at least one credit-hour each semester (fall and spring) for the remainder of the time required to graduate. Students do not have to register for summer terms unless they plan to graduate in August.

Admission to candidacy for the degree is a significant and critical milestone towards the PhD. It signifies that the faculty believes the student is ready to pursue an independent, scientifically rigorous research project leading to an original scientific contribution to the field. At this stage of the program the student may refer to himself/herself as a "Doctoral Candidate".

Copies of all completed forms are kept in the student files.

Comprehensive Exams and Degree Time Limits
Because the comprehensive examination attests to the academic competence of the student who is about to become an independent researcher and/or practitioner, the examination cannot precede the conferring of the degree by too long a period of time. **Consequently, doctoral candidates are allowed not more than five years in which to complete the remaining degree requirements.**

The training director via the annual review letter and other communication will keep each student clearly apprised of his or her progress towards the degree, including the status of the 5-year limit discussed above.

If extraordinary circumstances intervene, such as serious medical conditions, a death in the immediate family, military service (as documented above), or similar highly critical events, that prevent a trainee from completing the degree in the specified time, a request for an extension can be made. An extension is not considered routine, and if petitioned, will require review and analysis by the training director and full faculty.

In this regard please be aware that the program faculty may not automatically grant an extension of the 5-year limit. Although it may support the request following its review, the decision to extend ultimately rests with the Provost's Office.

The procedures and policies for this are covered in the university graduate catalog found here: http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#timelimitstext, and are also included below for your review.

Doctoral Degree Time Limit to Completion

Doctoral candidates are allowed no more than five years in which to complete the remaining requirements of their program after being admitted to doctoral candidacy. The rationale for this limit is to insure that students earning a doctoral degree have current knowledge (no more than five years old) in their field. In the event a student fails to complete the doctorate within five years after admission to candidacy (calculated from the beginning of the academic term following admission to candidacy), an extension may be requested. The extension may be requested before or after the candidacy period expires, but only after the student repeats the program's examination for admission to candidacy or an alternate procedure (approved by the student's college or school dean or designee) for assessing the student's academic competence and current knowledge in their field of study. If appropriate, the student may be expected to retake or revalidate courses (using the procedure described for master's students) in order to insure that the student's subject knowledge is up-to-date. A request for an extension of time in order to complete degree requirements must be submitted by the student's college or school dean or designee to the Associate Provost for Graduate Academic Affairs and must include the following:

- A statement documenting the circumstances that justify the request. Include information about any leaves of absence approved for the student.

- A description of the procedures followed to insure the student's academic competence and up-to-date knowledge in the field of study (repetition of the admission to candidacy examination or alternate procedure).
- A timeline by which the student is expected to complete remaining degree requirements, including a final deadline by which all degree requirements must be completed.
- Evidence of endorsement of the request from the student's advisory committee and the office of the dean.

Details of the Extension Procedures within the College of Education and Human Services

The following steps should be taken in pursuing an extension:

1. The student should consult with his/her Chair to discuss the situation and reasons for the extension request.
2. The Chair and committee should determine if there is sufficient justification for an extension and, if so, determine how the student's knowledge will be assessed to determine whether the student's knowledge is current in the field. Generally the competency exam is to be retaken; however, other evidence showing that the student's knowledge in the subject matter is current may be considered. In some cases, courses may need to be retaken or other requirements fulfilled. <u>Recertification must be successfully undertaken before an extension can be effected, even if supported by the faculty.</u>
3. Once the student has demonstrated current competence in the field of study, a formal request for an extension can be assembled by the student and submitted to the student's doctoral chair and committee members. The student should include the following details in the written request: (a) a statement on why circumstances justify the extension and a summary as to the work completed; (b) evidence that the student's knowledge in the field of study is current; and (c) a specific and realistic timeline for completion of each task that will lead to successful completion of the dissertation.
4. If the student's Chair and committee members believe the request is justified, evidence must be provided that the committee endorses the request for an extension. The request should

then be submitted to the student's Department Chair.

5. With the Department Chair's endorsement, documentation from (3) and (4) are then submitted to the CEHS Associate Dean for Academic Affairs who will review the request and supporting documentation to determine if the College will support the request. If so, the Associate Dean will write a statement of support and submit it along with the other supporting documentation to the Associate Provost for Graduate Academic Affairs who provides final approval for the extension.

6. If the request for an extension is approved at all levels, the student will be required to adhere to the timeline completion date that was proposed or the extension is withdrawn and the student is dismissed from the program.

7. Notification of the approved extension is then submitted to the Chair of the student's doctoral committee, the student's Department Chair, and the CEHS Advising Office for data recording**.**

If the extension is approved, the following new timelines will apply to complete the program of study.

1. If the candidate has not yet proposed the dissertation, 18 months will be granted to in which to complete all aspects of the doctoral research, including its acceptance by the ETD office in the library.

2. If the candidate has an approved dissertation proposal, he/she will have 12 months in which to produce a final draft, successfully defend it and have it accepted by the ETD office in the library. However, the dissertation committee may, at its discretion, require some updates to the proposal, for example, if the literature review is too aged, or the provisions for the IRB submission have changed.

If the relevant timeline cannot be followed, the trainee's program of study will be reviewed for termination at the close of the allotted time. Students are referred to the grievance section of the handbook if they feel such a decision were unfair or inappropriate.

Dissertation

Overview
The dissertation is an independent research project conducted by the doctoral candidate. It is a guided learning experience that introduces a PhD candidate to advanced scholarship and prepares him or her to conduct research without supervision in future professional endeavors.

It must be understood that no prescribed course of study, sequence of courses, or range of applied experiences, however excellently completed, can serve to qualify a student for the doctoral degree.

This highest scholarly accolade is reserved for those who, by reason of intellectual effort, conceptual rigor, perseverance, and the highest academic integrity, prove they are capable of conducting and expounding an independently conceived research project.

The writing standard for this task is exceptionally high and students are advised to expect several drafts of each chapter to be submitted and returned for further work before an acceptable draft is achieved. Because this process can be very time consuming and intensive, students are further advised to plan well in advance such matters as job interviews, post-doctoral fellowships or other professional or personal initiatives that depend on the awarding of the degree.

Whether the student works alone or on a team, the research project should be an original, theory-driven investigation characterized by rigorous methodology and capable of making an original contribution to the scientific knowledge about the topic under study. Only the doctoral committee can determine when a draft can be considered final and ready for submission to the library office of electronic theses and dissertations.

The College of Education and Human Services, as well as the Graduate School, have established time-lines and policies to ensure adequate time is available to committee members to review and comment on drafts of the dissertation. Please be aware that your personal circumstances, however acute or critical, cannot justify rushing committee members to complete reviews of your work. Typically one should allow a committee member at least two weeks to review and comment on a preliminary draft of the prospectus.

The process of completing and submitting the final draft of the dissertation can be fraught with unexpected concerns and delays even under the best of situations. As a result, guaranteeing a specific time for graduation may not be possible, as it will solely depend on the readiness of the manuscript, as well as the availability of the members of the doctoral committee.

The study can be quantitative, qualitative or of mixed methodology, and the subjects can be from any age or population group. Students must complete at least 18 credit-hours of CPSY 797 *Research* in order to graduate.

Note: Students must not register for more than 18 credit-hours of CPSY 797. If additional hours are required to complete the dissertation, candidates should register for CPSY 795 *Independent Study*.

Scheduling of Proposal & Defense Meetings

Dissertation proposal/prospectus and defense meetings must be scheduled during the academic year, which dates typically fall in mid-August to mid-May. The exact dates are supplied by the university general academic calendar available on-line.

Summer Session

Students should be aware that program faculty might not be available during the summer session. Therefore students should not expect their dissertation committee chair or other committee members to be available during the summer. If all committee members are willing, a proposal meeting can be scheduled during summer session, but such an event will be at the discretion of the individual committee members.

Specifically, please note that the final, oral defense cannot be scheduled during the summer under any circumstances.

The final oral defense should be scheduled in the early spring or fall of the semester the student hopes to graduate—allowing ample time for the finalizing of the manuscript for submission to the library. The graduate school publishes the dates for this process on the relevant WVU web site: http://thesis.wvu.edu/.

Refreshments

Students are NOT permitted to provide refreshments at either the proposal or defense meetings.

Procedures

Goals and times for completing each phase of the dissertation should be mutually developed by the student and the Chair and reported on the Dissertation Plan form (see Appendix O). This form serves as a tool to plan, monitor and document student dissertation progress. It is completed for each semester that the student is enrolled for the dissertation credit. These phases include review of the literature, solidification of research questions and methodology, Institutional Review Board Protocol Statement, proposal defense, pilot study, data collection, data analysis, and oral defense.

Before a student can start collecting data, the student's committee must approve the prospectus [see below], and the Institutional Review Board for the Protection of Human Research Subjects (IRB) must approve the submitted Protocol documents. In addition it is necessary to gain IRB approval specific to any pilot studies or data gathering related to pilot studies before they are begun.

All policies and procedures for obtaining Institutional Review Board (IRB) approval are available on-line through the Office of Research Integrity and Compliance at: http://oric.research.wvu.edu/. The software currently in place for IRB submission is called *WVU+kc*. Training resources for its use are provided via the website above.

Only faculty may be designated as *principle investigators* on the IRB protocol, and only they can formally submit it via the WVU+kc website.

Note: All researchers, students or faculty, must have a current ethical compliance certificate (CITI) on file with the IRB in order to submit or be identified as personnel on a protocol. The details are available here: https://www.citiprogram.org. Periodic updates are required.

Working through the IRB submission and review process can be long and arduous; students are advised to plan accordingly and to work closely with the dissertation chair in completing this vital and necessary step toward completing the doctoral dissertation.

The Prospectus

The dissertation prospectus is the written proposal for a scholarly and rigorous investigation of critical aspects of the theory and practice of Counseling Psychology. Furthermore, it provides the scientific and philosophical rational for the study of a substantive question in the field. It is essentially the body of the dissertation minus the actual data, results of the data analyses and conclusions. As such it will require considerable effort, persistence and initiative to complete successfully. Candidates must anticipate that this component of the dissertation will likely require 9-12 months.

Students are advised not to leave this vital and indispensable aspect of the doctoral program to the last minute before applying for internship as faculty may be unavailable on short notice and it may take several readings and editorial sessions before a defense of the prospectus can be scheduled. Students should begin working towards identifying a research area and potential questions in their first year of study in the doctoral program.

Please be aware that a student may not submit a rank-order list for internship unless he/she has successfully

proposed the dissertation. Not only does this allow the program to provide tuition support during the internship year, but become increasingly common for internship site only to interview candidates who have an approved prospectus. The training councils in both Clinical and Counseling Psychology have recently adopted this standard.

The following suggested timeline is provided relevant to the year in which the student wishes to commence the predoctoral internship. Students are encouraged to propose well in advance of these guidelines whenever possible.

October 1—the dissertation chair has read and approved the prospectus and agrees it is ready to go to the whole committee. If the student is consulting with a committee member who is serving as a methodologist or content specialist, copies of the relevant portions of the prospectus will naturally be shared with him or her as part of preparing a draft for the committee as a whole.

November 1—the prospectus should be received by the dissertation committee. Copies of the prospectus must be received by the committee **TWO weeks prior** to the scheduled defense.

Meetings should be scheduled for two hours. As far as is possible, the meeting should be scheduled with all members present. Under no circumstances will a meeting be held with less than four members present. If a faculty member cannot be present, he or she should provide written feedback to the student and the dissertation chair at least one working day prior to the meeting. The prospectus meeting is closed to all but the candidate and the committee.

At the dissertation proposal meeting, the prospectus is approved, approved with changes, or rejected by the student's doctoral committee. If rejected the student will follow the committee's directions and work with the chair to submit a new or modified proposal.

After the prospectus has been approved, the student files the Doctoral Approval of Prospectus form (Appendix G) with the Student Advising Office.

If applying for internship please observe the following restriction: **You must have an approved dissertation proposal by the deadline to submit a rank-order list for Phase I of the match on the date given by the National Matching Service for the year you are applying. All critical information relevant to the Match can be found here: https://www.natmatch.com/psychint/.**

The Final Examination and Oral Defense

Once the prospectus has been approved, and IRB review completed, the candidate can proceed to collect the specified data and proceed to analyze and write up the results. The candidate should provide the chair with timely updates as the *analysis, results* and *discussion* chapters of the dissertation are developed. When the chair feels these sections are ready, the candidate will forward a copy of the entire dissertation to the doctoral committee for review. At that time the candidate should canvass the committee members for available dates and times to schedule the final, oral defense. Be aware that five committee members must be present in some form for the final defense meeting. See below for details.

The *Shuttle Sheet* (Appendix P, pg. 80) and a <u>final </u>copy of the dissertation document <u>must be delivered to committee members</u> **THREE weeks prior** to the <u>agreed upon final defense date</u>.

At the delivery time of the final copy of the dissertation, the committee members, <u>and the Department Head</u>, must sign the *Shuttle Sheet* which must be turned into the Office of Student Advising <u>three weeks </u>prior to final defense date.

One committee member, but not the chair, may be substituted at the defense. If these dates are not observed, the graduate school may cancel the final defense and require it to be rescheduled according the guidelines in the Registrar's office.

See the electronic document referenced at the end of this section for further details about the administrative procedures involved in awarding the doctoral degree.

At the dissertation defense meeting the candidate presents his or her research to the doctoral committee and any interested university faculty and/or students. The final defense is considered a public event by the university, flyers and invitations will be posted in Allen Hall.

Candidates are free to invite friends and family members to this meeting. However be sure to inform the administrative staff of the number you anticipate might attend, to make sure a room of sufficient size has been reserved. [Remember: no refreshments <u>in the meeting</u>.]

The WVU library Electronic Theses and Dissertations Office advises that the final defense should occur at least a month prior to its published deadline for

submitting an approved final draft to the library. This will allow time for any final corrections or changes required by the doctoral committee to be completed before the ETD deadlines.

Also bear in mind the committee has to have the final draft in hand 3 weeks prior to the meeting. This suggests allowing something like two months' lead-time from the end of fall or spring semester in which you hope to graduate for the final draft to be ready for the committee.

However if you hold a successful final defense by the end of spring semester, and your committee is amenable, you may proceed to make any corrections and changes during the following summer session in order to graduate by the end of the relevant summer. The ETD office provides deadlines for a summer submission as well on its website. You will need to be registered for at least 1 credit-hour during that summer in order to graduate. If committee has not approved the final draft by the summer session deadline, you will need to submit during the subsequent fall semester, observing those deadlines and registration requirements.

Policies and procedures at the defense meeting.

The final defense consists of two distinct but related procedures, each with its own requirements and documentation.

In the first of these, the *oral presentation*, the committee must determine if the candidate has been able to explain and justify the approach taken to the research question or questions and to present and interpret the findings based on the data analyses. The committee may pose certain questions or ask for clarification as part of the question and answer portion of the defense.

The committee will excuse the candidate at the close of the oral presentation to deliberate. Four of the five members must vote to "pass" the oral defense. If passed the appropriate document is circulated among the members of the committee for their signatures. Once signed the successful outcome along with the signed warrant is forwarded to the Registrar and a date for the successful defense is recorded in the candidate's file.

If there is more than one dissenting vote, the candidate may request a re-examination, which must show cause and be approved thereupon by the Dean of the College. If the request for re-examination is denied, or there is a subsequent failure, the candidate's program of study will be terminated.

In such an instance, the student may file a grievance with the department and college if he or she believes the results or procedures to be biased, unfair or out of compliance with the general requirements as given in the graduate catalog in force for that year. If the grievance is upheld the student will be directed to consult with the training director, dissertation committee and department head regarding an appropriate course of action to reinstate the program of study. If it is not upheld, the dismissal from the program will be final pending review from the Office of Provost.

The second element of the final examination is the determination of the manuscript's readiness for submission to the library's Electronic Theses and Dissertations Office. As a result of the questions posed and answers provided during the oral presentation, the committee may wish to see certain changes or corrections incorporated in the final draft before it is submitted to the library.

These changes may be minor and/or few in number. In that case, some or all committee members, excepting the chair, may sign the document readiness form at the meeting, and charge the dissertation chair with insuring the recommended changes are incorporated in the final draft.

If the recommendations are more substantive or numerous, committee members may withhold their signatures from the document readiness form until they have reviewed the next draft and are satisfied that it meets their expectations and adheres to the requisite scientific and scholarly standards. Only when all members of the committee and chair have signed the document readiness form can the student proceed to submit the manuscript to the library.

Please see: http://www.libraries.wvu.edu/theses/ for the guidelines and procedures for submitting the manuscript. Be aware that the library must approve of the form and format of the manuscript and may require the candidate to emend elements of the document in order for it to be approved.

When the library accepts the final manuscript the candidate and the chair are so informed.

A summary of the requirements, policies and procedures leading to the awarding of the doctoral degree at West Virginia University may be found in the Graduate Catalog at: http://coursecatalog.wvu.edu/r/download/87625.

Consult Appendix S of this handbook for more information.

The Dissertation Manuscript

WVU Electronic Dissertation Archives
As discussed above all current dissertations must be presented in electronic format to the library's office of Electronic Theses and Dissertations: http://thesis.wvu.edu/.

This website covers virtually every aspect of manuscript preparation and submission. Please review the information provided there most carefully. The ETD office retains final control over the manuscript, and it may send the manuscript for formatting or other reasons. Only when the library formally accepts the manuscript, and so informs the candidate and chair, is the process complete.

A packet of detailing the submission process is available on the website. Candidates should download this, and carefully follow all of the instructions and guidance contained therein.

Candidates should be aware that the manuscript format in all of its aspects, except where superseded by the university's requirements, must adhere to the style and publication guidelines found in the latest (currently the 6th) edition of the *Publication Manual of the American Psychological Association*. Students should obtain a personal copy of this text upon matriculation as all classroom papers and projects must likewise follow its recommendations.

The manual also contains a wealth of information regarding scientific prose, clear writing, and publication requirements for APA and other professional journals.

Typical Structure of a 5-Chapter Dissertation

Preliminary Pages—numbers are lower case Roman
- Title Page – *counted but not numbered*
- Abstract – *numbered*
- Signature Page – *counted but not numbered*
- Copyright Pages (*optional*) – *counted but not numbered*
- Dedication *(optional)* –*numbered*
- Acknowledgments (*optional*) – *numbered*
- Table of Contents – *first page counted but not numbered, additional pages are numbered*
- List of Tables *(if applicable)* – *numbered*
- List of Figures *(if applicable)* – *numbered*

Ch 1. Introduction

- Introduction to the research—historical, theoretical and conceptual background.
- Definitions of important terms or concepts
- Statement of the problem/purpose of the study
- Research questions or hypotheses derived from the problem

Ch 2.
- Review of the Literature—the literature relevant to the research questions being posed are discussed and analyzed. The purpose of the literature review is to demonstrate how theoretical and empirical scholarship from the last five to seven years has lead to the need to clarify and answer the candidate's research hypotheses.

Ch 3.
- Methods and procedures (subjects, variables, etc.)
- Psychometric properties of any scales, instruments, etc, use for data collection.
- Statistical procedures for displaying/analyzing data

The proposal/prospectus includes the foregoing and the reference section. The preliminary pages are not required.

Ch 4.
- Results (including tables and graphs)

Ch 5. Discussion of the results and their implications

Closing pages:
- References
- Appendices (if needed for supplementary material)
- Current student vita

The 4-Chapter Dissertation
An alternate format for the dissertation typically known as the *APA Journal Article Format* may be submitted. In this model chapters 1 and 2 of the traditional format are combined into a single chapter that simultaneously sets forth the theoretical elements of the proposed research and provides scholarly and empirical justification via a review of the selected literature.

It has both strengths and weaknesses compared to the traditional format. For a discussion and comparison with the traditional 5-chapter format see the following electronic document available at the Texas A & M College of Education and Human Development: http://epsy.tamu.edu/journal-article-format.

Publication

In consultation with the committee chair, the student must draft a manuscript based on the dissertation for submission to a pre-approved refereed journal for publication review once the ETD office has accepted the final draft of the dissertation. Submission of the dissertation manuscript for publication is a prerequisite for graduation. The manuscript does not have to be accepted for publication in order to graduate, but must be submitted.

Consistent with the Principal 8.12 of the Ethical Principles of Psychologists (published by the American Psychological Association), "publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions.

Major contributions of a professional character made by several persons to a common project are recognized by joint authorship, with the individual who made the principal contribution listed first.

Minor contributions of a professional character and extensive clerical or similar nonprofessional assistance may be acknowledged in footnotes or in an introductory statement."

The Pre-Doctoral Psychology Internship

Overview

The pre-doctoral internship is a full-time (rarely two half-time, requires approval of the training directors), 12-month applied field experience for doctoral candidates. Internships provide students with the opportunity to take responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structure.

Students must seek internships in APA-approved settings consistent with our accreditation standards. Internships should be related to students' professional objectives as well as to the goals of the Counseling Psychology program. All APA-accredited internships are paid staff positions; the salaries are listed in the APPIC directory as discussed below.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) has taken primary leadership in promoting and standardizing pre-doctoral internship training in the U.S. Their website is the single most comprehensive resource for pre- and postdoctoral training currently available. The APPIC home page is found at: http://www.appic.org/.

Two of most important aspects of this website are the *directory* which lists all APA-accredited pre-doctoral psychology internships in the US, and the *APPI*—the application portal for such internships. The directory is only available in electronic format, and applications may only be submitted via the electronic portal. There are fees associated with applying for pre-doctoral internships that are payable to APPIC.

Note: The APPIC directory also contains *APPIC-Listed*, but not APA-accredited internships. Typically these are programs that are in the process of applying for, or are under review for accreditation by the APA. In order to apply to an "APPIC-listed, but not APA-accredited" internship, please consult with the training director.

In the fall of each year, the training director meets with prospective interns to guide and assist them in preparing and submitting the application for internship via APPIC.

Eligibility

Students are eligible to apply for internship when the following conditions have been met:

1. Core faculty agree that the student is ready for the internship experience. This is a formal review and requires the appropriate competencies listed on the Benchmark document have been reached. The APPIC application also requires signing of an affidavit of readiness and integrity by the training director that is submitted electronically to APPIC.

2. Successful completion of all required coursework, defined by a grade of B or better, and endorsement of clinical skills by practicum supervisors (see Student Retention and Termination). If a student receives a grade of less than a B, the doctoral committee, or prior to its formation, the training director will explore and determine remediation options.

3. Removal of all incompletes except for CPSY 797 *Dissertation Research* (or CPSY 795 *Independent Study*).

4. Satisfactory completion of the comprehensive exams.

   6. Approval of the dissertation prospectus by the doctoral committee.

In addition the faculty has adopted the following policy approved by the CCPTP in February of 2013:

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

Policies

The West Virginia University Counseling Psychology Program does not support internships at the student's employment site. Internships at these sites will not be approved. The internship is a unique educational and training experience; it is distinct from employment site activities.

We support APA's position of encouraging diversity in experience and training. In this regards completing all of one's practica and internship in the same setting is discouraged.

1. It is the policy of the doctoral Counseling Psychology Program that all students complete APA-accredited internships. It should be understood upon entering the program that this requirement typically necessitates relocating to another geographic area in order to obtain a position in an APA-accredited program. Under particular circumstances, and based on petition of the faculty, permission may be granted to seek an internship that is not APA-accredited.

2. Students are encouraged to apply to a minimum of ten (10) APA approved internship sites. If a student is not matched with any site after both Phase I and Phase II, he/she must consult the training director to determine how to proceed.

3. Should there be an exceptional circumstance (undue hardship on the student, multiple attempts to acquire an APA internship, etc.) with the approval of the Core faculty the student may apply for and complete a non-APA accredited internship.

4. If a student is given permission to apply for a non APA-accredited internship, it will be incumbent upon the student and the site supervisor that the activities and training experience provided therein be consistent with the standards of the Association of Psychology Internship Centers (APPIC). The training director will assist and guide the student and the site supervisor in developing the internship program such that it will approximate, to the degree required by the faculty, the training received at APA-accredited internships.

   Students cannot complete their doctoral studies in Counseling Psychology without a satisfactory evaluation from approved, 12-month, fulltime pre doctoral internship. If a student is unable to obtain an approved internship, either via the APPIC Match or post-Match vacancies, or through

developing an acceptable alternative site; the student's program of study will be terminated.

(See below for a discussion of termination, remediation and due process.)

5. Once a student is "matched" and has accepted the internship, the contract cannot be changed or rejected except under the most exceptional circumstances such as severe, debilitating illness or a death in the immediate family. Proof of such circumstances may be required.

6. If a student is dismissed from the internship program for any reason, his or her program of study will be placed under review. If the reason for dismissal should prove to be due to ethical violations, criminal convictions, or egregious unprofessional conduct, the student will be dismissed from the doctoral program.

   If the termination from the internship program is due to failure to attain competency, the faculty will take under advisement if remediation should be considered and if so, a suitable plan for doing so will be developed. If remediation is not possible such that a student can satisfactorily complete the internship requirement, he or she will be dismissed from doctoral training.

   If the reasons are medical, or circumstantial, as described above, the student may reapply in a subsequent year. However under no circumstances can the PhD in Counseling Psychology be awarded without a satisfactory internship experience that meets all the necessary standards and guidelines.

Other Issues Germane to the Internship

To minimize the costs of registration during the internship year, students are advised to register for 1 credit-hour the first summer, five credit-hours each for fall and spring and a another 1-credit-hour for the final summer semester—12 credit-hours of internship (CPSY 772) are required. Do not register for more—or less!

Students should be aware that the evaluation and determination of competence during the internship are solely within the provenance of, and subject to, the authority of the internship site training director.

The evaluation of the internship from the doctoral program's perspective is based on providing "pass/fail" grade each semester. A grade of *P* is given to the Registrar for all but the final semester unless the

internship training director has informed the program of unsatisfactory performance.

For the final semester of the internship, a grade of *I* is recorded until the internship is completed to the satisfaction of the internship training director and a final evaluation and certificate of completion are received by the Counseling Psychology program.

Prospective interns should further be aware that the actual matching of the internship sites with applicants is done via the National Matching Service, which is a separate organization from either the APA or APPIC-- (see: http://www.natmatch.com/psychint/index.htm.) This is a computer-based process and requires registration and payment of a separate fee.

Due Process

Rationale
Psychology training programs must sensitively balance student rights with their responsibilities to the profession and to the public. They have a special responsibility to continually assess the progress of each student in order to facilitate growth and positive change.

In accordance with the accreditation policies of the American Psychological Association, the program recognizes the importance of its responsibilities to (a) set standards, (b) monitor the work of its students, and (c) be accountable to fellow professionals and consumers. It also acknowledges the need to protect the rights of students and to respond appropriately to them. This involves specifying relevant criteria and pertinent variables that students are expected to address, assessing adequate progress on these dimensions, and identifying failure to achieve competency in areas that require remediation.

Guidelines for Due Process
The following procedures are followed in establishing due process for students: They are expanded upon in the sections that follow.

1. Students are given, in the form of this handbook and other relevant documents, the program's expectations relative to professional functioning, adequate progress, the achieving of competence, and the conditions under which a student may be terminated from the program.

2. Procedures for evaluation are stipulated, including when and how the evaluations will be conducted. Such evaluations occur at meaningful intervals.

3. Various procedures and actions involved in making decisions regarding impairment are articulated. Individuals involved in such decisions are not in conflict-of-interest situations.

4. A remediation plan for identified inadequacies is in effect. Included is a time frame for expected remediation and the consequences for failing to rectify the inadequacies.

5. A grievance procedure is provided by which the student may appeal the action of the training program faculty.

6. Input is used from multiple professional sources when making decisions or recommendations regarding trainee remediation.

7. The motivations for specifying students' rights are primarily to: (1) ensure students equitable treatment and full opportunity to achieve the goals of the program, and (2) to protect the institution, the public, and the profession.

8. When applied to the training program, due process also includes fair methods of assessing student performance, reasonable evaluative criteria, and an established grievance procedure.

Comprehensive Evaluation of Student Competence

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

To provide a framework for the evaluative process, the faculty has adopted the 2009 competency benchmark document developed by several leaders in the field as the guiding influence in determining students' progress towards the degree. (Kaslow, N.J., Grus, C.L., Campbell, L.F., Fouad, N.A., Hatcher, R.L., Rodolfa, E.R. (2009). Competency assessment toolkit for professional psychology. *Training and Education in Professional Psychology*. Vol 3(4, Suppl), Nov 2009, S27-S45. doi: 10.1037/a0015833.)

The assessment toolkit for using the competency benchmarks is continually undergoing development and improvement. During the process of self-study for re-accreditation (self-study submitted May 1, 2017), core CPSY faculty members reconfigured the competency benchmarks to a formulation that better serves the needs of our program. The new format is entitled Behavioral Observation of Competency Scales (BOCS), which can be found at our program website at: http://counseling.wvu.edu/counseling-psychology

Numerous supporting documents and information about competency based training in Health Service Psychology can be found on the APA website here: http://www.apa.org/index.aspx. Search the site using the phrase "competency benchmarks".

Overview of the competency-based evaluation model

The benchmarks document (BOCS) focuses on three levels of trainee competency, (1) *readiness for practicum*, (2) *readiness for internship*, and (3) *readiness for entry to practice.* At each successive level the competencies are evaluated are higher levels as part of the "graded and sequential" nature of doctoral training in professional psychology defined by the APA.

Therefore the competencies are outlined and behaviorally anchored for each of the timeframes defined by the document as described above. There are 16 competency domains, each with at least one, and sometimes up to five items representing finer components and more specific attributes and behaviors that make up the larger domain. The specific data sources for each competency are described and provided on the form.

On the forms a narrative component is also included for each general domain in which the faculty and supervisors may add comments or provide recommendations.

The faculty under the oversight of the training director who will sign the evaluation form, will evaluate each

student. Either the student's advisor or the training director will be responsible for meeting with each trainee to go over the evaluation.

The trainee will also sign to indicate the information in the evaluation was conveyed appropriately. In the instance wherein a trainee feels some element or elements of the evaluation were inaccurate, the standard appeal and/or grievance procedures will apply as outlined in the Counseling Student Doctoral Handbook.

The metric suggested by the document developers for evaluating the benchmarks is a qualitatively grounded scalar and is shown below:

[0] *Not at All/ Slightly*	[1] *Somewhat*	[2] *Moderately*	[3] *Mostly*	[4] *Very*.

Readiness for Practicum

This evaluation should occur sometime during mid-spring semester of the 1st year. All the benchmarks comprising the level of trainee readiness are within the purview of the core faculty based on classroom behavior, performance, and achievement. In addition some elements will be observed more informally via interpersonal interactions and advising meetings. For this evaluation period the student must receive an average score of 2.0 or better across all domains in order to be recommended for practicum training. Individual items/competencies not meeting this standard will be addressed with each student by the faculty as needed and any necessary remediation plans developed and put into place.

Readiness for Internship

This evaluation should occur after the successful completion of the comprehensive doctoral examinations and prior to the student submitting the APPIC application materials for the internship year in which they hope to match. This will occur either at the beginning of fall semester of the 3rd year, or the 4th year if a particular student has either failed to match and/or decided to take a year prior to internship to complete the dissertation. Other time frames are possible if the comprehensive examinations should take place in January.

The faculty will consider a range of items for this review period that will include many of the same issues that comprised the previous evaluation *readiness for practicum*, but will also necessarily include performance on the comprehensive examinations. In determining a student's readiness for internship, the evaluations on file from the various on-site practicum supervisors and input from the classroom practicum instructors will, of course, play a central and highly significant role.

Thus on this evaluation the student must receive an average score of 2.0 or better across all domains in order to be recommended for internship. Individual items/competencies not meeting this standard will be addressed with each student by the faculty as needed and any necessary remediation plans developed and put into place.

Readiness for Entry to Practice

At this point in the candidate's training, the program will have made its final contribution to the student's professional development. The final evaluation serves as a summative document that attests to the new graduate's readiness to enter into the practice field as a post-doctoral fellow, supervised psychologist, or licensure candidate, depending on the statues of the relevant practice jurisdiction and the candidate's professional aspirations.

Several new sources of data are utilized for this final evaluation period—the approved draft of dissertation, notes from the dissertation defense, the final evaluation from the student's internship-training director and/or clinical supervisors; and any conference materials, presentations, or publications.

The competencies at this juncture are defined and anchored by considerably higher expectations as befits career entry into professional practice leading to licensure, perhaps within a few months of graduation, again depending on the licensure statutes of a particular state or jurisdiction. Therefore the average across all domains on the final, summative evaluation should equal 3.0 or better; *almost always*. We feel that requiring this advanced level of competency helps to safeguard the potential consumer of psychological services and to protect the public from inappropriate or substandard services.

Obviously, this document cannot serve a gatekeeper function for completion since the requirements for graduation cannot extend beyond the approved course of study for the doctoral degree culminating in a successful final defense of the dissertation research. However, the final evaluation document can serve as a source of pertinent and critical information for a licensure board, post-doctoral fellowship committee, or future employer.

In order for the document to be released, however, the graduate would need to consent to such use of his or her educational records. Even in the instance where the

document were not released to a third party, the information contained therein could serve as a frame of reference to respond to legitimate and authorized requests for information on our graduates, within the limitations of the Family Educational Rights and Privacy Act (FERPA).

The evaluation procedure works as both an evaluative and administrative tool. Formal student evaluation is achieved through performance in coursework and ratings of practicum supervisors. In addition, students should meet periodically with their advisors to discuss their progress in the program. Such meetings, if critical, should be documented utilizing the Student Progress Review form (see Appendix R).

The Core Faculty meets at least annually to discuss the progress of individual students. The Tracking Form and any relevant competency documents are used to determine the status of each student's progress. Therefore, it is important to keep the Tracking Form up to date. The training director provides annual written feedback to each student. Students are encouraged to follow-up with any questions or clarification.

Student Retention, Remediation, Probation, and Termination

Students should review the *WVU Graduate Catalog* for the conditions of maintaining student status with the University. The catalog can be found on-line at http://coursecatalog.wvu.edu/. Additional conditions unique to the Counseling Psychology program are listed below.

1. Academic dishonesty may result in program termination or other sanctions. Please see the section of the WVU Graduate Catalog relating to academic dishonesty.

2. Students must conduct themselves in an ethical and professional fashion at all times. The Counseling Psychology program uses the 2002 American Psychological Association's Ethical Principles of Psychologists as the guidelines for ethical and professional behavior. Termination from the program, if recommended, will follow the process detailed in the WVU Graduate Catalog. If, in the opinion of the core faculty, a student is found to engage in unethical, illegal or unprofessional behavior, remediation, probation, or termination from the program may be recommended.

3. Students must complete all required coursework with a grade of B or better. If a student receives a

grade of C or lower in a course, the core faculty will review his or her performance. The faculty may require the student to demonstrate skill or knowledge competencies at a level equivalent to a grade of B for the course. If a student receives a grade of C or lower in more than one required course, the faculty may recommend remediation, probation, or program termination.

4. Students must complete all field experiences, including practicum and internship, to the satisfaction of faculty and site supervisors. If performance is unsatisfactory, a student may be required to repeat the field experience (not necessarily in the same semester) or have it extended until competence is achieved. Counseling and related skills, participation in site functions including supervision, and professional conduct as it relates to the specific site are evaluated by all supervisors. Dependent upon the circumstances, remediation, probation, or termination may be recommended. If termination is recommended the process described in the WVU Graduate Catalog will be followed.

5. It is the expectation that students will complete all requirements for the doctoral degree, including the dissertation within seven (7) years of their admission, although, as noted above, the student is allowed 5 years from the time candidacy is awarded before the comprehensive examination, and potentially the dissertation proposal are considered invalid. Students who have not kept their doctoral program of study updated, judged to be making satisfactory progress towards the degree may be considered for termination from the program after 7 years from admission. All aspects of due process and appeals germane to such a course of action are at the discretion of the Counseling Psychology faculty.

Any recommendation for termination from the program may be appealed according to the Grievance Procedures described later in this handbook and will subject to review by the Department Head and Dean of the College.

Preventive Measures
Since students make significant developmental transitions during the training period and may need special types of assistance during this time, preventive measures are included in the training years, designed to address potential and problematic behavior before they becomes critical. These include:

1. Orientation meetings
2. Individualized contacts with advisors
3. Contact with other students
4. Assignment of a student mentor
5. Timely evaluations
6. Specific information regarding program expectations

Program faculty will assist students to locate a local professional should that resource be recommended.

Failure to Achieve Competency, Remediation, and Probation

The approach to defining and evaluating competency in Health Service Psychology utilized here is based on the 2006 final report of the APA Task Force on the Assessment of Competence in Professional Psychology, available on-line at: http://www.apa.org/ed/resources/competency-revised.pdf.   A copy can also be found in Appendix U of this handbook; pp. S9-S25.

The final report of the Task Force offers the following 15 guiding principles:

Principle 1: The career-long assessment of competence requires a major culture shift

Principle 2: It is essential that competencies be conceptualized as generic, holistic, and developmental abilities

Principle 3: A developmental perspective must undergird the assessment of competence

Principle 4: Assessment approaches must integrate formative (i.e., ongoing corrective feedback for further development) and summative (i.e., conclusive evaluations for progression and gatekeeping purposes) evaluations

Principle 5: There needs to be collaboration across constituency groups in creating coherence and continuity in strategies for evaluating competencies

Principle 6: The assessment of competence must reflect fidelity to practice and must incorporate reliable, valid, and practical methodologies

Principle 7: Generic and specialty foundational and functional competencies must be evaluated in a comprehensive competency assessment

Principle 8: Assessment of competence should be a multi-trait, multi-method, and multi-informant process

Principle 9: Self-reflection and self-assessment are key components of the assessment of competence and need to be taught and encouraged

Principle 10: The comprehensive assessment of competence must include a focus on interpersonal functioning and professional development

Principle 11: The assessment of competence must be sensitive to and highlight the importance of individual and cultural diversity

Principle 12: Multimodal methods of assessment are needed to ensure the development and maintenance of ethical practice skills, which underlie all professional activities and performance

Principle 13: It is important to assess capability in addition to competency

Principle 14: When competence problems are identified through assessment, it is important to have strategies in place for their remediation and management

Principle 15: Evaluators must be trained in effective methodologies for the ongoing assessment of competence

Remediation
Adhering to these principles and following upon the Competency Benchmarks referred to above, if it is determined that a student has an area in need of remediation, the time frame for completion of remedial measures will be established by agreement of the student, training director and the student's advisor. All remediation plans must be reviewed by core faculty members at the end of each semester.

All facets of the remediation process will be appropriately documented. Possible steps for remediating problems include:

1. Increasing student contact with advisor or other specified faculty members or supervisors.
2. Recommending a psychological assessment and/or personal therapy, especially when the problems are psychological in nature. The parties involved will clarify and document the manner in which

assessment and/or therapy contacts will be used in the student evaluation process.

3. Reducing the academic load.
4. Requiring specific academic coursework.
5. Recommending a leave of absence.

When a combination of such interventions does not rectify the impairment, or when the student seems unable or unwilling to alter the problematic behavior, the training program may take more specific action, such as:

1. Giving the student a limited endorsement, specifying settings in which the student could function adequately.
2. Recommending and assisting in the implementation of a career shift for the student.
3. Recommending academic probation.
4. Terminating the student from the training program (See Student Retention and Termination).

Academic Probation
(per the WVU Graduate Catalog)
Graduate students may be placed on probation by the director of their program or by the dean of their college or school by failing to maintain acceptable grades in their courses or in their performance in other areas such as research progress or professional behavior. Graduate students with a cumulative grade point average (GPA) below 2.75 may be subject to probation by the dean of their college or school. Individual academic units may designate a higher GPA or other academic standards required for students to remain in good standing.

Probation, which is not recorded on a student's permanent record, constitutes a warning to the student that standards are not being met. A letter of probation delivered by the graduate program to the student must outline the reason for the sanction as well as delineate academic or other benchmarks for the student to attain in order to have the probation sanction removed. Students may request review of the sanction of probation by the academic official who imposed it at any point in a semester. At the conclusion of the semester in which a student was placed on probation, the academic program shall review the academic record and performance of the student. If the stipulations set forth in the letter of probation have been met, the student is removed from probation. If the stipulations have not been met, student standing is reassessed by the program and the student may continue on probation or be suspended or dismissed by the academic unit.

CPSY students who are on academic probation may not submit application for the internship match.

Leave of Absence
Graduate students enrolled in the doctoral program in Counseling Psychology who wish to take a leave of absence from their studies for one or more consecutive semesters must apply for a leave of absence to remain in good standing. Doctoral students admitted to candidacy who wish to take a leave of absence for one or more semesters must apply for and be granted a leave of absence to maintain their candidacy.

Requests for leaves of absence must be submitted in writing to the Director of Clinical Training prior to the beginning of the semester for which the leave is desired. The Director of Clinical Training, in consultation with core Counseling Psychology faculty members determine whether or not to grant the leave of absence, as well as determine the length of time granted, and any conditions the student must meet to return to the program following the leave of absence (including a date by which the student must inform the program that he or she plans to return). The leave of absence as determined by the CPSY core faculty members, must then be approved by the Department Chair and the CEHS Associate Dean for Research and Graduate Education. The student is informed in writing of the outcome of their request, and a copy of the outcome is retained in the student's records.

Note: Once a doctoral student is admitted to candidacy, the student has five years to complete the program. This period can be extended due to a leave of absence, as long as the leave of absence was duly approved as described above, and the student then submits a request for an extension of the five year period (the extension period equal to the length of the approved leave of absence) in writing to the Director of Clinical Training, who will then bring the request before the members of the core faculty. If the core faculty members approve the extension, said extension must then be approved by the Department Chair, the CEHS Associate Dean for Research and Graduate Education, and the Associate Provost for Graduate and Academic Affairs. Such an extension cannot exceed the period of approved leave of absence (e.g., one semester of leave equals one semester of candidacy extension).

Termination
Students failing to maintain satisfactory academic standing, progress toward their degree, or professional behavior as delineated by the letter of probation may be suspended or dismissed from their degree program. Suspension or dismissal from a program normally follows a sanction of probation in cases where students have been counseled regarding academic stipulations and fail to attain those stipulations. Typically, students are suspended or dismissed from a program at the end

of an academic term and are notified formally by the department and/or the dean of the college/school of suspension or dismissal from their program. However, students can be suspended or dismissed from their program without a prior probation period and at times other than the end of a term in the case of serious violations of academic or professional standards, with approval of the school or college dean and the Associate Provost for Graduate Academic Affairs. If the program recommends dismissal from the University, which is only an option in the case of conduct violations, the case is referred to the Office of Student Conduct and Student Conduct processes apply. Suspension from a program means that a student will not be permitted to register for classes offered by the program or participate in other program activities until the student has been notified that he or she is no longer suspended. The normal period of suspension is a minimum of one academic semester but will not exceed one calendar year. Suspended students may petition in writing for reinstatement at any time. The college or school petitioned shall establish the terms of reinstatement for successful student petitions. At the end of one calendar year of suspension, the student must be reinstated to or dismissed from the program. If appropriate, the student may be reinstated and placed on probation.

Dismissal from a program can result from repeated failure to make academic progress, failure to meet probationary terms set forth in writing by the student's program, violations of written standards provided by the student's program, or serious violations of professional standards. A student who is dismissed from a program will not be permitted to register for classes offered by the program or participate in other program activities. A student who is dismissed from a program will be reclassified as a non-degree student unless they are admitted into a different degree program.

A student who is dismissed from the University by the Office of Student Conduct will not be permitted to register for any classes offered by the University for academic credit. After five calendar years from the effective date of dismissal from the University, a dismissed student may request reinstatement to the University with the terms of reinstatement to be established by the college or school willing to admit the student to a degree program. Failure to meet these terms will result in permanent dismissal.

Grievance Procedures

If a student believes that she or he is treated in a discriminatory, unethical, or unprofessional fashion by faculty, supervisors or other staff members, the following rights, responsibilities, and due process procedures are invoked. The student may wish to consult with the Division of Diversity, Equity and Inclusion to determine if other avenues of recourse are appropriate. The services and contact resources of that office can be reviewed on line at: http://diversity.wvu.edu/.

It is expected that the student will first try to resolve any disagreements or grievances with the advisor, supervisor, and/or appropriate faculty member. If this process proves unsatisfactory, the student has the option to present the concern to the training director. If satisfaction is not achieved by these steps, or if the training director is directly involved in the complaint, the student may contact the Department Chair to discuss the situation.

If, after completing these initial steps, the student still believes that the issue has not been equitably resolved, the student may petition the Dean in writing to form an Appeals Committee, which the Dean selects. If the Dean's office is unable to resolve the dispute or grievance, and consistent with the written policy in the Graduate School Handbook, either the instructor or student may request further review, up to and including, petitioning the Office of President of the University for a final decision regarding the complaint.

Consistent with the due process statement found in this Handbook, none of these individuals is to be in any conflict-of-interest situation, or to have a vested interest in the outcome of the appeal. The committee will hold a hearing to determine if the student has been denied due process and to rule on the viability of the grievance.

A confidential file is kept in the department of all grievances brought to its attention, steps taken toward resolution and final disposition of the complaint or grievance.

Summary of Grievance Procedure

1. Consult directly with instructor, staff person or supervisor.

2. If not resolved, refer the matter to the training director. If the training director is involved directly, move to step 3 below.

3. If resolution not achieved the matter is referred to the Department Chair.

4. If the Department Chair is unable to resolve the matter, or is directly involved, it is referred to the College Dean.

5. The Dean's Office may appoint a panel to review the complaint in order to resolve the complaint.

6. An appeal beyond the Dean's office may be forwarded to the University Committee on Student Rights and Responsibilities, and following that, to the Office of the President, whose decision is final.

Student Services Provided by the University

West Virginia University offers a wide variety of student services that can help insure completion of academic programs, safety, convenience, and the overall quality of student life. To qualify for many, but not all services, students must be enrolled full time, and be able to present a student ID.

Financial Assistance

Financial assistance is available in a variety of forms. Any student with financial need can apply for assistance at the Student Financial Aid Office on the second floor of the Mountainlair (293-5242). The relevant website can be found here: http://financialaid.wvu.edu.

In the past Counseling Psychology students have secured graduate assistantships, residence hall jobs, and University Advising Center positions. Since the Counseling Psychology program offers only graduate courses, it has only a limited number of doctoral student assistantships within the department. Some programs in the college that offer undergraduate courses have a limited number of teaching assistantships for which Counseling Psychology students can compete. Applications for college teaching and graduate assistantships are available in the Center for Student Advising & Records.

Students facing an emergency that might affect their ability to continue in school can apply for an emergency loan at the Financial Aid Office in the Mountainlair on the Downtown Campus (293-5242). Restrictions apply.

Student Counseling Service

The Carruth Center for Psychological and Psychiatric Services, is now located in the on the Evansdale Campus in the new Health and Education building. It is right next to the Student Rec Center. It is staffed by a group of psychologists, psychiatrists and interns who can help with a variety of personal problems. This

service is free to full time students. Medication evaluation and management services are available through the center's medical consultants. There is a policy to limit the number of sessions—up to 12 are at no cost. If additional sessions are requested and approved, a $12.00 service fee per session will be incurred. There is no limit or costs associated with group treatment/support services. Students are directed to this center for personal therapy, since services are covered under student fees. Special groups are also offered during the year on such things as: test anxiety, ACOA, and so forth. Check with the center on which groups are being offered (293-4431); see: http://well.wvu.edu/ccpps.

Note: Utilizing counseling services at the Carruth Center may result in the student not being able to complete a practicum or internship there at a later date due to the need for confidentiality of psychological records.

Students who feel they may benefit from or require disability accommodations are directed the Office of Accessibility Services. Available on-line at: http://accessibilityservices.wvu.edu.
Phone: (304) 293-6700 Voice/TDD: (304) 293-7740
FAX: (304) 293-3861
Email: access2@mail.wvu.edu

Career Services Center

The Center is designed to assist WVU students and graduates with acquiring employment. They use up-to-date methods of career selection and planning, including computer-assisted programs. To use the placement service requires completing an orientation program that the department recommends taking early in your studies. All job search credentials (e.g. references) can be on file at the Career Services Center to greatly simplify your search for employment. Special seminars are offered on resume' writing and other topics. Job fairs are also used to assist students. Information about the Career Services Center is available online at http://careerservices.wvu.edu/.
The main office is located above the bookstore in the Mountainlair. There is satellite office located in 149 of the Engineering Sciences Building on the Evansdale campus (by appointment only).

Student Health Service

Since 2008-09 student health services at West Virginia University has been organized under an umbrella program known as WellWVU, which can be reviewed on-line at: **http://well.wvu.edu**.

WellWVU is a comprehensive portal that includes traditional health services such as general ambulatory

care, laboratory and radiology testing ordered by a Health Service physician, routine gynecology, family planning, some immunizations, physical therapy, dietitian services, and psychiatric services. Male or female physicians can be requested. You will notice that the Carruth Center for Psychological and Psychiatric Services is now located within this portal.

Many general health education programs are also offered. These include alcohol and substance abuse education, sexual assault prevention and education, and AIDS awareness.

Please see the FAQ section of the WellWVU web site for a complete listing of the services, arranging appointments, costs, fee structure, eligibility, insurance and the like at the website given above.

If you do need to be hospitalized in connection with any condition or are referred outside the Health Service for care or testing, you will need to absorb these costs, or have your hospitalization insurance pay for them. Low cost supplemental health insurance coverage is available for all students and required if you are an international student. See the WellWVU web site: http://studentinsurance.wvu.edu/.

The University Library System
WVU libraries contain over 2.5 million items. The library system consists of the Wise (Main) Library and seven branches. Besides the Wise Library, the Evansdale and Health Sciences Center Libraries contain works often needed by counseling students. Computer searches are available, both by phone networks and CD-ROM. The Evansdale Library is close to Allen Hall with rooms available for special study groups and projects. It contains the collection of books and journals specifically related to counseling. Materials related to the broader fields of psychology and mental health are available in all libraries. All libraries are accessible with special services available for disabled students, including the visually impaired.

Computing Services
There are public computer sites located in Armstrong Hall, Eiesland Hall, and the Evansdale Library. These sites are open late at night. Access to the mainframe computer can be achieved at these sites or through a modem linked to WVNET, a computer resource available throughout the state. In addition, there is a computer lab on the 4th floor of Allen Hall--*The Learning Center* (TLC). Courses and special workshops are offered through the TLC on computer utilization and application of special software.

Computing resources can also be found at the main branch of the university library and on the Health Sciences Campus.

Other Student Life Issues

Parking on Campus
Like many campuses, parking at WVU is difficult. The problem is amplified due to the hilly terrain on the campuses and within Morgantown, reducing the opportunity to pave large, flat parking lots. Commuters can park at the Coliseum (a 15 minute walk to Allen Hall) without a WVU Parking Permit. There is a metered short-term parking lot located behind Lot 46 adjacent to Allen Hall and directly above the entrance to Allen Hall up the hill, in back of the President's house. Students can park for up to four hours by using the meters. The Parking Office does patrol and issue tickets for these short-term lots until 9:00 p.m. A very limited number of permits for lots on the Evansdale Campus are available.

Please refer to the Transportation and Parking web site for a complete discussion of parking regulations, permits, tickets, etc.: http://transportation.wvu.edu.

Housing
See http://housing.wvu.edu/ for resources relative to student housing, meal plans and graduate student housing:
(http://housing.wvu.edu/graduate_student_faculty_and_staff_housing.)

Campus Security/University Police
The Department of Public Safety at WVU provides 24-hour, seven-day-a-week protection by trained personnel (304-293-2677 [293-COPS]). See their web site for contact information and description of their services: http://police.wvu.edu/.
 The main office is located at 992 Elmer Prince Drive; Morgantown, WV 26506-656.

Depending on where you grew up and your lifestyle choices, Morgantown may seem more or less safe to you. However it may feel, Morgantown generally has a low crime rate, but it is not free of such problems, as theft, sexual assault, drug-related activities, etc. Anyone living in an urban environment, even one with the "small town" atmosphere of Morgantown, should exercise normal prudence and caution in moving about the city after dark, take reasonable measure to preserve the security of your personal possessions and living space.

It is advised that after dark students leaving Allen Hall should exit in groups through the Oakland Street

entrance, and use the lighted walkways outdoors to access parking lots in the back of the building.

Report any concerns, incidents or suspicions promptly to University Police Services at the number provided above.

Campus Smoking Policy
WVU is a smoke-free environment; smoking is not permitted in any building or on any university owned and operated properties.

Personal Rapid Transit (PRT)
There is an electric, computer controlled tram system that connects the downtown area, main campus, Evansdale Campus and the Medical Center. Students ride for free with a swipe of their WVU ID Cards. Operating hours and a map can be found on-line at **http://transportation.wvu.edu/prt**.

Bus services are also available to WVU students with their ID cards, see the website for services, hours and routes: **http://transportation.wvu.edu/services**

Allen Hall Building Facilities & Public Spaces
The 4th floor lounge is the approved gathering spot for students in Allen Hall. Tables, seating and two flat-screen TVs are provided. There is a large space on the ground level of Percival Hall that is also open for students to gather.

The small round table near the GA desk and departmental library is not a designated gathering place for graduate students. As adjacent spaces comprises the working environment for several faculty members, including the department chair and administrative associate, that area should remain quiet.

It is likewise not acceptable to engage the GA during his/her work hours from that locale. At times it may be permissibly for three to four students and/or faculty to gather at that table, but if the noise or commotion becomes disruptive, they will be asked to leave.

Mobile Access

If you have a web-enabled mobile device, you may down load a WVU-specific mobile application (iWVU) developed by local computer science student, Jared Crawford.

This app provides access to a broad range of information about the university including a calendar, maps, schedules, transportation, the eCampus and MIX; as well menus, a twitter client and access to the campus newspaper.

On your web-capable mobile device such as an iPhone, iPod, iPad, Smartphone, or PDA, launch your web browser and go to m.wvu.edu. You will need a web/data plan from your carrier or a WiFi connection to access and use iWVU.

Appendix A

PROGRAM STANDARDS, TRAINING ACTIVITIES, AND REQUIRED

MINIMUM COMPETENCY LEVELS

Curriculum Plan for Discipline-Specific Knowledge Category 1: History and Systems of Psychology and the Basic Content Areas in Scientific Psychology

Curriculum Area:	History and Systems of Psychology
Required Academic/Training Activity	• Complete a course in *History & Systems of Psychology* (see Appendix II.B.2.2.8, *Syllabus for CPSY 745 History and Systems of Psychology*) • In all coursework students are asked to consider the embeddedness of contemporary psychology within a historical and philosophical context relevant to its contributing schools of thought. • Students are exposed to the pertinent historical referents across all the required coursework.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 745. • Achieve an average grade of "B" or above for CPSY 745 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 745. • Achieve grade of "B" or above for class discussion/participation in CPSY 745.
Curriculum Area:	Affective Aspects of Behavior
Required Academic/Training Activity	• Complete a course that covers affective bases of behavior (see Appendix II.B.2.2.3, *Syllabus for CPSY 710, Cognitive-Affective Behavior)* • In all coursework students are asked to consider how contemporary psychological science with regard to affect, mood, and emotion informs understanding of other areas of psychological science as well as informs clinical practice.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 710. • Achieve an average grade of "B" or above for CPSY 710 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 710. • Achieve a grade of "B" or above for class discussion/participation in CPSY 710.
Curriculum Area:	Biological Aspects of Behavior
Required Academic/Training Activity	• Complete a course in *Physiological Psychology* (see Appendix II.B.2.2.9, *Syllabus for CPSY 750*). • Students are advised to complete the elective course in applied

	psychopharmacology (see Appendix II.B.2.2.10, *Syllabus for CPSY 755*). • Students are exposed to biological models of behavior within the general biopsychosocial framework in other coursework including: *Assessment of Psychopathology, Intellectual Assessment, Vocational Theory & Assessment, and Introduction to Counseling Psychology.* • Students are exposed to biological models and interventions strategies in practicum didactics.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 750. • Achieve an average grade of "B" or above for CPSY 750 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 750. • Achieve a grade of "B" or above for class discussion/participation in CPSY 750.
Curriculum Area:	**Cognitive Aspects of Behavior**
Required Academic/Training Activity	• Complete a course in the cognitive bases of behavior (see Appendix II.B.2.2.3, *Syllabus for CPSY 710, Cognitive-Affective Behavior).* • Students are exposed to cognitive models of behavior within the general biopsychosocial framework in other coursework including: *Assessment of Psychopathology, Intellectual Assessment, Vocational Theory & Assessment, Personality Assessment, Advanced Counseling Theories, History & Systems of Psychology, Advanced Counseling Techniques; and Introduction to Counseling Psychology.* • Students are exposed to cognitive models and interventions strategies in practicum didactics.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 710. • Achieve an average grade of "B" or above for CPSY 710 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 710. • Achieve a grade of "B" or above for class discussion/participation in CPSY 710.
Curriculum Area:	**Developmental Aspects of Behavior**
Required Academic/Training Activity	• Complete a course in *Life-Span Psychology* (see Appendix II.B.2.2.6, *Syllabus for CPSY 738).* • Developmental issues are addressed within additional coursework that includes *Intellectual Assessment, Vocational Theory & Assessment; Personality Assessment, Assessment of Psychopathology, Physiological Psychology,*

	Psychopharmacology, Advanced Counseling Psychology Theories, Advanced Counseling Psychology Interventions, Introduction to Counseling Psychology and the Practicum Didactic.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 738. • Achieve an average grade of "B" or above for CPSY 738 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 738. • Achieve a grade of "B" or above for class discussion/participation in CPSY 738.
Curriculum Area:	**Social Aspects of Behavior**
Required Academic/Training Activity	• Complete a course in *Social Psychology* (see Appendix II.B.2.2.5, *Syllabus for CPSY 735*). • A variety of constructs relevant to the social bases of behavior are covered in the following courses: *Introduction to Counseling Psychology, Personality Assessment, Vocational Theory & Assessment, Group Counseling Psychology Interventions, Advanced Theories of Counseling Psychology, Multicultural Psychology* and *Assessment of Psychopathology.* • Students are exposed to a variety of social constructs and relevant research in practicum didactic.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 735. • Achieve an average grade of "B" or above for CPSY 735 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 735. • Achieve a grade of "B" or above for class discussion/participation in CPSY 735.

Discipline-Specific Knowledge Category 2: Research and Quantitative Methods and Advanced Integrative Knowledge in Scientific Psychology.

Curriculum Area:	**Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**
Required Academic/Training Activity	• Attend the once per semester psychological science-integration colloquium (see Appendix II.B.1.b.1.4) where students discuss psychological science integration, present science integration papers, and engage in critical feedback on psychological science integration projects.

	• CLA 15 Thought Paper: "Science Integration" (Appendix II.B.1.b.1.4)
Minimum Level of Achievement	• Achieve a grade of 3.0 or above on the science integration paper and a grade of 80% or better on oral presentation of the science integration paper.
Curriculum Area:	**Research Methods**
Required Academic/Training Activity	• Complete a course in research methods (see Appendix II.B.2.2.20, *Syllabus for CPSY 782*) • Research methodology is also a focus of discussion in several required courses including *Introduction to Counseling Psychology, Multicultural Psychology, Assessment of Psychopathology, History & Systems;* and *Professional & Ethical Issues*. Across the curriculum students are exposed to methodological issues in understanding and providing critical analysis of research findings.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in CPSY 782. • Achieve an average grade of "B" or above for CPSY 782 content-specific objective exams. • Achieve a grade of "B" or above on a scholarly paper and oral presentation demonstrating graduate level grasp of course content submitted for fulfillment of CPSY 782. • Achieve a grade of "B" or above for class discussion/participation in CPSY 782.
Curriculum Area:	**Quantitative Methods**
Required Academic/Training Activity	• Complete courses in basic and advanced statistics (see Appendix II.B.2.2.25, and Appendix II.B.2.2.26 *for EDP 613 & 614* respectively). • Complete other statistics courses if so advised by the dissertation chair relevant to the dissertation topic. Examples included *Multivariate Methods and Single Case, etc.*
Minimum Level of Achievement	• Achieve a grade of "B" or above for both EDP 613 and 614.
Curriculum Area:	**Psychometrics**
Required Academic/Training Activity	• Complete a course in psychological measurement and psychometric theory (see Appendix II.B.2.2.24, *Syllabus for EDP 611*). • Academic and applied aspects of psychometric theory are also routinely covered in a range of other coursework including *Intellectual Assessment, Vocational Theory & Assessment; Assessment of Psychopathology, Personality Assessment;* and *Research Methods & Designs*.
Minimum Level of Achievement	• Achieve an overall grade of "B" or better in EDP 611.

Appendix B

Substitution of Coursework from Master's Degree Doctoral Program Planning

Student Name: _____   Date: _____

Advisor: _____

From the following list, check the courses you have taken at the Master's level in the following content areas.

Psychological Foundations Statistics	Research Design and
____ History and Systems of Psychology	____ Research Design
____ Social Bases of Behavior	____ Descriptive Statistics
____ Biological Bases of Behavior	____ Inferential Statistics
____ Cognitive-Affective Bases of Behavior	____ Regression Analysis
____ Individual Bases of Behavior	____ Multivariate Analysis

Provide the following information for each course checked. Use the back of this form if needed. You must also attach a copy of the course syllabus.

List College or University Course Taken	Course No. and Title	Course Description	Text & Readings

Appendix C

DOCTORAL PROGRAM OF STUDY IN COUNSELING PSYCHOLOGY
(Fall, 2017 Admission)

Date:_____

Updated On:_____   _____

_____   _____

_____   _____

Name:_____   Date Admitted: FALL, 20_____

_____

Student ID #:_____-_____   Telephone:

Home:_____

Work:_____

Email Address:_____

_____

Home   Work
Address:_____   Address:

_____

_____

_____

_____   _____

_____

Undergraduate Degree: _____

_____

(Institution)   (Date of

Degree)

Master's Degree: _____

_____

(Institution)   (Date of Degree)

Graduate Record Examination: Verbal: _____   Quantitative: _____

Doctoral Committee Approval Form: _____
                                                    (Date)

Committee Members: _____

_____

(Chair)

_____

_____

_____

_____

Comprehensive Examination Passed: _____
                                                        (Date)

Practica:

_____ _____   _____   _____
          _____
(Hrs.)   (Date)   (Location)   (Site Supervisor)   (Univ. Supervisor)

_____ _____   _____   _____
          _____
(Hrs.)   (Date)   (Location)   (Site Supervisor)   (Univ. Supervisor)

_____ _____   _____   _____
          _____
(Hrs.)   (Date)   (Location)   (Site Supervisor)   (Univ. Supervisor)

_____ _____   _____   _____
          _____
(Hrs.)   (Date)   (Location)   (Site Supervisor)   (Univ. Supervisor)
                                                                                                           (8/08)
Name:_____
          2

Ph.D. Program of Study Form Completed: _____
(College of Education and Human Services Form)   (Date)

Admission To Candidacy Form: _____
(Admission & Records Form)   (Date)

Dissertation Proposal: _____   _____
_____
                                (Date)   (Title)

                                                                                    _____
_____

Approval of Prospectus Form: _____
(Admission & Records Form)   (Date)

Dissertation Defense: _____
_____
                                (Date)   (Title)

_____

Internship:

Date: _____   Name of Supervisor:
_____

APA Approved Site: Yes:_____   No:_____
(Check One)

Name of Site:_____

Address: _____

            _____

            _____

Name: _____   3

DATE AND GRADE OF COURSES COMPLETED

Required Courses	Course No.	Course Title	Grade	Semester	Year
	CPSY 701	Advanced Counseling Psych Intervention			
	CPSY 709	Advanced Group Counseling/Therapeutic Interventions			
	CPSY 734	Multicultural Psychology			
	CPSY 760	Introduction to Counseling Psychology			
	CPSY 763	Advanced Theories of Counseling Psych.			
	CPSY 764	Intellectual Assessment (4 hours)			
	CPSY 766	Vocational Theory & Assessment			
	CPSY 769	Personality Testing & Interpretation			
	CPSY 780	Professional & Ethical Issues in CPSY			
	CPSY 783	Counseling Psychology Supervision Models			
	CPSY 770	Doctoral Practicum in Couns. Psych. Min. 9 semester hours/600 clock hours			
	CPSY 772	Pre-doctoral Internship—12 credit hours, 12 months(full-time)			
	CPSY 799	Colloquium/Pro-Seminar - 6 hours are required. 1 credit-hour each semester (fall & spring) for first 3 yrs. of study.		Fall Spring Fall Spring Fall Spring	2011 2012 2012 2013 2013 2014
	Course No.	**Course Title**	**Grade**	**Semester**	**Year**
	CPSY 745	History & Systems of Psychology			
	CPSY 750	Physiological Psychology			
	CPSY 710	Cognitive-Affective Behavior			
	CPSY 735	Social Psychology			
	CPSY 738 CPSY 740	Life Span Psychology Assessment of Psychopathology			

DATE AND GRADE OF COURSES COMPLETED 4

	Course Number	Course Title	Grade	Semester	Year
	EDP 613	Statistical Methods I			
	EDP 614	Statistical Methods II			
	EDP 611	Measurement/Evaluation in Educat Psychology			
	CPSY 782	Research Methods & Design			
	CPSY 781	Research Practicum in Counseling Psychology (1 credit hour)			
	CPSY 797	CPSY 797 – Dissertation Research – 18 credits are required			

Electives	Course No.	Course Title	Grade	Semester	Year

Name: _____   5

Colloquium/ Pro-Seminar Attendance:
(You may only list colloquia/pro-seminar you actually attended).

Date   Presenter   Title of Colloquium

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Note: The program of study contained in this appendix is the primary method by which your progress towards the PhD in Counseling Psychology in this department and college is monitored and tracked. It must be updated every year prior to the end of the spring semester.

The administrative support staff will send you a reminder early in that semester to update the form and return it. Managing and maintaining accurate academic records is regarded as a professional responsibility and should be treated as such.

In this regard we consider this obligation as important as any other record keeping duties associated with professional practice in Health Service Psychology. Failure to do so calls into question your readiness for entry into the field.

Appendix D: Guide to Doctoral Programs

The Guide to Doctoral Programs can be found online at the Student Advising website, http://www.hre.wvu.edu/advising/forms.html.

To keep the handbook to a more manageable size, it is not reproduced here.

The guide describes policies and procedures common to all doctoral programs in the College of Human Resources and Education. Students are advised to download their own copies of this guide. It contains valuable and important information regarding a range of administrative and academic policies, procedures, and protocols associated with moving smoothly and efficiently towards completing the EdD or PhD in this college.

Please note it is not the same as the Program of Study form found in the preceding appendix, but should be regarded as providing additional and helpful information for students in doctoral training within the college.

Appendix E – Practicum Application

Practicum Application

Name:_____

Address:_____
             (Street)   (City)   (State)   (Zip)

    Phone:_____   _____
          (Home)   (Work)

    E-Mail:_____

I plan to apply for practicum the following semesters (check any or all that apply):

    Are you currently employed or do you plan to be at any of these sites
    Yes____   No____

    If so, which ones? _____

	Summer [*year*]	**Fall** [*year*]	**Spring** [*year*]
Site Choice	1. _____	1. _____	1. _____
	2. _____	2. _____	2. _____
	3. _____	3. _____	3. _____

Semester in which you took CPSY 701:_____Grade: _____

Semester in which you took CPSY 769:_____Grade: _____

Semester in which you took CPSY 780:_____Grade: _____

Note: Practicum placement is done only one time each year and is completed by mid-April. We do not typically change practicum placements during the regular academic year; summer placements may vary. Individual circumstances may be considered on a case-by-case basis requiring faculty review and approval.

Appendix F – Practicum Objectives

Overview:

A practicum is an intensive, supervised, practical experience in the provision of psychological services. Practicum experiences are provided in field-based service settings such as college counseling centers, community agencies, and correctional facilities.

Students must complete a minimum of 9 hours of CPSY 770 credit and 600 clock hours at the practicum sites, with at least 450 clock- hours of intervention/assessment and at least 150 hours of formally scheduled one-to-one supervision. Students must take at least four semesters of doctoral level practicum. The number of client service and supervision hours plays a critical role in how your application will be evaluated by an internship selection committee. The internship directory available via the APPIC website provides detailed information on such and other requirements/expectations for all APPIC-listed, APA-accredited pre-doctoral psychology internships.

Students must also be enrolled in CPSY 770 *Doctoral Internship* for every semester they are attending a practicum rotation. This includes required weekly meetings taught by a faculty member. During class, cases are presented and various issues facing students are discussed.

Students may enroll in 1-4 credits of practicum. Satisfactory completion of the items required in the syllabus for CPSY 770 *Doctoral Practicum,* and a satisfactory evaluation from the practicum supervisor are required to earn the matriculated credits Typically a trainee will spend approximately 15 clock hours per week on-site, with weekly on-site and departmental supervision. Some sites may have requirements that exceed these minimums. The student will be required to keep meticulous records of practicum hours, activities, supervision, and other pertinent information for each semester of practicum. Specific forms for this task are available on the program website.

Goals:

1. Demonstration of professional demeanor and behavior

2. Adherence to APA ethical principles, site guidelines and policies, and statutes regulating professional practice

3. Attendance at the site during the specific hours and at all scheduled supervision sessions and departmental practicum meetings

4. Timely communication with practicum supervisors about client management

    problems

5. Demonstration of an acceptable level of counseling and assessment related competencies

6. Increased understanding of and commitment to professional and social responsibility, including issues of social justice, discrimination, and oppression

7. Increased capability to conceptualize client problems and to do so in a way that includes a cultural analysis

8. Increased awareness of the range of client variability along such dimensions such as age, gender, ethnic and racial background, religion, lifestyle, etc., and improved multicultural counseling competencies

9. Increased understanding of one's own personality and how one's personality may impact others in professional interactions including cross-cultural experiences, issues, and difficulties

Appendix G – Practicum Letter

Date
Site Supervisor
Site Name
Site Address

Dear Supervisor:

The purpose of this letter is to formalize the doctoral practicum placement for [trainee/ semester, year]

All practicum placements for Counseling Psychology doctoral students are asked to provide:

   (a) A minimum of 2 hours/week of formally scheduled supervision. One hour must be individual and the remaining hour can be provided by case conference or group supervision format.

   (b) A review of at least 4 samples of session with clients either via tape, observation or co-therapy with a qualified supervisor.

   (c) Completion of a final evaluation enclosed at the end of each semester. Please return it to the Counseling Psychology Department by August 5, 2013 for Summer and December 7, 2013 for Fall.

   (d) Space, support services and equipment appropriate to the student's activities.

During the semester the trainee is expected to accrue 115 hours of assessment and intervention, and 38 hours in individual face-to-face formally scheduled supervision. Additional duties should include intakes, reports writing. Providing consultation is desirable as well.

Two copies of this letter are enclosed, one for your records, and one to be signed and returned to me in the enclosed envelope.

Thank you for agreeing to provide practicum training for (Name of Student). Please let us know if questions or concerns arise during the semester.

Sincerely,

G. David Allen Ph.D.
Training Director, Counseling Psychology

_____   Date: _____

Signed: Practicum Site Supervisor/Coordinator _____

Appendix H – Practicum Agreement

Counseling Psychology
Doctoral Practicum Agreement Form

I have read the policies concerning doctoral practicum in the Student Handbook. In consideration of my being approved to enroll in practicum, I agree to:

A. Demonstrate professional and ethical behavior during the practicum, consistent with APA, Departmental, and agency ethical codes and standards.

B. Attend all scheduled supervision meetings.

C. Keep my practicum supervisor(s) informed of my progress with clients and any personal or professional problems and concerns.

D. Complete the practicum experiences in a way that demonstrates I have attained a specified level of competence in terms of counseling and assessment knowledge, skills, and attitudes. Such a level should be at least average or "what one might expect" from a student at the doctoral practicum level of training.

E. Abide by all stipulated practicum policies presented in the Student Handbook and specified by the site.

I have been informed and agree that failure to complete one or more of these stated items could result in a U in the practicum grade or in being asked to terminate practicum prior to the end of the semester. In the latter instance, I understand and agree that a U also can be given prior to the end of the semester.

Name_____

Signature_____

Date_____

Appendix I: **SUPERVISOR EVALUATION OF TRAINEE**

West Virginia University
College of Education & Human Services

COUNSELING PSYCHOLOGY PRACTICUM
STUDENT EVALUATION
(Revised 2/2015)

Student:_____ /Year in training: **2   3   4   5**

Supervisor:_____

Supervisor's Highest Degree:_____

Supervisor's Licensure Status (Please list license and state):_____

_____

Evaluation Period:_____

Please check the appropriate category that best reflects your status as the evaluator:

_____ Primary Clinical Supervisor

_____ Secondary Clinical Supervisor (group supervision, consults, case conferences, etc.)

_____ Other (please specify): _____

_____

_____

Evaluation based on (please check all that are relevant):

_____ Individual Supervision

_____ Group Supervision

_____ Case Discussion (team or unit meetings, case conferences, etc.)

_____ Training Sessions

_____ Review of Tapes (Audio or Video)

_____ Observation of Sessions

_____ Co-Therapy of Cases

_____ Other (please specify):

_____

For each item, evaluate the student <u>relative to students at the level of training identified on the previous page</u> for this trainee using the scale provided below. For any question that is not applicable or appropriate for a given practicum site, please indicate: **NA**. For any item in which there is not enough information to adequately evaluate the student, mark **NI.**

Significantly Below Average			On Par with Level of Training			Significantly Above Average
1	2	3	4	5	6	7

I. **Professional Responsibilities:**	
A. <u>Ethics and Social Justice Issues</u>	
1. Demonstrates knowledge of APA Ethical Principles, Guidelines for Providers of Psych. Services to Ethnic, Linguistic, and Culturally Diverse Populations, and APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change.	
2. Shows application of these principles and guidelines.	
3. Manifests knowledge of other statutes regulating professional practice.	
4. Shows application of other statutes regulating professional practice.	
5. Exhibits concern for client welfare.	
1. Recognizes and demonstrates concern for issues of social justice, discrimination, and oppression.	

Comments/Training Recommendations:

Significantly Below Average			On Par with Level of Training			Significantly Above Average
1	2	3	4	5	6	7

B. Professional Demeanor

1. Manifests professional identity, attire, behavior, etc.	
2. Shows involvement in professional development activities.	

Comments/Training Recommendations:

Significantly Below Average			On Par with Level of Training			Significantly Above Average
1	2	3	4	5	6	7

II. The Conceptualization Process:

1. Focuses on specific behaviors and their consequences and implications.	
2. Recognizes and pursues discrepancies and meaning of inconsistent information.	
3. Includes a cultural analysis in case conceptualizations.	
4. Uses relevant case data in planning both immediate and long-range goals.	
5. Uses relevant case data in considering various strategies and their implications.	
6. Bases decisions on a theoretically sound and consistent rationale of human behavior.	
7. Is perceptive in evaluating the effects of own counseling techniques.	

Comments/Training Recommendations:

Significantly Below Average			On Par with Level of Training			Significantly Above Average
1	2	3	4	5	6	7

III. Sensitivity to Client Issues—deal effectively with clients:	
1. Dependency	
2. Resistance	
3. Transference	
4. Cultural differences	
5. Cultural and sex-role stereotypes	
6. Conflicts between value systems of Client/therapist	
7. Sexual attraction	
8. Intense affect (e.g. anger, pain, depression/hurt)	

Comments/Training Recommendations:

Significantly Below Average			On Par with Level of Training		Significantly Above Average	
1	2	3	4	5	6	7
V. The Counseling Process						
A. Clinical Intervention Skills						
1. Researches the referral prior to the first interview.						
2. Keeps appointments on time.						
3. Begins the interview smoothly.						
4. Explains the nature and objectives of counseling when appropriate.						
5. Explains the concepts of confidentiality and privacy to clients.						
6. Is relaxed and comfortable in the interview.						
7. Communicates interest in and acceptance of the client.						
8. Facilitates client expression of concerns and feelings.						
9. Recognizes and resists manipulation by the client.						
10. Recognizes and addresses positive affect of the client.						
11. Recognizes and addresses negative affect of the client.						
12. Is spontaneous in the interview						
13. Uses silence effectively in the interview.						
14. Is aware of own feelings in the counseling session.						
15. Communicates own feelings in the counseling session when useful.						
16. Recognizes and skillfully interprets the client's covert messages.						
17. Facilitates realistic goal setting with client.						
18. Encourages appropriate action-step planning with the client.						
19. Employs judgment in the timing and use of different techniques and strategies.						
20. Employs evidence-based practices and interventions that are consistent with client problems and diagnoses.						
21. Initiates periodic evaluation of goals and action-steps during counseling.						
22. Terminates the interview smoothly.						
23. Is able to demonstrate these skills across a broad range of client problems and in various multicultural/diversity encounters.						

Comments/Training Recommendations:

Significantly Below Average			On Par with Level of Training		Significantly Above Average	
1	2	3	4	5	6	7

B. Diagnostic Skill/Use of Assessment	
1. Is knowledgeable about and skilled in use of assessment procedures:	
a. intake	
b. psychodiagnostic/personality	
c. career	
d. cognitive/intellectual/neuropsychological	
2. Integrates assessment data with other knowledge of client.	
3. Shows written and verbal organizational skills in reporting assessment findings.	
4. Shows knowledge of formal diagnostic categories in the DSM-5.	
5. Is able to apply the DSM-5 diagnostic systems to specific clients.	
6. Is able to use DSM-5 system in culturally appropriate and sensitive ways.	

Comments/Training Recommendations:

Significantly Below Average			On Par with Level of Training			Significantly Above Average
1	2	3	4	5	6	7
VI. General Supervision Comments: Trainee's Contributions to Current Knowledge and Practices						
1. Demonstrates a personal commit to develop professional competencies further.						
2. Invests time and energy in becoming a counseling psychologist.						
3. Accepts and uses constructive criticism to enhance self-development and counseling skills.						
4. Engages in open, comfortable and clear communication with peers and supervisors.						
5. Recognizes own competencies and skills, and shares these with peers and supervisors.						
6. Recognizes own deficiencies and skills, and shares these with peers and supervisors.						
7. Completes case reports and records conscientiously and in a timely way.						
8. Keeps abreast of new literature and development in the field.						
9. Actively contributes knowledge and expertise in team meetings and case conferences.						

Comments/Training Recommendations:

I have reviewed this evaluation with my supervisor.

Comments:

Student Signature: _____/Date:_____

Supervisor Signature: _____/Date: _____

Appendix J: STUDENT EVALUATION OF PRACTICUM SITE

DIRECTIONS: Student completes this form at the end of the practicum. This should be turned in to the university supervisor as indicated by the university program.

Name:

Site:

Dates of Placement:

Site Supervisor:

Faculty Practicum Instructor:

Rate the following questions about your site and experiences by the following:

	Very Satisfactory	Satisfactory	Moderately Unsatisfactory	Very Unsatisfactory

Amount of on-site supervision.

Quality and usefulness of on-site supervision.

Usefulness and helpfulness of faculty liaison.

Relevance of experience to career goals.

Exposure to and communication of school/
agency goals.

Exposure to and communication of school/
agency procedures.

Exposure to professional roles and functions
within the school/agency

Exposure to information about community
resources.   \

Rate all applicable experiences that you had
at your site:

    Report writing

    Intake interviewing

    Administration and interpretation of tests

    Individual counseling

    Group counseling

    Family/couple counseling

    Psychoeducational activities

    Consultation

    Career counseling

    Other:

Overall evaluation of the site

COMMENTS: Include any suggestions for improvements in the experiences you have rated *Moderately Unsatisfactory* or *Very Unsatisfactory*.

<u>Appendix K</u> Doctoral Committee

This form should be completed <u>prior to the end of the second year by May 15</u>. The student must select a permanent major advisor (chair) and establish a doctoral committee.

When this is completed the **Doctoral Committee Approval** form should be completed, signed and submitted to the registrar in the Center for Student Advising & Records, 710 Allen Hall.

In the past, some students have been waiting until the Proposal meeting to submit this form; it may then be determined that their committee is <u>not appropriate</u> and replacements and/or additions must be made <u>after</u> the proposal meeting has taken place. This will no longer be allowed. This is why it is very important to submit the **Doctoral Committee Approval** form promptly after the development of the committee and well in advance of the proposal meeting.

The Center for Student Advising and Records has this and other forms online at: http://advising.cehs.wvu.edu/home/forms

The composition of the doctoral committee is officially described in the "Guide to Doctoral Programs"; see Appendix D above. The checklist is repeated below:

College Checklist for Doctoral Committee Composition

• <u>Chair</u> – must be a member of the Counseling Psychology core faculty, who is *Regular Graduate Faculty Status* in the CEHS.

Note: If you wish to have an associated faculty member (i.e., Counseling or Rehab faculty member) serve as your chair, you must make a request with rationale in writing to the CPSY Training Director, who will then seek approval from CPSY core faculty members.

<u>Member #1</u> – a member of the core Counseling Psychology faculty who has *Regular Graduate Faculty Status*.

<u>Member #2</u> – if the Chair is not a member of the core Counseling Psychology faculty, then Member #2 must be a member of the core Counseling Psychology faculty who has *Regular Graduate Faculty Status*. Otherwise, Member #2 may be any CEHS faculty member who has *Regular Graduate Faculty Status*.

<u>Member #3</u> – must be from a program other than Counseling Psychology. This could be an outside member with professional relevance to the dissertation topic (e.g., Carruth Center psychologists or a faculty member from Counseling, Rehab, Ed Psych statistician, Clinical Psychology, Chestnut Ridge Hospital psychologists, etcetera).

• A change in faculty status does **NOT** affect an **<u>established</u>** committee (ex. retirement - may remain on committee.

• New committee formations - faculty without status, (ex. retired) can only come on as "non-member" to any committee).

• No family members on committees of relatives.

• No substitutions for chair at defense meeting.

• Only one (1) substitution allowed (requested in writing prior to defense); sub must have same faculty status cannot pass exam if **<u>more than one</u>** unfavorable vote.

In the section below is the official form used by the registrar to record the approved doctoral committee. Only this form, once signed and filed by the registrar, can provide the necessary documentation that the graduate school at West Virginia University has accepted and approved your doctoral committee.

DOCTORAL COMMITTEE APPROVAL

West Virginia University
College of Education and Human Services

Date: _____

To the Dean of the College of Education and Human Services:

_____Student ID Number_____
              Doctoral Student's Name

Email Address _____

Mailing Address: Street_____

City_____State _____Zip_____

The above named student has been admitted to the doctoral program in___Counseling Psychology
_____
with a major concentration in the area of _____Counseling Psychology_____and a minor in
the area of_____Psychological Foundations_____.

The following members of the graduate faculty have agreed to serve as members of the doctoral

committee:

Typed Name   Signature   Date

_____   _____   _____
(Member)

_____   _____   _____
(Member)

_____   _____   _____
(Member)

_____   _____   _____
(Member)

_____   _____   _____
(Outside Member)

_____   _____   _____
(Committee Chairperson)

APPROVED:

_____   _____   _____
(Doctoral Student)

_____   _____   _____
(Department Chair)

_____   _____   _____
(Dean, College of Education and Human Services)
Processed and meets requirements: _____

REQUEST FOR CHANGE IN DOCTORAL COMMITTEE

The student, with the approval of the student's major advisor, may initiate a change in committee membership. The member being replaced (if still available to serve), the student, the major advisor, the new committee member, and the Dean or Dean's designee must agree to this change. After having been approved, a record of the new committee composition shall be by the Registrar.

The Center for Student Advising and Records has this and other forms online at:
http://advising.cehs.wvu.edu/home/forms

REQUEST FOR CHANGE IN DOCTORAL COMMITTEE
West Virginia University
College of Education and Human Services

Name_____Student ID Number_____

Email Address _____

Mailing Address: Street _____

City _____State _____Zip _____

Major_____Counseling Psychology_____

I am requesting the following change(s) in the membership of my doctoral committee:

Members to be removed: Signature   Date
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____

Members to be added: Signature   Date
_____   _____   _____
_____   _____   _____
_____   _____   _____

_____   _____
Doctoral Student   Date

_____   _____
Doctoral Committee Chair   Date

_____   _____
Dean, College of Education & Human Services   Date

<u>Appendix L</u> CEHS Program of Study Form

]This form lays out in brief fashion the major requirements for completing the PhD in Counseling Psychology in this college and West Virginia University.

[INSTRUCTIONAL COPY]
DOCTORAL PROGRAM OF STUDY

~

College of
Education and Human Services

~

West Virginia University

NAME_____DATE_____

ID NUMBER_____

MAJOR_____Counseling Psychology_____

MAILING ADDRESS:

Email Address_____
Street_____
City_____ State_____Zip_____

You will type in the following courses. Also, if any of the courses listed below were taken at another university and approved by the Counseling Psychology Core Faculty as a substitute, please list it here instead of WVU course using name of university where you took it.

REQUIRED COURSE SEQUENCE:

WVU	CPSY 701	Advanced Counseling Psychology Interventions	3	
WVU	CPSY 709	Adv. Group Counseling/Therapeutic Interventions	3	
WVU	CPSY 734	Multicultural Psychology	3	
WVU	CPSY 760	Introduction to Counseling Psychology	3	
WVU	CPSY 763	Adv. Theories of Counseling Psychology	3	
WVU	CPSY 764	Intellectual Assessment	4	
WVU	CPSY 766	Vocational Theory/Assessment		3
WVU	CPSY 769	Personality Testing & Interpretation	3	
WVU	CPSY 770	Doctoral Practicum in Counseling Psychology -	9	

Minimum of 9 credit hours/600 clock hours—see handbook for details
Four semesters of practicum are required.

| WVU | CPSY 772 | Internship – *Minimum of one full-time academic* | 12 | |

year. Credit hours are six (6) each for Fall and Spring semesters.

WVU	CPSY 780	Professional & Ethical Issues in Coun. Psych	3	
WVU	CPSY 782	Research Methods & Design	3	
WVU	CPSY 781	Research Practicum in Counseling Psychology	1	
WVU	CPSY 783	Counseling Psychology Supervision Models	3	
WVU	CPSY 797	Dissertation Research	18	
WVU	CPSY 799	Doctoral Colloquium/Pro-Seminar	6	
WVU	EDP 613	Statistical Methods 1	3	
WVU	EDP 614	Statistical Methods 2	3	
WVU	EDP 611	Measurement/Evaluation in Educational Psychology	3	

Hours taken from Master's Degree* (*for CPSY this is always*

0)   0

Program core credit hours taken after admission to WVU Doctoral Program (minimum 18)   89

*Indicates course(s) taken from Master's Degree *(CPSY students will not have any "Hours in Master's listed here.)*
Add any CPSY elective courses taken under "Other Graduate Courses".

The program of study will be assesses via the **comprehensive doctoral qualifying exam:** An eight (8) hour written comprehensive examination over a two-day period. Students are tested in the areas of practice issues (individual and group therapy – theory and technique, assessment and testing and supervision) and professional issues (ethics, supervision, research and statistics, and current issues in psychology)

Institution (University)	Course Number	Course Title	Grade	Semester Hours
WVU	CPSY 710	Cognitive-Affective Behavior		3
WVU	CPSY 735	Social Psychology		3
WVU	CPSY 738	Lifespan Development		3
WVU	CPSY 740	Assessment of Psychopathology		3
WVU	CPSY 745	History & Systems of Psychology		3
WVU	CPSY 750	Physiological Psychology		3

The total credit hours required to graduate = 107.

Grades of B or better are required in all minor area subjects. Questions included on the comprehensive examinations will require graduate level comprehension and expertise in these domains of knowledge.

---

*RESIDENCY REQUIREMENTS

University/college residency requirements for the doctorate:

Indicate the semester and year when you were or will have been **on** WVU's **campus** for **two _consecutive_ terms registered for a minimum of nine hours in EACH term**

Semester_____   Year_____

Typed Name	**Signature**	**Date**
_____	_____	_____
(Student)		
_____	_____	_____
(Committee Member)		
_____	_____	_____
(Committee Member)		
_____	_____	_____
(Committee Member)		
_____	_____	_____
(Outside Committee Member)		
_____	_____	_____
(Committee Chairperson)		
_____	_____	_____
(Department Chairperson)		

Appendix M ADMISSION TO CANDIDACY FOR Ph.D.

This form is filed as soon as comprehensive exams have been successfully completed.

A student is officially admitted to candidacy for the Ph.D. by satisfactorily passing the comprehensive examinations in the major and minor areas of study and submitting the completed *Admission To Candidacy* form to the Center for Student Advising and Records located in 710 Allen Hall. Doctoral candidates are allowed a period of no more than five years beyond the date of Admission to Candidacy to complete the remaining degree requirements. In the event a student fails to complete the doctorate within five years after the date of Admission to Candidacy, an extension of time can be obtained only by repeating comprehensive examinations and meeting any other requirements specified by the student's committee, including the setting of deadlines by which all degree requirements must be completed.

After Admission to Candidacy, students are required to register for at least one credit hour each term (excluding summer) as a condition of their continued candidacy. Students who fail to maintain continuity of enrollment can be dropped from candidacy.

This form is available online at: http://advising.cehs.wvu.edu/home/forms.

ADMISSION TO DOCTORAL CANDIDACY

West Virginia University
College of Education and Human Services

Date: _____

To the Dean of the College of Education and Human Services:

_____Student ID Number_____
     Doctoral Student's Name

Email Address_____
Mailing Address: Street_____
City_____State_____Zip_____

The above named student, who is a matriculant for the Ed.D. or Ph.D. degree with a

major concentration in the area of _____Counseling Psychology (Ph.D.)_____and a

minor in the area of_____Psychological Foundations_____, has

satisfactorily completed the admission to candidacy comprehensive examinations.

_____
Date Approved

The Committee recommends that the matriculant be admitted to candidacy.

_____
Committee Chairperson

_____
Doctoral Student

_____
Center for Student Advising & Records

Appendix N **Doctoral Approval of Prospectus**

The dissertation prospectus is the student's proposal concerning a means of investigating a research problem. It is the first step toward completion of the dissertation, which is an original contribution to one's field of study. The study may be basic or applied research; it may be experimental or non-experimental in its design. It is essential that the student be capable of defending the theoretical basis of a proposed study and the statements, analytical decisions, and analytical methods relevant to successful completion of a high quality dissertation. The prospectus meeting is for the examination of the proposed project in careful detail before the student begins any data collection, and the approved prospectus constitutes a *contract* for the dissertation research.

This prospectus should clearly indicate why the study is of value in extending our command of theory or practice. It should strive to make clear how the proposed study would depart from or add to present knowledge. The prospectus should make clear what is already known about the question(s) to be investigated, and what doubtful points remain.

The prospectus should include (1) an introduction, (2) statement of the problem, (3) statement of the theoretical or practical need for the study, (4) a critical review of literature supporting the study, (5) research questions and/or hypotheses, and (6) description of proposed research methods. The critical review of literature provides the rationale for the proposed research. It should not be merely a recounting of relevant studies; rather, it should reflect analysis and critical evaluation. The literature review should lead to the formation of research questions and/or hypotheses. The research methods section is a description of the research approach to be used to address the research questions and/or hypotheses. This section should include a thorough explanation of participants, design, procedure, and other relevant topics (e.g., instrumentation).

The doctoral committee's acceptance of the dissertation prospectus must be documented by submitting the completed Approval of Prospectus form to the Center for Student Advising and Records located in 710 Allen Hall.

This form is available online at: http://advising.cehs.wvu.edu/home/forms.

APPROVAL OF DOCTORAL DISSERTATION PROSPECTUS

West Virginia University
College of Education and Human Services

Date: _____

To the Dean of the College of Education and Human Services:

_____Student ID Number_____
     Doctoral Student's Name

Email Address_____
Mailing Address: Street_____
City_____State_____Zip_____

The above named student, who is a matriculant for the Ed.D. or Ph.D. degree with a

major concentration in the area of _____Counseling Psychology_____

and a minor in the area of_____Psychological Foundations_____

has submitted the dissertation prospectus:

_____

_____

_____

Working Title

The Committee has approved the prospectus.

_____   _____
(Committee Member)   (Date)

_____   _____
(Committee Member)   (Date)

_____   _____
(Committee Member)   (Date)

_____   _____
(Outside   Committee
Member)   (Date)

_____   _____
(Committee Chairperson)   **(Date)**

_____
     Doctoral Student

Center for Student Advising & Records

Appendix O Dissertation Plan

Student Name: _____

Dissertation topic/title: _____

DISSERTATION PLAN

During the _____Semester 20_____I plan to take _____ dissertation credits and accomplish the following on my dissertation:

Student: _____
Date:_____

Approved by Faculty/Dissertation Advisor:_____   Date:_____

During the _____Semester 20_____I accomplished the following on my dissertation:

Student:_____
Date:_____

Approved by Faculty/Dissertation Advisor:_____
Date:_____

Number of contacts: ____Face to face ____ email _____Telephone_____

Student evaluation of progress: 1   2   3   4   5
                        Unsatisfactory--------------------------- Exceeds Expectations

Appendix P DISSERTATION SHUTTLE SHEET

The student must have a final oral defense. This oral examination will occur after the dissertation final draft is submitted to the committee and agreed the study is ready for review. The student's doctoral committee will conduct the examination.

The student's committee chairperson must indicate in advance the time and place of the oral dissertation examination and must request a Shuttle Sheet on the appropriate form from the Center for Student Advising and Records before the examination is scheduled. This form is available online at http://advising.cehs.wvu.edu/home/forms.

Notification of doctoral examinations must be received **at least THREE weeks** before the examination date. This lead-time is required for public notice to the University community. Final oral dissertation examinations are open to the public.

No final oral examination is to be given without all committee members present (or by electronic means). If a committee member cannot attend the dissertation defense, permission of the student, the chair, and the Dean are required for approval of a substitute committee member to serve at the defense. The committee chairperson may not be replaced by a substitute. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. Both the original faculty member and the substitute faculty member must sign the permission request for a substitute. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

The Shuttle Sheet is received by the doctoral committee chairperson prior to the defense and is brought to the defense by the chairperson. At the conclusion of the defense, the chair will ask each committee member to respond to two questions:

1. Has the student passed the oral defense?

2. Will the committee member approve the dissertation and sign the *Electronic Thesis/Dissertation (ETD) Signature Form* at that time?

In accordance with his or her response to the first question, each committee member signs the Shuttle Sheet under the "Pass" heading or the "Fail" heading. Four of the five committee members must pass the oral defense, otherwise the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the Shuttle Sheet. However, the original committee member must sign the *ETD Signature Form*.

All materials relating to formatting and submitting the final, approved dissertation manuscript, including critical dates, can be found at: http://thesis.wvu.edu. Candidates should carefully review the deadlines for this process pertinent to the semester they intend to graduate. If the final manuscript is not accepted b the ETD office prior to its

closing date for that semester, the degree will be awarded the following semester, assuming the manuscript is accepted.

The student is responsible for eliminating any deficiencies noted on the Shuttle Sheet attachment prior to graduation

SHUTTLE SHEET REQUEST

West Virginia University

College of Education and Human Services

Date: _____

To: *Center for Student Advising and Records*

The following student is anticipating graduation at the end of this semester or summer session. Please check the record and send a shuttle sheet to _____
if degree requirements can be met.   Student's Name

The student's committee below has previously been approved. All members have received draft copies of the thesis or dissertation, and scheduling of the final examination is requested below:

STUDENT NAME: _____ STUDENT ID NUMBER: _____
EMAIL ADDRESS: _____ DEGREE: Ph.D. _____
                                                                        (e.g., Ed.D., Masters – identify)

AREA OF EMPHASIS: Counseling Psychology   Psychological Foundations
                                        Major Field   Minor Field
EXAMINATION DATE: _____
TIME: _____
PLACE-BLDG: _____

PROGRAM: _X_ Dissertation ___Thesis ____Recital ____Problem Report ____Course Work

TITLE OF DISSERTATION OR THESIS: _____
_____
_____
_____

<u>**COMMITTEE: (Names Typed)**</u>   **SIGNATURES OF AGREEMENT TO ABOVE**

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
(Committee Chairperson)

_____   _____
(Department Chairperson)

NOTE: *No doctoral examinations are to be given without five committee members present*.

*STUDENT MUST COMPLETE FORM-APPLICATION FOR GRADUATION AND DIPLOMA
*STUDENT MUST BE REGISTERED IN THE SEMESTER HE/SHE IS TO GRADUATE
*PUBLICITY NOTIFICATION BY CENTER FOR STUDENT ADVISING AND RECORDS

Information regarding electronic theses/dissertations, including required electronic submission approval form is available from the WVU Library website *http://www.wvu.edu/~thesis*

<u>Appendix Q Application for Graduation</u>

Candidates may apply to graduate in May, August, or December. There are significant and critical dates for each of these, see the website below for details and instructions.

You may apply for graduation from WVU by following the instruction available on http://registrar.wvu.edu/r/download/67983line at: *http://registrar.wvu.edu/degree-certification-diplomas/graduation*.

An additional college form is available online at: http://registrar.wvu.edu/r/download/67983.

Appendix R: Competency Learning Activities

Competency Learning Activities (CLA's)

CLA 1 (Research Domain)
Learning Experience: ***Thought Paper: "A Question to Psychological Science Posed by Practice"***
Rational: science informing practice and practice informing science
Content: The student will write a brief research proposal paper for any content relevant appropriate course of the student's choosing. The student will pose a research question based on a problem that emerges in the context of clinical practice. For example, the student might consider the problem of negative outcomes in psychotherapy. What does extant scientific literature on the matter say? What hypotheses could be drawn? What method might be employed to study the phenomenon? Who might the participants be? How would one go about gathering data on such outcomes? How would the data be analyzed? How might knowledge of negative outcomes benefit the practice of psychotherapy?
Assessment: The faculty of record for the course in which the paper is written will assess the paper with the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 2 (Research Domain)
Learning Experience: **Two Papers, Posters, Presentations, or Publications**
Rationale: science production and dissemination
Content: The student will produce two scholarly scientific works (in any combination) of either poster/paper presentations (at local, state, national, or international conferences) or peer-reviewed journal publications. These works may be co-authored with peers and or faculty.
Assessment: The dissertation chair or student advisor will record this requirement as completed.
Yes _____, No _____

CLA 3 (Research Domain)
Learning Experience: ***Literature Critical Review Paper***

Rationale: The student will demonstrate sound capacity for *critical* evaluation of existing psychological science.

Content: In a relevant course of the student's choosing, the student will produce a well-reasoned criticism of a particular article in a peer-reviewed journal or will critique a body of literature for submission to faculty for review.

Assessment: The faculty of record for the course in which the paper is written will assess the paper with the following scale.

5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 4 (Research, Diversity, Communications, Assessment & Intervention Domains)

Learning Experience: **Formal written clinical case formulation report demonstrating science integration and sensitivity to diversity/multicultural concerns**

Rationale: demonstration of capacity to engage in evidence-based case formulation that is diversity conscious, integrative of current science, and clinically relevant

Content: For any of the CPSY 770 Practicum courses the student will produce a formal written case-formulation for submission to the faculty of record for the practicum course paying close attention to ensure the document is de-identified.

Assessment: The faculty of record for the course in which the paper is written will assess the paper with the following scale.

5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 5 (Research Domain)

Learning Experience: **Dissertation Submission for Publication**

Rationale: proficiency in the production and dissemination of psychological science

Content: Upon successful completion of the dissertation defense and before graduation, the student will produce a peer-review journal version of the student's dissertation that can be submitted for publication. The submission DOES NOT have to be accepted for publication in order to fulfill this requirement or to graduate.

Assessment: The dissertation chair will ascertain whether paper was submitted for publication.

Yes _____**, No** _____

CLA 6 (Ethics)

Learning Experience: **State Law and Ethics Project**

Rationale: preparing students to pursue licensure in selected jurisdictions

Content: The student will become familiar with state law and ethics codes in the jurisdiction(s) where the students will likely seek licensure.

Assessment: In a one-on-one meeting with the ethics professor the student will demonstrate sufficient knowledge of state laws and ethics codes pertaining to the jurisdiction(s) where the student intends to practice as a Health Service Psychologist.

5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 7 (Professional Values, Attitudes, and Behaviors Domain)

Learning Experience: **Self as Instrument Paper**

Rationale: to enhance self-awareness in clinical and professional settings and reinforce appropriate self-care behavior

Content: The student will complete a self-reflection paper exploring awareness of personal strengths and "growing edges" as relevant to the practice of Health Service Psychology. The student will also identify areas for growth with regard to self-care.

Assessment: The paper will be assessed by the faculty of record who teaches *Introduction to Counseling Psychology*.

5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 8 (Communication and Interpersonal Skills Domain)

Learning Experience: **Formal Oral Presentation**

Rationale: proficiency with regard to psychological science production and dissemination.
Content: In a relevant course of the student's choosing, or at a local, state, national or international conference the student will give an oral presentation of the student's original scholarly work or research.
Assessment: the faculty of record for the course or who is in attendance at the event in which the oral presentation is made will assess the oral presentation using the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

---

CLA 9 (Assessment Domain)
Learning Experience: **Personality Assessment Report**
Rationale: personality assessment proficiency
Content: one formal di-identified written personality assessment report demonstrating science integration and sensitivity to diversity/multicultural concerns
Assessment: The faculty of record for the relevant assessment course will grade the personality assessment report using the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

---

CLA 10 (Assessment Domain)
Learning Experience: **Intellectual Assessment Report**
Rationale: intellectual assessment proficiency
Content: one formal di-identified written intellectual assessment report demonstrating science integration and sensitivity to diversity/multicultural concerns
Assessment: The faculty of record for the relevant assessment course will grade the intellectual assessment report using the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

---

CLA 11 (Assessment Domain)
Learning Experience: **Vocational Assessment Report**

Rationale: vocational assessment proficiency
Content: one formal di-identified written vocational assessment report demonstrating science integration and sensitivity to diversity/multicultural concerns
Assessment: The faculty of record for the relevant assessment course will grade the vocational assessment report using the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 12 (Intervention Domain)

Learning Experience: **Formal written clinical case formulation incorporating human strengths based/positive psychology conceptualizations and intervention strategies**
Rationale: proficiency employing strength-based perspectives in a clinically relevant way
Content: For any of the CPSY 770 Practicum courses the student will produce a formal written de-identified case-formulation for submission to the faculty of record that employs strength-based positive psychology principles that is diversity conscious, integrative of current science and clinically relevant.
Assessment: the faculty of record for the course in which the paper is written will assess the paper with the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 13 (Intervention Domain)

Learning Experience: **Evidence Based Practice Demonstration Project**
Rationale: demonstrated ability to employ evidence based intervention in a clinical setting
Content: Under *direct observation* of a practicum site clinical supervisor, the student will demonstrate an evidence based intervention technique in a clinical vignette for appraisal and feedback by the supervisor.
Assessment: The supervisor of record for the relevant practicum experience will assess the clinical vignette using the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

CLA 14 (Consultation and Inter-Professional/Interdisciplinary Skills Domain)

Learning Experience: **Allied Health Professional Colloquium**

Rationale: demonstrates exposure to healthcare systems, allied healthcare professionals
Content: Student will attend one allied healthcare professional colloquium and participate in the discussion aspect of the colloquium.
Assessment: The Director of Training will assess attendance and participation of the student.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail

---

CLA 15 (Discipline Specific Knowledge: Category 2 - Science Integration)
Learning Experience: **Thought Paper: "Science Integration Paper"**
Rationale: in fulfilment of DSK Category 2 "science integration" and to creatively engage the science of psychology in an integrative dialogue rather than each discipline in respective "silos"
Content: During their third year students will write one "science integration" paper and then orally present the paper to peers and faculty during a "science integration" colloquium (e.g., biopsychology integrated with social psychology, etc.).
Assessment: Two core faculty will assess the science integration paper using the following scale.
5 =Excellent; **4** =Good; **3** =Pass; **2** =Fail; **1** =Fail