The content of this handbook applies to the students admitted to the doctoral program in Counseling Psychology in 2010-2011

Revised 2010

The OSU Counseling Psychology program is accredited by the American Psychological Association (APA). Our APA annual reports, self-study reports, and other materials pertaining to our program’s accreditation status are available upon request.

For more information concerning APA accreditation, please contact:

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1. INTRODUCTION

1.1 Purpose of the Handbook

This handbook is intended to serve as a guide for graduate students and faculty in the Counseling Psychology Program (CPSY) at Oklahoma State University. In addition, graduate students and faculty may find it useful as a reference for planning coursework and advising. The handbook contains information on program requirements and procedures, but does not cover every possible expectation or situation. Consultation with the student's temporary adviser, committee chairperson, and dissertation director is recommended for further clarification of a specific issue. The Oklahoma State University Catalog (http://www.okstate.edu/registrar/Catalogs/Catalog.html) and the Graduate College webpage (http://gradcollege.okstate.edu/) should also be consulted for general requirements of the Graduate College, specific course descriptions, and other information useful to graduate students. Careful study of this handbook, the University Catalog, and the Graduate College Web pages will aid long-range planning of a student's graduate program, will help avoid misunderstanding of requirements and expectations, and will increase the likelihood of a highly positive experience as a graduate student in the Counseling Psychology Program. Each graduate student in the counseling psychology PhD program assumes responsibility for keeping up to date with program, graduate college, and university requirements and deadlines.

1.2 Overview and Philosophy

The Counseling Psychology Program leading to the Ph.D. in Educational Psychology, Specialization Option in Counseling Psychology is based on the scientist-practitioner model of psychology training; that is, it is based on the principle that theory, research, and practice should be considered inseparable in the preparation of professional psychologists. The general aim of the program is to provide integrated training in psychology as a behavioral science and in counseling psychology as a specialty. Students are required to follow an organized sequence of study in which academic coursework and practicum experiences are integrated. Students must also successfully complete the qualifying examination, a doctoral dissertation, and a pre-doctoral APA internship in order to fulfill the requirements for the degree. Although certain specific requirements must be met by all students, each individual's plan of study is developed around his/her particular goals as a counseling psychologist in consultation with his/her advisory committee. Graduates of this program have found employment as faculty members in colleges and universities and as counseling psychologists in university counseling services, public service settings such as VAMCs and prisons, child/adolescent guidance centers, community mental health clinics, rehabilitation centers, family services, private practice settings, academic settings, and medical settings, such as hospitals.

The philosophical orientation of the program is consistent both with the historical development of counseling psychology and with the current roles and functions of counseling psychologists. Major emphases are given to preventive/developmental/educational interventions, and to remediation of problems that arise in the normal development of relatively well-functioning people. The focus on prevention and developmental change necessitates the acquisition of knowledge and skills related to methods for facilitating growth, such as training, education, consultation, environmental change, and self-help. The focus on remediation necessitates the acquisition of knowledge and skills in psychotherapy applied to individuals, groups, and
families. However, it is the focus upon the assets, skills, strengths, and possibilities for further development of persons, rather than upon a diagnostic determination of whether people are normal or abnormal, that is most reflective of the general philosophical orientation of counseling psychology and of this program.

The more specific philosophical orientation of this program may be characterized as meta-theoretical, emphasizing the development of counselor qualities and therapeutic conditions that appear to facilitate growth from a variety of theoretical paradigms. Although no single theory of counseling and psychotherapy is presented as the approach, dialogue concerning propositions and practices of various theories is viewed as essential, as well as the trying out of various counseling and related methods, and the acquiring of knowledge of client dynamics, problems, resources, and possibilities for change. In addition, particular attention is paid to individual and cultural values as these affect the client, the counselor, and the therapeutic relationship.

The program places an emphasis on diversity and inclusion consistent with the profession of counseling psychology (http://www.div17.org/about.html) and OSU’s College of Education:

COE Statement on Diversity and Inclusion: The College of Education is committed to the promotion and affirmation of diversity in the broadest sense. We highly value the dignity and worth of individuals inclusive of their gender, race, ethnicity, nationality, sexual orientation, age, physical and mental abilities, religious beliefs, socioeconomic class, and other identities. Valuing diversity also extends to diversity of thought and perspective. We promote and create a dynamic community for personal transformation and social change with an atmosphere of respect and trust in which individuals explore, discuss, and express their beliefs with one another.

The overarching goal of the program is to train students (using the scientist-practitioner model) as entry-level professional psychologists who can function in a wide variety of settings (e.g., academic, public service, community agencies, and private practice). Three primary training objectives supplement this overarching goal: 1) to train professional psychologists who are able to integrate science and practice throughout all areas of professional life 2) to train professional psychologists with necessary knowledge and skills in the area of professional practice; and 3) to train professional psychologists who are able to integrate developmental, individual and cultural/contextual variables within their professional work.

1.3 Orientation/Student Support System

Decisions to admit applicants to the Counseling Psychology Program are made once per year in the spring. Depending on the degree with which students are admitted (Bachelor’s or Masters), students formally enter the program the following summer or fall semester. Students admitted with a Bachelor’s degree (a.k.a. Bachelor’s Track) typically enroll in summer courses, while those entering the program with a Masters degree (a.k.a. Master’s Track) begin coursework in the fall. Summer enrollment before formal entry into the program in the fall is optional for students with Master’s degrees. The summer semester begins in June, and the fall semester usually begins in late August.

A formal orientation for all newly admitted students in the Counseling Psychology Program is usually scheduled prior to or during the first week of the summer (for post-bachelor’s track) and fall (for post-master’s track) semesters. The orientation provides an opportunity for new students to learn the program expectations and goals and gain additional information about the training
model, the curriculum, practicum and internship experiences, dissertation, research teams, qualifying exams, and grievance procedures. The orientation begins the process of establishing collegial relationships with fellow students and faculty, and allows the new student to become acquainted with the student support system that others have found to be helpful as they progressed through the program. Students admitted with a Bachelor’s degree also meet with their temporary advisor informally during their first summer semester to discuss prerequisite coursework for the following year.

1.4 Advisement/Committee Selection

The Director of Training assigns a temporary advisor to each of the newly admitted students in the Counseling Psychology Program. New students should contact the Director of Training by the end of April or early May for information regarding enrollment in summer and fall classes, the date and place for orientation, and for additional information that might be helpful. It is important for new students to get acquainted with the faculty as early as possible in order to make informed decisions about who they would like to serve as doctoral committee members.

Provisionally admitted students who have a Master’s degree must complete the first fall semester and will be considered for full admission in early January. If they are admitted in January (see the criteria for advancement from provisional to full admission in the Counseling Psychology Program brochure),

Student with a Masters degree need to select their Chair and doctoral advisory committee and complete a Plan of Study before earning 27 hours in the Program; for most students, this means the end of spring or summer semester of the first year. Students admitted with a Bachelor’s degree should complete a plan of study for their Master’s degree in Educational Psychology by the end of the fall semester of their first year in the program; they need to do so before earning 17 credits. The committee for the MS in Educational Psychology is usually not the same as the doctoral committee.

Doctoral advisory committees consist of a chairperson who is a full member of Graduate Faculty from the School of Applied Health and Educational Psychology (SAHEP) and is a faculty member in the Counseling Psychology program, three SAHEP faculty members who hold either associate or full graduate faculty membership, and one faculty member from outside the School who holds graduate faculty membership. Doctoral advisory committees typically meet on three occasions: (1) the plan of study meeting occurs as soon as possible after the committee is established and approved; (2) the dissertation proposal meeting is used to provide feedback and suggestions to the student regarding his/her dissertation proposal; and (3) the dissertation defense, the time at which the student summarizes his/her dissertation research and receives feedback and suggestions from committee members regarding the composition of the final version of the dissertation. The dissertation director, if different than the committee chair, must also be a faculty member in SAHEP.

Students should direct questions they have regarding enrollment in classes, the signing of trial study (enrollment) and drop and add forms, and the initial development of or later changes in the plan of study should be directed to the student's advisory committee chairperson, who serves as adviser throughout the student's program. The chairperson of the advisory committee is also the director of the student's dissertation, except in those cases in which the student requests, with approval from the chairperson, that another committee member serve as dissertation director.
The temporary advisor usually serves as the Chair of the MS in educational psychology Plan of Study for post bachelor’s student the first year and two other SAHEP faculty members serve on the advisory committee.

A student may change committee members, advisors or chairs at anytime; however, it is important to first talk to all concerned.

1.5 Program Sequence

Students in the Counseling Psychology Program are required to follow an organized sequence of study, including an integration of academic coursework, research activities, practicum experiences, qualifying examinations, doctoral dissertation, and internship. Due to a need to make up deficits in prior graduate work or other extenuating factors, it takes some students longer to complete the program. Students entering the program with a Bachelor’s degree are required to complete a year of prerequisite master’s level counseling courses at Oklahoma State University (see 7.1a for listing of prerequisite courses) and earn a MS in educational; psychology. These students enroll in the Doctoral Ethics course (CPSY 6053) concurrently with prerequisite courses.

Doctoral students must complete a minimum of three years of study at Oklahoma State University and at least one year of study must be in full-time residence. The student's program (post-master’s) must include a minimum of two years of full-time graduate study at the Oklahoma State University campus (defined by O.S.U. as nine (9) credit hours per semester). Organized in semesters, the program is sequenced as follows (exceptions to this sequence must be approved by the Counseling Psychology faculty): Students (post-master’s) must complete these two years of full-time graduate study, a third year for completion of the dissertation and remaining coursework, and a fourth year for completion of the full-time internship. For students entering with a Bachelor’s degree, the year of prerequisite coursework must be completed at Oklahoma State University prior to beginning this sequence of study (post-master’s).

Please note that all doctoral students in Counseling Psychology must receive a “B” or an “A” in all of their coursework on their plans of study to meet minimum competency standards. If a student receives a “C” in a course, s/he must retake the course.

Program sequence for doctoral students admitted with bachelor’s degree(s):

(Pre-Masters)

Prior to first semester:
Advisement from Director of Training – Temporary advisor assignments--
Registration for summer and/or fall classes

First summer semester:
Orientation to the program during the week before classes start or during the first week of classes---Arrange Internship in Counseling I placement with Director of Training.

First fall semester:
Academic coursework and supervised practicum (Internship in Counseling I) experiences -- Meet faculty members and determine preferences for advisory committee – Become involved in research teams.

Students earn the master’s degree (MS) in Educational Psychology (Option in Educational Psychology) en route to the Ph.D and should submit a master’s plan of study to the graduate college prior to completing their 17th credit hour. (See 7.1b for more details about the MS and procedures needed to obtain it).

**First spring semester:**

Academic coursework and supervised practicum (Internship in Counseling II) experiences – Continued involvement with research teams – Consideration of second year practicum placement in consultation with faculty and supervisors

Apply for summer Graduation (MS in Ed Psych) (See Appendix C for Graduation Procedures)

**Second summer semester:**

Academic coursework and/or practicum.

**Second fall semester:**

Academic coursework and supervised practicum (Counseling Psychology Practicum I) experiences – Continued involvement with research teams

**Second spring semester:**

Obtain the Plan of Study forms from the Graduate College (--Meet with advisory committee chairperson to develop the Doctoral Plan of Study -- Meet with the advisory committee to present and review the Plan of Study (a.k.a. the Plan of Study Meeting) -- Complete the Doctoral Plan of Study forms, obtain signatures from advisory committee members, and deliver four copies (with original signatures) to the School Head's office (434 Willard) and one copy to each committee member. (The Doctoral Plan of Study needs to be submitted by the completion of the 28th credit hour -- after the completion of the master’s degree.)

Academic coursework and supervised practicum (Counseling Psychology Practicum II) experiences – Meet with chairperson or dissertation director to refine the dissertation proposal.

**Third summer semester:**

Academic coursework.

**Third fall semester:**

Academic coursework and supervised practicum (Counseling Psychology Practicum III) experiences – Students should be reviewing the literature and developing their idea for dissertation in consultation with their chairperson or dissertation director – Continued involvement with research teams—Preparing for qualifying exams.

**Third spring semester:**
Academic coursework and supervised practicum (Counseling Psychology Practicum IV) experiences
– Meet with chairperson or dissertation director to refine the dissertation proposal, and submit a copy
to each advisory committee member at least one week prior to the Proposal Meeting—Meet with
advisory committee to present, review, and further refine the dissertation proposal—Submit a copy
of the approved proposal, with the chairperson’s or dissertation director’s signature indicating
committee approval, to the Graduate College – Study for qualifying exams—

Apply for and take Qualifying Exams (Research, Theory, and Practice) – Continued involvement
with research teams.

Fourth summer semester:
Academic coursework.

Fourth fall semester:
Academic coursework and continued involvement in research teams -- Make application to
internship programs -- Completion of dissertation proposal with chairperson or dissertation director
if not completed in the second spring semester--Work on dissertation -- Prepare for interviews with
internships and for the intern selection process.

Fourth spring semester:
Academic coursework and continued involvement in research teams -- Internship selection --
Complete dissertation in consultation with chairperson or dissertation director -- Submit a copy of
the dissertation to each committee member at least one week prior to the final defense -- Meet with
the advisory committee to present and defend the dissertation -- Complete final copy of dissertation
in consultation with chairperson or dissertation director and submit required copies to the Graduate
College.

Fifth summer semester:
Complete any final revisions of the dissertation if necessary, submit dissertation manuscript to a
peer-reviewed journal selected by student and his/her advisor. -- Depart for internship year.

Fifth fall semester:
Internship
**Be sure to enroll in at least 2 credit hours of Advanced Internship (CPSY 6560) each
semester while on internship.**

Fifth spring semester:
Internship -- (See Appendix C for Graduation Procedures)

Sixth summer semester:
Complete internship -- Graduate in July or December. Apply for graduation within the first week
of the semester prior to the semester you intend to graduate.
Program sequence for doctoral students admitted with master’s degree(s):

Prior to first semester:
Advisement from Director of Training – Temporary advisor assignments-- Registration for summer and/or fall classes -- Arrange Practicum Placement with Director of Training.

First fall semester (after completion of prerequisite coursework):
Orientation to the program during the first week of classes – Academic coursework and supervised practicum (Counseling Psychology Practicum I) experiences -- Meet faculty members and determine preferences for advisory committee -- Get involved in research teams.

First spring semester:
Obtain the Plan of Study forms from the Graduate College ( --Meet with advisory committee chairperson to develop the Doctoral Plan of Study -- Meet with the advisory committee to present and review the Plan of Study (a.k.a. the Plan of Study Meeting) -- Complete the Doctoral Plan of Study forms, obtain signatures from advisory committee members, and deliver four copies (with original signatures) to the School Head's office (434 Willard) and one copy to each committee member. (The Doctoral Plan of Study needs to be submitted by the completion of the 28 credit hour - - after the completion of the master’s degree.)
Academic coursework and supervised practicum (Counseling Psychology Practicum II) experiences – Consideration of second year practicum placement in consultation with faculty and supervisors – Continued involvement in research teams.

First summer semester:
Academic coursework and/or practicum.

Second fall semester:
Academic coursework and supervised practicum (Counseling Psychology Practicum III) -- Students should be reviewing the literature and developing their idea for dissertation in consultation with their chairperson or dissertation director – Continued involvement in research teams. Preparing for qualifying exams.
Second spring semester:
Academic coursework and supervised practicum (Counseling Psychology Practicum IV) -- Meet with chairperson or dissertation director to refine the dissertation proposal, and submit a copy to each advisory committee member at least one week prior to the Proposal Meeting -- Meet with advisory committee to present, review, and further refine the dissertation proposal -- Submit a copy of the approved proposal, with the chairperson's or dissertation director's signature indicating committee approval, to the Graduate College – Studying for qualifying exams. Apply for and take Qualifying Exams (Research, Theory, and Practice) – Continued involvement in research teams.
Second summer semester:
Academic coursework

Third fall semester:
Academic coursework and continued involvement in research teams -- Make application to internship programs -- Completion of dissertation proposal with chairperson or dissertation director if not completed in the second spring semester -- Work on dissertation -- Prepare for interviews with internships and for the intern selection process.

Third spring semester:
Academic coursework and continued involvement in research teams -- Internship selection -- Complete dissertation in consultation with chairperson or dissertation director -- Submit a copy of the dissertation to each committee member at least one week prior to the final defense -- Meet with the advisory committee to present and defend the dissertation -- Complete final copy of dissertation in consultation with chairperson or dissertation director and submit required copies to the Graduate College.

Third summer semester:
Complete any final revisions of the dissertation if necessary -- Depart for internship year. Submit dissertation to a peer reviewed journal selected by student and his/her advisor.

Fourth fall semester:
Internship.
**Be sure to enroll in at least 2 credit hours of Advanced Internship (CPSY 6560) each semester while on internship.**

Fourth spring semester:
Internship -- (See Appendix C for Graduation Procedures)

Fourth summer semester:
Complete internship -- Graduate in July or December. Apply for graduation within the first week of the semester prior to the semester you intend to graduate.

2. PROGRAM REQUIREMENTS

2.1 Academic Coursework/Plan of Study

Three broad areas of academic coursework are emphasized in the program: a general psychology core, a counseling psychology core, and a research core. In accordance with American Psychological Association guidelines, the general psychology core consists of coursework in the
four basic areas of psychology: a) biological bases of behavior, b) cognitive/affective bases of behavior, c) social bases of behavior, and d) individual behavior. In addition, coursework in psychological tests and measurement and history/systems of psychology is included in the general psychology core. The counseling psychology core consists of coursework in principles of counseling, career development theories, group therapy, family therapy, multicultural counseling, and professionalism and ethics in counseling psychology. The research core includes coursework designed to develop competencies in statistics, research design, research in counseling, qualitative research, psychometric theory, and program evaluation. Elective courses may be taken consistent with the student's professional goals and sub-specialty interests, in such areas as community counseling and crisis intervention, developmental intervention strategies, child psychopathology and treatment, advanced methods in marital and family treatment, cognitive-behavioral therapy, and others. Post-bachelor’s students must obtain a minimum of 129 graduate credit hours, including master’s coursework, a minimum of 12 credit hours of doctoral level practica, 15 credit hours of dissertation, and academic coursework approved by the student’s advisory committee. Post-master’s students must obtain a minimum of 117 graduate credit hours; this includes related master's work, a minimum of 12 credit hours of doctoral level practica, 15 credit hours of dissertation, and academic coursework approved by the student's advisory committee.

A summary of the type of courses that are required is presented below, along with the minimum number of course credits expected within each area.

All of the courses students enroll in are designed to be classroom-based learning opportunities. There are three courses that are offered with options for either an on-line format or a classroom format: EPSY 5463 Psychology of Learning, EPSY 6133 History and Systems of Psychology, and EPSY 5103 Human Development in Psychology.

Total Minimum Graduate Credit Hours Required (117 credit hours*)
(This summary pertains to those admitted to the program with a Master’s Degree) (For those admitted with a Bachelor’s Degree please refer to 7.1, p.30-33)

<table>
<thead>
<tr>
<th>Area</th>
<th>Credit**</th>
</tr>
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<tbody>
<tr>
<td>I. General Psychology Core (30 credit hours) A. History and Systems of Psychology B. Biological Bases of Behavior C. Cognitive/Affective Bases of Behavior D. Social Bases of Behavior E. Individual Behavior F. Psychological Measurement and Assessment</td>
<td>(3) (3) (3) (3) (9) (9)</td>
</tr>
<tr>
<td>II. Counseling Psychology Core (45 credit hours) A. Theories and Interventions B. Professionalism and Ethics C. Multicultural Counseling D. Supervised Practicum Experiences*** E. Internship</td>
<td>(18) (3) (15) (6)</td>
</tr>
</tbody>
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III.  
Research Core (33 credit hours)  
A. Statistics and Methods of Research and Evaluation  
B. Doctoral Thesis (Dissertation)  

IV.  Electives (9 credit hours)  

(Exclusive of and in addition to courses meeting the above requirements)  
*  Includes equivalent master’s work approved for transfer or substitution by the student’s advisory committee (for those admitted to the program with a master’s degree).  
**  Figures in parentheses indicate required minimum with no course being counted twice.  
***  12 of the 15 credit hours of practicum required must be at the doctoral level and must be taken at OSU.  

The specific courses offered at OSU that meet the requirements in each area are indicated in the attached Plan of Study Worksheets (see 7.1). The student works with the chairperson and members of his/her advisory committee to determine the equivalence of related master's coursework for transfer into the doctoral Plan of Study. The attached Plan of Study Worksheets may be used as an aid to students and advisory committees in developing the approved Plan of Study. The chairperson of the advisory committee assists the student in completing the official Graduate College Plan of Study forms, after the advisory committee has met and approved a Plan of Study for the student.  

Post-bachelor’s degree students are required to submit a master’s plan of study no later than the fall semester of their first year. The doctoral plan of study is to be submitted no later than the spring semester of the second year. Post master’s students are required to submit their doctoral plan of study by the spring of their first year.  

2.2 Practicum Experiences  
Doctoral level practicum courses must have been preceded by at least three credit hours of practicum or internship at the master's level. Students who are admitted into the post-master’s track of the doctoral program in Counseling Psychology must have had the equivalent of one semester of counseling practicum or internship (e.g., CPSY 5593, Counseling Practicum or CPSY 5683, Internship in Counseling I or equivalent) at the master's level in order to advance to the doctoral level practicum sequence. Practicum/internship equivalency in the doctoral program is met when post-master’s track doctoral students demonstrate evidence of supervised practicum and/or internship experiences with clients during their master’s training, with a minimum of 100 total hours of service, 40 of which include direct client contact, and weekly one hour supervision by a license eligible or licensed master’s level mental health professional during that practicum and/or internship experience.  

Students admitted into the post-bachelor’s track of the doctoral program in Counseling Psychology must complete two counseling internship courses (CPSY 5683, CPSY 5693) as part of their year of prerequisite coursework. These students are generally placed in the Counseling Psychology Clinic under the supervision of the Counseling Psychology core faculty.  

The minimum doctoral level practicum sequence consists of Counseling Psychology Practicum I through IV, three credit hours each semester for a total of 12 credit hours. Students who are placed at 12-month practicum sites will enroll for CPSY 6310, Advanced Practicum and Supervision, in the
summer. It is expected that students will work at their practicum sites between 15 and 20 hours per week during each semester of enrollment in practicum in addition to a weekly practicum team meeting. The Director of Training assists students in acquiring practicum placements most suited to their professional goals and levels of experience. (See 7.2, Counseling Psychology Practicum Guidelines).

There are opportunities for practicum at several on-campus agencies, including a university counseling center, a career resource center, and our Counseling Psychology Clinic.

Local off-campus placements have included community mental health centers, youth and family service centers, hospital mental health units, and Indian Health Service centers, with several practicum options in cities within a 75-mile radius of Stillwater, particularly in and around Tulsa and Oklahoma City. As you can see, there are many diverse opportunities for experience. We welcome new ideas as well; however, the faculty must approve all practicum placements.

2.3 Research Experiences

Students are expected to participate in research team activities during their doctoral training. The primary means by which students initially become involved in research is by joining research teams. Research teams consist of one or more faculty and one or more students and focus on a topic of interest to the group as a whole. Student membership in a research team is designed to foster student interest in research; to help students apply what is learned in their research courses, and to encourage students to integrate research and practice. Additional research experience is gained through coursework and through completing the dissertation (described below).

See list of faculty members and their research interests for more information.

2.4 Qualifying Examinations

In general, it is recommended that post-master’s students take these exams during the spring semester of their second year and post-bachelor’s degree students take these exams during the spring semester of their third year.

THESE ARE THE MAJOR EXAMINATIONS IN THE DOCTORAL PROGRAM, AND THEY MUST BE PASSED BEFORE STUDENTS WILL BE ALLOWED TO APPLY FOR INTERNSHIPS.

The examinations are offered each spring semester. The examinations consist of a written exam covering selected aspects of theory (four hours), research (four hours) as well as an oral exam (1 hour) covering practice knowledge. Results of the Qualifying Examinations may include a pass with honors with continuation of the student in the program, a pass with continuation of the student in the program, or a fail. If the student fails a component of the qualifying exam, they will be required to either successfully pass remedial work as determined by the faculty or be required to retake that portion of the qualifying exam as determined by the faculty. If the student fails a component (i.e., theory, research, and/or practice) of the qualifying examination twice, the student may be discontinued from the program. The results of the Qualifying Examinations are reported by the chairperson of the student's advisory committee to the department head for referral to the Graduate College. (See 7.3, Doctoral Qualifying Exam, for more information on the process and content of these exams). For a student to receive a pass with honors for the qualifying exams overall, s/he must receive a pass with honors on all components of
the exams (i.e., theory, research, and practice

2.5 Doctoral Dissertation

The purpose of the dissertation is to provide an opportunity for students to integrate and apply a wide range of research skills in a special area of interest directly related to counseling psychology. Although initial groundwork for the dissertation can occur early in the student's program, the formal work usually occurs during the year before internship. The dissertation proposal should be developed in consultation with the advisory committee chairperson or dissertation director. The proposal must consist of an introduction, review of the literature, methodology, along with references and appendices. The introduction and method sections of the dissertation proposal should be written to be consistent with manuscript submission requirements for peer-reviewed journals. A critical review of the literature related to the dissertation topic must accompany the dissertation proposal and should be put in as an appendix.

The dissertation proposal must be approved by the student's advisory committee and must be prepared under the direction of the committee members and close supervision of the dissertation adviser. The student must demonstrate initiative, creative intelligence, and the ability to plan and carry out scholarly research in the field of counseling psychology. It is recommended that students’ dissertation proposals be considered for approval at a Proposal Meeting of the advisory committee by the end of the second spring semester in the program for post-master’s students and by the end of the third spring semester in the program for post-bachelor’s students.

DOCTORAL STUDENTS MUST SUCCESSFULLY DEFEND THEIR DISSERTATION PROPOSALS TO THEIR COMMITTEE BEFORE THEY ARE ALLOWED TO APPLY FOR PRE-DOCTORAL INTERNSHIPS.

After the advisory committee has approved the student's proposal for doctoral research, the student submits an application for approval of the research to the OSU Institutional Review Board (IRB). Students are required to successfully complete on-line IRB research training before they can submit their IRB application. After the IRB approves the proposal, the student collects and analyzes the data and completes the results and discussion sections of the dissertation which should be written to be consistent with manuscript submission requirements for peer-reviewed journals. When the committee chairperson or dissertation director feels that the dissertation is ready for final consideration by the advisory committee, a final oral defense of the dissertation is scheduled and conducted. This is the last meeting the student has with the advisory committee. Further details and deadlines regarding the dissertation are provided in the Graduate Catalog and by doctoral program advisors. It is highly recommended that the dissertation be completed prior to beginning the pre-doctoral internship.

The dissertation must be completed AND a manuscript of the dissertation must be submitted to a peer-reviewed journal (to be decided between the student and his/her advisor) BEFORE a student can be cleared to graduate from the program. Documentation of manuscript submission must be provided by the advisor and placed in the student’s file before students are cleared for graduation. (See Appendix D for the manuscript submission documentation form.)

Doctoral Candidacy
Once doctoral students have successfully passed their qualifying exams and successfully defended their dissertation proposal, then they are eligible to become doctoral candidates. Doctoral candidacy forms are available in the Graduate Studies Office in the College of Education in room 325L Willard Hall. This form should be completed by all members of their committee at the end of the dissertation proposal meeting, assuming that the student has already completed their qualifying exams. Students must have this form on file at least six months or more prior to their graduation.

**Required Advisor-Student Meeting Prior to Internship Year**

Doctoral students are required to schedule and attend a meeting with their academic advisor to 1) clarify their progress on dissertation work including a timeline, and 2) review their student file with their advisor to ensure that their student file is complete to date.

The following information must be in each student’s file BEFORE their departure for the pre-doctoral internship year:

- Verification form that the student read and understood the doctoral student handbook
- Internship in Counseling I evaluation forms and hour sheets (post-bachelor’s only)
- Internship in Counseling II evaluation forms and hour sheets (post-bachelor’s only)
- Counseling Psychology Practicum I evaluation forms and hour sheets
- Counseling Psychology Practicum II evaluation forms and hour sheets
- Counseling Psychology Practicum III evaluation forms and hour sheets
- Counseling Psychology Practicum IV evaluation forms and hour sheets
- Annual student evaluation—year 1
- Annual student evaluation—year 2
- Annual student evaluation—year 3
- Annual student evaluation—year 4 (post-bachelor’s)
- Internship application (APPI)
- Internship Acceptance Letter
- Plan of study form
- Doctoral candidacy form

Two additional documents must be in the student’s file prior to graduation:

- Internship Final Evaluation
- Letter of Successful Completion from the Internship Site

Students will not be cleared for graduation from the program until ALL of these documents are in their student file.

**2.6 Pre-doctoral Internship**

A counseling psychology internship is required, and consists of a minimum of one calendar year of full time (40 hours per week for 50 weeks) supervised experience in a setting that provides a broad spectrum of both counseling psychology services and clientele. Multiple settings for internship experiences are available nationally on a competitive basis through the Association of Pre-Doctoral
Psychology Internship Centers (APPIC). Site selection must be approved by the faculty. Internships must meet established standards for pre-doctoral internships in counseling psychology. Further information regarding internship requirements and options are provided by the Director of Training and doctoral program advisors.

As mentioned earlier, students must pass the qualifying examinations and successfully defend their dissertation proposals prior to applying for internship.

The director of training will schedule a series of weekly meetings with students applying for internship each Fall semester. The purpose of the meetings is to assist in the application and interview process. Topics will include number of and types of sites one should apply, cover letters, application forms including essays, letters of recommendation (i.e., who should write their letters and why, what information should be included in letters), interviewing strategies, and internship match plans. These meetings are not required, but attendance is strongly encouraged. It provides an opportunity for group support and mentorship related to the internship application and interview process.

3. FINANCIAL ASSISTANCE

Department financial aid is available in the form of tuition waivers, teaching assistantships, research assistantships, and other graduate assistantships (e.g., paid practica). Department financial aid typically requires professionally-related work from the student recipient. Students interested in a departmental assistantship should complete an application for assistantship in the School of Applied Health and Educational Psychology and should inform doctoral program advisors of their interest.

Part-time employment opportunities both on and off campus are generally available, and paid practicum positions have been made available for counseling psychology doctoral students. Faculty members and fellow students are good sources of information regarding such part-time, paid jobs and practicum placements. Students can be informed of other sources of financial aid such as grants, loans, work-study, and scholarships by contacting the Office of Scholarships and Financial Aid, OSU, Stillwater, Oklahoma 74078 (405/744-6604). Prospective students should immediately contact the Financial Aid Office since it has separate deadlines and application procedures.

4. REMEDIATION AND DISMISSAL PROCEDURES

Remediation and Dismissal procedures for the Counseling Psychology program are addressed in three aspects: the University procedures for academic dishonesty and misconduct, the annual review of students' progress, and the general procedure of the Counseling Psychology program for considering specific allegations against students. Each of these will be outlined individually.

4.1 University Dismissal Procedures*

"Students and faculty are expected to help maintain the quality and integrity of the educational process by conducting themselves in an honest and ethical manner. Any form of academic misconduct represents an erosion of academic standards and should not be tolerated by either the teacher or student.” (OSU University Catalog).
Within the University community, there are several reasons for academic sanctions. These include:

A. Academic Dishonesty

“Behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another” (OSU University Catalogue). Examples include:

1. Plagiarism.
2. Unauthorized collaboration on out-of-class projects.
3. Cheating on in-class exams.
4. Unauthorized advance access to an exam.
5. Fraudulent alterations of academic materials.
6. Knowing cooperation with another person in an academically dishonest undertaking.

B. Academic Misconduct

Academic misconduct is “behavior that results in intellectual advantage obtained by violating specific directions, rules, or accepted academic standards, but without deliberate intent or use of fraudulent means” (OSU University Catalogue).

Once an instructor determines that academic misconduct or academic dishonesty has allegedly occurred, there are specific guidelines for procedures (Students Rights and Responsibilities, 1993). Students may obtain a copy of this document from the Office of Student Activities.

*For a complete list of academic dishonesty or misconduct violations see: Policies and Procedures Letter 2-0822 Allegations of Academic Dishonesty (1984): OSU Faculty Handbook (2001, pp. 32-33); and Students Rights and Responsibilities Governing Student Behavior, Section IV. Please see Oklahoma State University Catalog for a full description of University policies and procedures related to academic misconduct and dishonesty.

4.2 Annual Review of Student Progress

Each year all active doctoral students in the Counseling Psychology Program are involved in a review process. The purposes of this review are:

1. To provide a vehicle for students to assess their own progress through the doctoral program.
2. To allow the student to obtain faculty feedback.
3. To allow the students to provide input to the faculty.
4. To allow faculty the opportunity to fully evaluate each student.

This process is initiated by each student conducting a self-evaluation which consists of their review of the 13 program competencies, including their professional strengths and accomplishments as well areas for growth related to their coursework, practicum experiences, research team work, professional presentations and publications, progress on dissertation, and graduate assistantship work. See Attachment 7.4 for a copy of the annual student evaluation form.

Students are asked to meet with their academic advisors to review their annual progress in the program. They will turn their self-evaluations into their academic advisors for review by no later than
March 1 of every year.

In addition to the student input and the students’ meeting with their advisor, each student will receive a formal evaluation from the Counseling Psychology faculty group. Annual evaluation of doctoral students by faculty members will occur during the months of March and April every year. During that time, each faculty member who has had contact with the student offers feedback to the area faculty.

Specifically, students are formally evaluated regarding their:

1. Academic progress.
2. Commitment to and understanding of professional and social responsibility as defined by the APA ethical code.
3. The ability to conceptualize human problems with appropriate awareness of the full range of human variability and diversity.
4. The understanding of one's own personality and biases and of one's impact on others in professional interactions.
5. Skills in domains such as interviewing, psychological assessment, psychotherapy, counseling and consultation.
6. The ability to contribute to current knowledge and practice.
7. Interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
8. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
9. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
10. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The Comprehensive Evaluation of Student Competence was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC), as of December 4, 2003. The information below is cited verbatim from this report. The Counseling Psychology Faculty have endorsed this document and plan to use these criteria to evaluate the doctoral students in Counseling Psychology on an annual basis.

“Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical.)”
“As such—and consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., Ethical Guidelines, 2002; Multicultural Competencies, 2002; Competencies Conference, 2002; Guidelines and Procedures Committee on Accreditation, 2002; Association of State and Provincial Psychology Boards, 2003)—the Council of Chairs of Training Councils (CCTC) (2003) has developed the following policy language that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials.”

“Not all students understand and appreciate that multiple aspects of their professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated throughout the process of education and training in professional psychology program (e.g., doctoral, internship, postdoctoral). Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the professional development and competence of their students. This policy language attempts to (a) disclose and make these expectations explicit for students at the outset of education and training, and (b) provide an opportunity for students to determine whether they do or do not wish to participate in such processes or experiences.”

“Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have the 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, professional 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.”

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

Students are responsible for arranging a meeting with their major advisor or the Training Director if no advisor has been selected for the specific purpose of obtaining faculty feedback. Recommendations for improvement, if any, are discussed with the student at the meeting with the major advisor or Training Director.

If the Counseling/Counseling Psychology area faculty deems that the student is not making appropriate progress, the area decides upon appropriate actions to be taken. Depending upon the severity of the deficiency(ies), the faculty may decide to:

1. Notify the student of the deficiency(ies) and recommend appropriate corrective actions in writing as part of the annual student evaluation process and/or at other times once the deficiency is noted.
2. Require remediation, including, but not limited to, repetition of a course or courses, counseling and/or psychotherapy to address personal issues that are impacting professional behavior of the student, additional supervised practica and/or supervision experiences, and so forth.
3. Notify students in writing regarding whether corrective actions have or have not been successful in addressing deficit(s)/issue(s) of concern. This written notification will be provided at the time indicated on the original letter from the faculty regarding the deficit/issue, the corrective actions needed and the timeframe for completion of corrective actions as well as the timeline for faculty feedback regarding whether corrective actions have been or have not been successful in addressing issues of concern.
4. Suspend the student from the program for a specified period of time.
5. Dismiss the student from the program. Please note that dismissal from the program is a serious response and would only be pursued in extreme situations.

Similar to the Program’s procedures for ethical complaints, the procedure for other complaints is provided in Section 4.3 below.

Should the student disagree with the decision of the Counseling/Counseling Psychology area faculty, he or she may petition the Training Director, in writing, for reconsideration. This action must be taken within 30 days of the receipt of written notification of the deficiency. The Counseling/Counseling Psychology area faculty will reconsider their decision within 30 days following the receipt of student’s written petition based upon any new information provided by the student. The final decision of the faculty will be forwarded to the Training Director who will provide a summary of this decision in writing to the student.

If the student is not satisfied with the outcome of the reconsideration of the original decision, he or she may petition the School Head. This action must be taken within 30 days of receipt of the decision related to reconsideration of the original decision. If the student is not satisfied with the School Head’s decision, he or she may make a formal grievance as outlined in the Academic Appeals Procedures in the University Catalog.

4.3 Procedure for Considering Allegations of Ethical Violations by Students
If a student has concerns about the professional conduct of a fellow student and wants to resolve this issue informally, they are encouraged to follow the APA Ethical Principles and Standards and attempt to inform the student of the alleged conduct problem, if at all possible. If this effort does not resolve the matter, a student may wish to discuss this matter with the Training Director of the program if the alleged conduct problem of the student continues.

In the event a specific allegation of professional misconduct is brought against a Counseling Psychology student at times other than the Annual Reviews, the procedure for considering the allegation will be as follows, constituting a formal complaint:

1. The allegation is delivered in writing to the Director of Training.
2. The Director of Training investigates the allegation, with the investigation including a written response from the student involved.
3. If the Director of Training deems the allegation to have merit, the Director of Training presents the written record to the counseling psychology program faculty within 30 days of initial receipt for consideration. The student shall be given an opportunity to meet with the program faculty to respond verbally to the allegation.
4. The program faculty will first make a determination as to the validity of the complaint. In cases where the complaint is found to be valid, the program faculty may by majority vote elect among the following options: 1.) Refer the matter to the University's Office of Student Misconduct or other appropriate university offices. 2.) Formally reprimand the student in writing. 3.) Require appropriate remediation, suspending client contact or other activities during the remediation process. 4.) Suspend the student for a specified period of time. 5.) Dismiss the student from the program.

We follow the university policies and procedures related to Student’s Rights and Responsibilities Governing Student Behavior (Section IV) and Letter 2-022, Allegations of Academic Dishonesty (1984): OSU Faculty Handbook (2001, pp. 3233).

5. PROCEDURES USED TO HANDLE PROBLEMS AND COMPLAINTS

The School of Applied Health and Educational Psychology adheres to the due process procedures and mechanisms for handling academic problems, conflict situations, and grievances set forth by Oklahoma State University. However, students are encouraged, in the event of a problem, conflict, or grievance against a student, faculty member, or the program as a whole, to first approach (if feasible, given the nature of the problem) the student and/or faculty member involved or the Director of Training (if the student has a program-related conflict or grievance). If the problem cannot be solved to the satisfaction of all involved, then the student and/or the faculty member, and/or the Director of Training may take the matter up with the School Head for possible resolution. If necessary, the School Head may establish a committee to consider the problem or grievance and possible resolutions or remedies, and the committee may forward its recommendations to the School Head. Students may take the matter to the Graduate College or to one of the appropriate university committees or boards for further consideration, if, in their estimation, a satisfactory or just resolution of the problem could not be attained at the departmental level.
Oklahoma State University has a number of committees or boards that students may approach to register complaints or grievances. The Academic Appeals Board reviews and renders judgments on complaints students make about grades they feel were unjustly assigned for courses they have taken. The Committee on Sexual Harassment addresses charges against faculty and staff for sexual harassment and similar inappropriate behaviors. The Traffic Appeals Board considers grievances students, staff, or faculty have regarding traffic regulations and violations.

6. OTHER PERTINENT INFORMATION

6.1 Association Memberships and Professional Activity

Students are expected to join the American Psychological Association, including Division 17, Society of Counseling Psychology, of the American Psychological Association. Other organizations students may join include the following: Oklahoma Psychological Association, American Association for Marriage and Family Therapy, the Association for Behavioral and Cognitive Therapies, Southwestern Psychological Association, and other associations related to the student's professional interests and goals. Faculty members are often active members of such organizations and are available for information and assistance regarding membership.

6.2 Professional and Research Interest of Core Counseling Psychology Faculty

Donald L. Boswell, Ph.D., Counseling Psychology, Indiana State University
Associate Professor, Area Coordinator
Adult personality assessment, adult ADHD, Clinical supervision, men’s issues, and GLBT issues. (405) 744-9454

Alfred F. Carlozzi, Ed.D., Counseling, University of Houston.
Professor, OSU-Tulsa Counseling Center Director
Empathy, universal-diverse orientation, clinical supervision, GEAR UP outcome research. (918) 594-8063

Barbara L. Carlozzi, Ph.D., Educational Psychology, Oklahoma State University
Associate Professor
Emotionally expressive writing, resilience, human development (405) 744-9457

Hugh Crethar, Ph.D., Counseling Psychology, University of Oklahoma
Associate Professor, Counseling program coordinator
Multicultural counseling, social justice, counselor training, professional development, gender, sex, and sexual/affectional orientation. (405) 744-9442

Julie Dorton-Clark, Ph.D., Counseling Psychology, Oklahoma State University
Assistant Professor, Counseling Psychology Clinic Director
Multicultural/cultural competencies, eating disorders, body image, gender/relationship issues, trauma/PTSD, sexual objectification, military, and family/service member concerns. (405) 744-2899
Sue C. Jacobs, Ph.D., Counseling Psychology, University of Southern Mississippi
Associate Professor, Director of Training, Counseling Psychology Doctoral Program
Preparing Future Faculty (PFF) coordinator
Health psychology, geropsychology, multicultural counseling, older women, anger, prevention, professional issues, ethics and research ethics, and underserved populations. (405) 744-9895

Julie Koch, Ph.D., Counseling Psychology, University of Minnesota-Twin Cities
Assistant Professor
School counseling, ethics in counseling, immigrant/refugee mental health, and counselor development, training, and supervision, LGBTQ and multicultural issues, international counseling. (405) 744-3155

Valerie McGaha, Ph.D., Educational Psychology, Texas Tech University
Assistant Professor, OSU-Tulsa
Adolescent studies, at-risk adolescents, substance abuse treatment, family counseling, and multicultural and cross-culture counseling. (918) 594-8516

John S.C. Romans, Ph.D., Counseling Psychology, University of Kansas
Associate Professor, School Head
Stalking, clinical supervision, expressive writing, and technology issues in counseling. (405) 744-9433

Carrie L. Winterowd, Ph.D., Counseling Psychology, University of Kansas
Associate Professor
Anger, attachment, core beliefs/self-schemas, multicultural issues, including but not limited to American Indian/Native American issues, LGBT issues, social justice, resilience, body image, group counseling. (405) 744-9446

6.3 Affiliated Faculty

Steve Harrist, Ph.D., Educational Psychology
Diane Montgomery, Ph.D., Educational Psychology and Gifted Education
Yoonjung Choo, Ph.D., Educational Psychology

Katye Perry, Ph.D., Research, Measurement, and Evaluation in Education
Laura Barnes, Ph.D., Research, Measurement, and Evaluation in Education
Janice Miller, Ph.D., Research, Measurement, and Evaluation in Education
Dale Fuqua, Ph.D., Research, Measurement, and Evaluation in Education

Terry Stinnett, Ph.D., School Psychology
Gary J. Duhon, Ph.D., School Psychology
Brian Poncy, Ph.D., School Psychology
Georgette Yetter, Ph.D., School Psychology

Steve Edwards, Ph.D., Health and Sports Psychology
Lincoln Gibbs, Ph.D., Health Promotion
Bridget Miller, Ph.D., Health Promotion
Conrad Wilsey, Ph.D., Health Promotion

David Thomas, Ph.D., Psychology
Thad Leffingwell, Ph.D., Psychology
Larry Mullins, Ph.D., Psychology
Edward Berkley, Ph.D., Psychology

Beth Caniglia, Ph.D., Sociology

6.4 Listing of Adjunct Faculty and Practicum Supervisors

Suzanne Burks, Ph.D., University Counseling Services
Joni Hays, Ph.D., University Counseling Services
Jason White, Ph.D., University Counseling Services
Ralph Lindsay, Ph.D., Stillwater Domestic Violence Services
Brian Blankenship, Ph.D., Associated Centers for Therapy
Steve Grissom, Ed.D., Rader
Janet Fultz, M.S., Payne County Youth Services
Sean Ferrell, Ph.D., Oklahoma City VA
Russell Adams, Ph.D., OU Health Sciences Center
Bill Leber, Ph.D., OU Health Sciences Center
Bruce Lochner, Ph.D., UCO Counseling Center
Steve Shoemaker, Ph.D., Tulsa Indian Health and Resource Clinic

6.54 Accreditation and Licensing

This counseling psychology program has been developed consistently with state and national guidelines for counseling psychology programs and is accredited by the American Psychological Association. The program is listed as a psychology program by the National Register of Health Service Providers in Psychology and holds membership in the Council of Counseling Psychology Training Programs. The program has been designated to meet both APA standards as well as the standards for academic programs established by the Oklahoma State Board of Examiners of Psychologists.
7. ATTACHMENTS

7.1 Plan of Study
   7.1a Prerequisite Coursework
   7.1b Information and Procedures for Post-Bachelor Track Students Earning the M.S. in Educational Psychology En Route to the Ph.D. in Educational Psychology, Specialization in Counseling Psychology

7.2 Counseling Psychology Practicum Guidelines

7.3 Doctoral Qualifying Exam

7.4 Annual Student Evaluation

APPENDICIES

Appendix A – Practicum and Field Placement Evaluation

Appendix B – Trainee’s Evaluation of Supervisor

Appendix C – Graduation Procedures Checklist
   Appendix C.1 – Verification of Completion of the Creative Component

Appendix D – Doctoral Student Dissertation Journal Submission Form

Appendix E – CPSY Course Rotation

Appendix E.1 – CPSY Course Schedule (Spring 2008-2012)
# ATTACHMENT 7.1

## PLAN OF STUDY WORKSHEET

**PLAN OF STUDY WORKSHEET (Post-master's)**

<table>
<thead>
<tr>
<th>Course/semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>117 graduate credit hours</strong></td>
</tr>
</tbody>
</table>

### I. GENERAL PSYCHOLOGY CORE (30)

**A. History and Systems of Psychology (3)**

EPSY 6133 Seminar: History and Systems of Psychology

**B. Biological Bases of Behavior (3)**

PSYC 6483 Neurobiological Psychology

**C. Cognitive/Affective Bases of Behavior (3)**

EPSY 5463 Psychology of Learning

or

EPSY 6163 Emotion and Cognition

or

EPSY 6653 Human Motivation

**D. Social Bases of Behavior (3)**

CPSY 5320 Seminar in Social Psychology

or

PSYC 6563 Advanced Social Psychology

**E. Individual Behavior (9)**

CPSY 6153* Personality Theories

PSYC 5113* Psychopathology

or

CPSY 5563* Conceptualization and Diagnosis

**F. Psychological Measurement and Assessment (9)**

CPSY 5523* Individual Appraisal

PSYC 5153* Cognitive Assessment
or
EPSY 5320 Individual Intellectual Assessment

CPSY 6123* Adult Personality Assessment

II. COUNSELING PSYCHOLOGY CORE (45)

A. Theories and Interventions (18)

CPSY 5553* Principles of Counseling
CPSY 6083* Principles of Counseling Psychology
CPSY 5543* Career Development Theories
CPSY 6313* Advanced Group Interventions
CPSY 6543* Clinical Supervision
CPSY 6553* Advanced Practice in Marital & Family Treatment

B. Professionalism and Ethics (3)

CPSY 6053* Ethical and Legal Issues in Professional Psychology

C. Multicultural Counseling (3)

CPSY 5503* Multicultural Counseling

D. Supervised Practicum Experiences (15 hours minimum)

CPSY 5593* Counseling Practicum
CPSY 6310 Advanced Practicum and Supervision
CPSY 6431* Counseling Psychology Practicum I
CPSY 6423* Counseling Psychology Practicum II
CPSY 6433* Counseling Psychology Practicum III
CPSY 6443* Counseling Psychology Practicum IV

E. Doctoral Thesis (Dissertation) (15)
CPSY 6000  Doctoral Thesis

F. Internship (6)

CPSY 6560  Advanced Internship in Counseling Psychology
(2 hours each for Fall, Spring, & Summer)

III. RESEARCH CORE (33)

A. Statistics and Methods of Research and Evaluation (6)

REMS 5013* Research Design and Methodology

REMS 5953* Elementary Statistical Methods in Education

B. Quantitative Statistics Core (9)

REMS 6003* Analyses of Variance

REMS 6013* Multiple Regression in Behavioral Studies

REMS 6373 Program Evaluation

or

REMS 6663 Applied Multivariate Research in Behavioral Studies

or

REMS 6023 Psychometric Theory

C. Qualitative Research Core (3)

SCFD 5913 Introduction to Qualitative Inquiry

or

SOC 5273 Qualitative Research Methods

ELECTIVES (9)

1. 

2. 

3. 
POST-BACHELOR’S TRACK STUDENTS MASTERS DEGREE

PLAN OF STUDY WORKSHEET

Total Hours Required for the MS in Educational Psychology, Option: Educational Psychology (36 credit hours)

**Educational Psychology Degree Core (6 hours, required):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 5103</td>
<td>Human Development in Psychology</td>
<td></td>
</tr>
<tr>
<td>EPSY 5463</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Research and Measurement (6 hours, required):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>REMS 5013</td>
<td>Research Design and Methodology</td>
<td></td>
</tr>
<tr>
<td>REMS 5953</td>
<td>Elementary Statistical Methods in Education</td>
<td></td>
</tr>
</tbody>
</table>

**Program Core (6 hours, required):**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EPSY 6133</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>CPSY 5553</td>
<td>Principles of Counseling</td>
</tr>
</tbody>
</table>

**Creative Component with Cognate**

- Electives listed below from the emphasis area with the development of a Creative Component. Related elective coursework to be determined by student with committee members.

**Emphasis in Counseling Psychology (12 hours required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CPSY 5453</td>
<td>Vocational and Career Counseling</td>
</tr>
<tr>
<td>CPSY 5563</td>
<td>Conceptualization and Diagnosis</td>
</tr>
<tr>
<td>CPSY 5683</td>
<td>Internship I</td>
</tr>
<tr>
<td>CPSY 5693</td>
<td>Internship II</td>
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**Electives (6 hours required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 5583</td>
<td>Group Process</td>
</tr>
<tr>
<td>CPSY 5523</td>
<td>Individual Appraisal</td>
</tr>
</tbody>
</table>
ALL OF THESE COURSES ARE REQUIRED PREREQUISITE COURSES FOR POST-BACHELOR’S TRACK STUDENTS ADMITTED TO THE CPSY PH.D. PROGRAM (SEE ATTACHMENT 7.1A)

Total Graduate Level Credit Hours Required for Bachelors Track Students:
(129 credit hours minimum) Pre-Masters: 36 Post-Masters: 93
ATTACHMENT 7.1a
PREREQUISITE COURSEWORK

COUNSELING PSYCHOLOGY PREREQUISITE COURSEWORK
(FOR STUDENTS ADMITTED WITH BACHELOR’S DEGREES)

Course Semester

CPSY 5453 Vocational and Career Information   Summer (first semester)
CPSY 5473 Introduction to Counseling Practice   Summer (first semester)
CPSY 5553 Principles of Counseling   Summer (first semester)
CPSY 5523 Individual Appraisal Fall
CPSY 5563 Conceptualization and Diagnosis Fall
CPSY 5683 Internship in Counseling I Fall
CPSY 5583 Group Process Spring
CPSY 5693 Internship in Counseling II Spring
REMS 5013 Research Design and Methodology Spring (or Summer)
REMS 5953 Elementary Statistical Methods in Education Spring (or Summer)
EPSY 5103 Human Development   Summer (or Spring)
EPSY 5463 Psychology of Learning   Summer (or Spring)
EPSY 6133 History and Systems of Psychology Summer
ATTACHMENT 7.1b

INFORMATION AND PROCEDURES FOR POST BACHELORS TRACK STUDENTS
EARNING THE MS IN EDUCATIONAL PSYCHOLOGY EN ROUTE TO THE PH.D. IN
EDUCATIONAL PSYCHOLOGY, SPECIALIZATION COUNSELING PSYCHOLOGY

Information and Procedures for Post-Bachelor’s Track Students Earning the MS in Educational Psychology en route to the Ph.D.

M.S. in Educational Psychology

Program Description

Educational Psychology is concerned with all aspects of psychology that are relevant to education, in particular, with three specific areas of study including: Human Development and Learning, Gifted Education and Counseling Psychology (A non-terminal emphasis open only to doctoral students in Counseling Psychology). The role of Educational Psychology is to bring together theory and research from psychology and related disciplines in order to facilitate healthy human development and effective learning and teaching.

The Master's of Science degree in Educational Psychology offers three areas of emphasis; all should be viewed as applied programs that define capabilities, knowledge, skills and competencies of the graduate. These competencies focus on the human learner in educational situations. This high-level applied degree program has as its major goal to prepare the graduate to perform effectively as professionals in schools and/or related educational settings.

Total Hours Required for the MS in Educational Psychology, Option: Educational Psychology (36 credit hours)

Educational Psychology Degree Core (6 hours, required):
EPSY 5103* Human Development in Psychology
EPSY 5463* Psychology of Learning

Research and Measurement (6 hours, required):
REMS 5013* Research Design and Methodology
REMS 5953* Elementary Statistical Methods in Education

Program Core (6 hours, required):
EPSY 6133* History and Systems of Psychology
CPSY 5553* Principles of Counseling
**Creative Component with Cognate**

Electives listed below from the emphasis area with the development of a Creative Component. Related elective coursework to be determined by student with committee members.

**Emphasis in Counseling Psychology (12 hours required)**

- CPSY 5453* Vocational and Career information
- CPSY 5563* Conceptualization and Diagnosis
- CPSY 5683* Internship I
- CPSY 5693* Internship II

**Electives (6 hours required)**

- CPSY 5583* Group Process
- CPSY 5523* Individual Appraisal

* Indicates courses which are required prerequisite courses for post bachelors track students admitted to the CPSY Ph.D. program (See Attachment 7.1a)

**Final Portfolio**

Master’s of Science Degree - Educational Psychology Educational Psychology Option

Spring, 2007

The OSU Graduate College has an official policy for Written and Final Examinations for graduate programs awarding master’s degrees (see p. 187 in the OSU 2005-2006 University Catalog). The MS in Educational Psychology Program has an approved process that assesses professional growth and learning in the student’s master’s program by the use of the Final Portfolio, in lieu of a written examination. Students who complete a creative component will submit their Final Portfolio during the semester they intend to graduate. Submission and approval of the Portfolio must follow all University policies related to deadlines and other regulations. Students who are completing their degree programs will arrange a final presentation with committee members after they have submitted the Final Portfolio to committee members.

The Final Portfolio will include a counseling philosophy and evidence of competencies in related areas of study. Students must make a conscious effort to collect the products (e.g. papers, presentations, curricula) developed for any coursework and professional experiences during their graduate program. The Portfolio will also include the creative component. The student and his or her advisor will organize these materials so that the Final Portfolio is presented at the time of the final meeting with committee members. This meeting includes presenting the finished creative component and reviewing the Final Portfolio.

**Portfolio Development**

The Final Portfolio includes a table of contents and an introduction to the Portfolio, in addition to the products developed during the courses of study at OSU. The introduction consists of a philosophy of counseling and a curriculum vita. The Portfolio is then organized according to the products developed in coursework and outside professional activities that demonstrate
performance in the student’s areas of study. The areas will include Inquiry and Research, Human Development, and other topics related to the emphasis studied. Emphases in the MS degree may be instructional or developmental psychology, gifted education, or preparation for the doctorate in Counseling Psychology.

The completed Portfolio is submitted to the student’s committee members with at least two weeks for each committee member to review prior to the final presentation meeting. The committee members will determine the quality of the Portfolio using professional standards of academic performance. Committee members will provide feedback to the student on areas of strength and limitation. Students will receive high pass, pass, low pass or fail on the Portfolio. Pass or fail results will be reported to the COE Graduate Records Office and OSU Graduate College by the student’s committee chair. Passing results must be reported in order to graduate.

Sample Outline for Final Portfolio
Educational Psychology Master’s of Science Degree – Option: Educational Psychology

I. Introduction
   A. Philosophy of Counseling
   B. Curriculum vita

II. Areas of Study
   A. Educational Psychology Degree Core
      1. EPSY 5103: Human Development in Psychology (Include product(s) developed)
      2. EPSY 5463: Psychology of Learning (Include product(s) developed)
   B. Research and Measurement
      1. REMS 5013: Research Design and Methodology (List title of research proposal, and include research proposal)
      2. REMS 5963: Elementary Statistical Methods in Education (Include product(s) developed)
   C. Program Core
      1. EPSY 6133: History and Systems of Psychology (Include product(s) developed)
      2. CPSY 5555: Principles of Counseling (Include product(s) developed)
   D. Counseling Psychology
      1. CPSY 5453: Vocational and Career Counseling (Include product(s) developed)
      2. CPSY 5523: Individual Appraisal (Include product(s) developed)
      3. CPSY 5563: Conceptualization and Diagnosis (Include product(s) developed)
developed)
4. CPSY 5583: Group Process (Include product(s) developed)
5. CPSY 5683: Internship I (Include product(s) developed)
6. CPSY 5693: Internship II (Include product(s) developed)

III. Creative Component
   A. (Title of Component and copy of it)
   B. (Evaluation Evidence)
   C. (Intended Professional Audience)

Procedures for Handling Students Admitted into Doctoral Programs Who Earn Master’s Degrees en route

1. All students admitted into the respective doctoral programs will be identified in SIS as being doctoral students in their programs; this will ensure that they will be identified as doctoral students by the Graduate College, the Registrar’s Office, and by Financial Aid.
2. Students who plan to earn master’s degrees will submit a master’s plan of study to the graduate college prior to completing their 17th hour; these plans of study will be submitted under a cover memo written by the Department noting that the students are admitted to the doctoral program but will be earning their master’s degrees.
3. During the semester in which students plan to earn their master’s degrees, the following will need to occur:
   a) Students will file a diploma application by the date specified in the University calendar.
   b) Shortly before pre-enrollment begins, each department will be responsible for submitting materials to the Registrar’s Office - these will include a list identifying the students who will be earning a master’s degree that semester and a copy of each student’s approved plan of study.
   c) The Registrar’s Office will open and close a matriculation specifically for the master’s degree – they will create a record of only those classes listed on the master’s plan of study; all other classes will remain in the matriculation record for the doctoral degree.
   d) Students’ ability to pre-enroll for courses the following semester should not be affected by the receipt of the master’s degree, as the Registrar’s Office will close the matriculation for the master’s degree and only the matriculation for the doctoral degree will remain open.
   e) Students’ financial aid status should not be affected by the receipt of the
master’s degree, as their identified status will remain that of a doctoral student.

4. Departments will need to check graduation clearance forms generated at the time of the master’s degree to make sure that students are correctly identified as receiving the master’s degree, rather than the doctoral degree, at this point.

5. After receipt of the master’s degree, students will need to submit doctoral plans of study (by the 28th hour after the master’s degree). Each department will need to verify the lists generated by the Graduate College of students with and without plans of study. These may not be accurate since both a master’s and a doctoral plan of study will need to be submitted and approved for these students, and the status of only one POS may be identified through SIS.

6. Each department is responsible for communicating these procedures to its graduate students. If a student experiences difficulties (e.g., unable to pre-enroll, errors in financial aid status), then he/she should notify his/her Head, who will work with the appropriate parties to resolve these difficulties.
ATTACHMENT 7.2

COUNSELING PSYCHOLOGY PRACTICUM GUIDELINES

Counseling Psychology Practicum Guidelines

1. Doctoral practicum students in Counseling Psychology are placed at practicum sites by the Director of Training for the Counseling Psychology Program in collaboration with the Counseling Psychology Faculty. Practicum assignments are made on the basis of (1) the student's professional goals; (2) the student's professional experience, skills, and knowledge that qualify him/her to work at a particular practicum site; and (3) the faculty's judgment regarding the kind of practicum experience the student may need to complement his/her professional training.

2. The Director of Training meets with students to review their vitae and solicit their input regarding practicum placement and makes recommendations to the Counseling Psychology Faculty about the placement of students.

The Director of Training sends to the practicum sites the names of students selected for placement at their sites. The students must make an appointment for an interview at the practicum site, and final approval rests with the practicum site professional staff and supervisors. Practicum site supervisors forward their confirmation of placement of students at their site to the Director of Training. A formal contract to place and train each student at the practicum site is signed by the practicum site supervisor or agency director and the Director of Training. In the case of off-campus, paid practicum placements, a formal contract is signed by the organizational head of the practicum agency and a university official. Students who are placed in off-campus, paid practicum positions typically receive their pay in the form of a graduate assistantship from OSU. The Director of Training maintains a record on each student which contains on-site and/or off-site supervisor evaluations (as relevant; see Appendix A), and hour logs of the student's practicum experiences for that semester. Students must provide a copy of the practicum supervisor’s evaluation of student performance and the practicum hour logs to their on-site and/or off-site clinical supervisors early in the semester. Faculty and site supervisors complete the practicum evaluations of their supervisees and discuss them with each of their supervisees. The supervisor and supervisee must sign these evaluation forms. The student must provide a copy of their signed practicum supervisor’s evaluation of student performance and practicum hour logs to their faculty practicum instructors and the Director of Training before the end of each practicum semester. Student should place a copy of the practicum supervisor’s evaluation of student performance and practicum hour logs in their student file in the Training Director's office or the designated student file office. Students should keep an original copy of the practicum evaluation forms and their practicum hour logs indefinitely. The information from these forms may be needed for future practicum placements, for internship applications, as well as for licensure. Given mobility issues and the reality that many students are licensed in more than one state or may apply to transfer their licenses to other state, this practicum document mentioned above should be kept indefinitely by the student.
3. The faculty hold weekly class meetings as part of the practicum coursework (CPSY 6413, 6423, 6433, 6443) with practicum students (120 minutes minimum), and site supervisors provide individual supervision (60 minutes minimum per week) for each practicum student. In addition to the faculty-supervised class meeting each week, students spend approximately 15 hours per week at the practicum site (including the 60 minute minimum of individual supervision with the site supervisor). Out of the total 15 hours per week commitment, an average of 5 hours per week (as a minimum) must involve direct client contact. The total hours of practicum experience each year must be a minimum of 450 hours (15 hours per week for 15 weeks totaling 225 per semester), 150 of which must involve direct client contact and 75 hours of supervision (30 individual and 45 team).

4. Students in the Counseling Psychology Program, at the master’s track level, complete two academic years of practicum for a total of 900 hours minimum. They enroll in a minimum of four semesters of Advanced Practicum (CPSY 6413, 6423, 6433, 6443). Students completing a 12-month practicum contract must also enroll in CPSY 6310 during the Summer Semester. Students in the Counseling Psychology program, at the post bachelor’s track level, complete six semesters of practicum coursework (CPSY 5683, 5693, 6413, 6423, 6433, 6443) —equivalent to three academic years of practicum. After completing all coursework, practica, and qualifying exams, students are then required to complete a 2000 hour pre-doctoral professional psychology internship as part of their field experience requirement. Students enroll in CPSY 6560 Advanced Internship in Counseling Psychology for 2 credit hours for each of the three semesters of internship.

5. The faculty supervisor assigned to a practicum course is available not only for the weekly classes, but also serves as liaison to the practicum site and meets as is necessary to resolve practicum-related issues with the practicum site supervisor and staff. Faculty supervisors provide individual supervision at designated practicum sites that do not have a doctoral-level supervisor who is licensed or license-eligible as a psychologist. That is, the site-supervisors for Counseling Psychology students must be licensed or license-eligible as psychologists, or a faculty supervisor who is licensed or license-eligible as a psychologist provides individual supervision.

6. Students may work at a given practicum site for only one academic year. The second academic year practicum placement for Counseling Psychology students must be at a different site than their first year placement. Exceptions to this policy must be pre-approved by the Counseling Area Faculty.

7. Students are expected to be treated with dignity and respect and be granted an appropriate level of responsibility given their background, experience, and level of training. Students are expected to treat their supervisor with respect.

8. Through their required supervised practicum experiences, students will develop the following competencies, which are assessed via supervisor evaluations and practicum course instructors:

   A. Understanding of and commitment to professional and social
responsibilities as defined by law and the ethical principles of their profession;

B. Capability in conceptualizing human problems;

C. Knowledge and skills relevant to the full range of human variability, such as people with handicapping conditions, differing ages, genders, ethnic and racial backgrounds, religions, sexual orientations, life-styles, and social/cultural backgrounds;

D. Understanding of their personalities, values, and biases, and of their impact upon others in professional interactions;

E. Skill in the provision of professional services and in related professional interactions, including systematic observation of behavior, interviewing, assessment, diagnosing, counseling, and consultation.

F. Ability to contribute to current knowledge and practice.

9. Students have the opportunity to evaluate their site supervisors and faculty supervisors. Student evaluations of supervisors may be completed after the students have received their end-of-semester evaluations. A Supervisor Evaluation Form (Appendix C) is provided to students, site supervisors, and faculty supervisors at the beginning of each semester. Students submit these evaluations to their site and faculty supervisors after final grades for the semester have been submitted.

10. Elective supervised practicum experiences are available for students who wish to develop additional sub-specialty competencies.
ATTACHMENT 7.3

DOCTORAL QUALIFYING EXAM

Doctoral Qualifying Exam Revision 9/07
Qualifying exams are offered every Spring semester. Exams are typically offered the first week after spring break.

I. Schedule
   A. Written exams for the Theory portion will be given on the Monday and the Research portion will be given on the Wednesday of the exam period. (Please note: We are in the process of reconsidering how we assess research competency. This new process will be decided upon and shared with the students in the Fall 2010 semester.)
   B. Exams will be administered for four hours, usually from 8:30 a.m. to 12:30 p.m.
   C. Students may sit all two days or they may take only the Research portion on Monday or the Theory portion on Wednesday.
   D. There will be no scheduled breaks; however, students may take breaks as needed.
   E. The Practice portion of the qualifying exam will be scheduled separately with the Counseling area faculty as an oral exam.

II. Format
   A. All questions for the written examination days will be distributed at 8:30 a.m.
   B. The first day will include (a) question(s) on the areas of:
      1. Research, Statistics, and Measurement
      2. Research Applied to Counseling Psychology
   C. The second day will include (a) question(s) on the area of:
      1. Theory
   D. Another day will be scheduled with the Counseling area faculty for the Practice portion, which will be an oral examination. The Practice portion will include questions (two or more) on the areas of:
      1. Practice - Application of Theory
      2. Professionalism and Ethics

III. Content

Students are expected to be familiar with the content of coursework and applied experiences from the program. Students should also be familiar with relevant ethical standards and current literature from the appropriate journals. Citations are expected. Questions will assume knowledge of all prerequisite master's level coursework. A general, non-inclusive guide to courses and their area is:
   A. Research, Statistics, and Measurement
      1. REMS 5013 – Research Design and Methodology
      2. REMS 6003 – Analysis of Variance
      3. REMS 6013 – Multiple Regression Analysis in Behavioral Studies and where appropriate
      2. REMS 6373 - Program Evaluation
3. REMS 6663 - Multivariate Statistics
4. SCFD 6123 - Qualitative Research I
5. REMS 6023 - Psychometric Theory

B. Theory
1. EPSY 5103 - Human Development
2. EPSY 5463 - Psychology of Learning
3. CPSY 6123 - Personality Theories
4. CPSY 5503 - Multicultural Counseling
6. CPSY 6313 - Advanced Group Interventions
7. CPSY 5543 - Career Development Theories
8. CPSY 6083 - Principles of Counseling Psychology
9. CPSY 6553 Adv Marital & Family Treatment

C. Practice, Professionalism, and Ethics (material gathered from across coursework and outside reading)
1. CPSY 6053 - Ethical and Legal Issues in Professional Psychology
2. CPSY 6543 - Clinical Supervision

While the courses designated above are suggested as the focus for each topic, students should expect that some questions may overlap in content.
TO: Counseling Psychology Doctoral Students
FROM: Carrie Winterowd, Ph.D.
       Director of Training

SUBJECT: Annual Evaluation

All doctoral students are reviewed on an annual basis by the area faculty. This evaluation consists in part of a self-evaluation of professional development, academic progress, personal development, and other information. The annual evaluation also can serve as an opportunity for you to give feedback to the faculty regarding courses, requirements, etc.

Please think about and write down your professional accomplishments for the academic year as well as your areas for professional growth.

The review process also consists of faculty discussion of each student and the completed evaluation form. Your major advisor (or your temporary advisor, if you do not have a permanent major advisor) is responsible for giving you feedback. You are responsible for making an appointment with your advisor this feedback. A copy of the evaluation form will be placed in your file.

Please contact me if you have any questions regarding the annual evaluation.
Annual Student Evaluation

Please rate the statements below regarding your professional attitudes, skill, and performance using the following scale:

1 or N/A
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I. Understanding of Core Content areas in psychology

_____ Successfully completed, or plans to complete coursework needed to meet requirement for the General Psychology Core.

- Please list courses taken to fulfill requirement-

II. Understanding of research methodology and its application to psychological inquiry from both an idiographic and nomothetic approach.

_____ Successfully completed, or plans to complete, coursework needed to meet Research Core requirement.

- Please list courses taken-

_____ Successfully completed research portion of qualifying exam.

_____ Demonstrated appropriate progress towards the completion of their dissertation (with regards to year in the program)

_____ Demonstrated gain in competency in the ideographic approach to psychological inquiry through practicum experience by applying the scientific method to individuals in treatment.
III. Ability to integrate theory, research, and practice in the development of an attitude of learning which enables adaptation to the evolving bodies of knowledge in these areas.

_____ Demonstrates an attitude of learning that enables an integration of various aspects of different psychological areas.
_____ Receptive to feedback from others.
_____ Utilizes feedback when given.
_____ Willing to modify or try new approaches in their counseling/learning style.

IV. Ability to conduct independent research.

_____ Participates in research via grants, teams, etc.
_____ Demonstrates effective skills and knowledge regarding performing research activities.

- Please list research activities involved in throughout the year -

V. Ability to conceptualize and diagnose psychological problems.

_____ Demonstrates adequate knowledge regarding appropriate diagnosis.
_____ Has strong conceptualization skills.

- Strengths -

- Areas of improvement -

VI. Understanding of the appropriate use of psychological assessment materials and the ability to integrate assessment data with treatment.

_____ Completed, or plans to complete, all coursework needed to fulfill the Assessment Requirement.

- Please list courses completed -

_____ Proficient in writing descriptive psychological evaluations.
_____ Demonstrates adequate knowledge of appropriate test and administration procedures.
VII. An in-depth understanding of professional and social responsibility as defined by law and the APA Ethics Code.

_____ Demonstrates awareness of ethical/legal responsibilities.
_____ Conducts self in a professional manner.
_____ Successfully completed CPSY 6053 Professionalism and Ethics in Counseling Psychology.

VIII. Development of skills in the treatment of both developmental and psychopathological problems.

_____ Demonstrates knowledge of appropriate intervention skills as seen by supervisor in practicum and supervision.

-Strengths-

-Areas needing improvement-

IX. Expertise in and in-depth understanding of the field of counseling psychology.

_____ Successfully completed 18-hour portion of CPSY Core
_____ Successfully completed theory and practice portions of qualifying examination

X. Demonstrates an in-depth understanding of both normal psychological development and psychopathological processes.

_____ Completed, or plans to complete, requirement of Developmental Psychology.

-Please list courses taken-

_____ Completed, or plans to complete, coursework to fulfill requirement of Psychopathology.

-Please list courses taken-

_____ Successfully completed the qualifying exam.

-Please list practicum work completed as well as in progress-
XI. Understanding of individual and cultural differences as they relate to theory, research, and practice.

_____ Sensitive to differences when working with culturally different clients.
_____ Possesses an understanding of cultural differences as they relate to theory.
_____ Possesses an understanding of cultural differences as they relate to practice.
_____ Possesses an understanding of cultural differences as they relate to research.

XII. Understanding of self and professional relationships as these relate to science and practice.

_____ Successfully completed practicum sequence.
_____ Developing appropriate focus on self, receptiveness toward feedback.
_____ Developing professional behavior with clients, peers, and faculty in relevant professional settings.

General Comments regarding your performance:

__________________________________________________________________________

Student Signature  Date

__________________________________________________________________________

Faculty Signature  Date
APPENDIX A

PRACTICUM AND FIELD PLACEMENT EVALUATION

Oklahoma State University

This form was developed by Counseling Psychology faculty members at the University of Missouri-Columbia. It is used and adapted with permission for the Counseling Psychology program at Oklahoma State University. Version: 11/27/2007

Student: __________________________
Supervisor: __________________________
Semester/Year: __________________________
Placement Location: __________________________
Date of Review: __________________________

Student Level: List all previous practica and field placements and provide estimate of prior number of face-to-face contact hours below:

Previous practica and field placements:

<table>
<thead>
<tr>
<th>Site</th>
<th># of Semesters</th>
<th>Approximate face-to-face contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site</td>
<td># of Semesters</td>
<td>Approximate face-to-face contact hours</td>
</tr>
<tr>
<td>Site</td>
<td># of Semesters</td>
<td>Approximate face-to-face contact hours</td>
</tr>
<tr>
<td>Site</td>
<td># of Semesters</td>
<td>Approximate face-to-face contact hours</td>
</tr>
</tbody>
</table>

Please continue list on back of this page if needed

Evaluation is most beneficial when it is a collaborative process to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for exchange. At the end of the semester, the trainee’s competencies in each of the areas designated below should be discussed and evaluated.

**DIRECTIONS:** Below are several general areas of professional competencies, each with a set of specific skills or behaviors for evaluation

<table>
<thead>
<tr>
<th>Harmful to Other’s Welfare</th>
<th>Needs Improvement</th>
<th>Average for Level of Training &amp; Experience</th>
<th>Clear Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the above rating scale, provide a numeric rating for each skill or behavior listed which best reflects the level of the trainee’s performance as observed in the most recent evaluation period. If you have not been able to observe or evaluate this skill, write “U/A” for “Unable to Evaluate.” For areas that are not required for this level of training or at this site, write “N/A.”
**Very Important:** When giving ratings, the comparison is other individuals at that level (i.e., other individuals in their first practicum, second practicum, etc.). **Given this, there should be no constriction of ratings (i.e., a person could be rated anywhere from 0 – 5).** A zero should be given when you judge the trainee’s skills to be of grave concern, and thus potentially harmful to the welfare of others such as client’s or practicum classmates.

**INTAKE:**

<table>
<thead>
<tr>
<th>Individual skills:</th>
<th>Observed Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequately identifies and clarifies nature of the client’s presenting problem</td>
<td></td>
</tr>
<tr>
<td>Gathers sufficient information and history in most relevant areas</td>
<td></td>
</tr>
<tr>
<td>Can assess client strengths and problem areas</td>
<td></td>
</tr>
<tr>
<td>Determines environmental stressors and support systems that come to bear on client issues</td>
<td></td>
</tr>
<tr>
<td>Identifies and establishes realistic counseling goals; distinguishes between immediate and long term goals</td>
<td></td>
</tr>
<tr>
<td>Can develop a working diagnosis</td>
<td></td>
</tr>
<tr>
<td>Assesses for suicidal/homicidal ideation</td>
<td></td>
</tr>
<tr>
<td>Evaluates client motivation and determines appropriateness of/readiness for counseling</td>
<td></td>
</tr>
<tr>
<td>Writes intake reports that reflect the content of the interview</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate balance between information gathering and therapeutic alliance</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**COUNSELING AND THERAPY SKILLS:**

**Counseling skills:** Below is a list of both general and specific individual counseling skills, followed by a general rating for couples and group counseling. With respect to the individual skills, some are basic, early skills and some are advanced skills that a beginning trainee would not be yet be expected to have. If this is the case, remember to use the N/A rating. Also, clearly, some of these skills are more or less appropriate given the particular client issue and focus of counseling, and so remember that a rating of U/A is also available. Most important is that the practicum student has the capacity to successfully utilize the skills appropriate for their level and/or the client situation, and has some insight into when they are more likely to be effective.

<table>
<thead>
<tr>
<th>Observed Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic case management (scheduling with client, following up on no shows, etc.)</td>
</tr>
<tr>
<td>Active Listening (Attending)</td>
</tr>
<tr>
<td>Tracking Content</td>
</tr>
<tr>
<td>Restating Content (i.e., Paraphrasing and Summarizing)</td>
</tr>
<tr>
<td>Information Giving</td>
</tr>
<tr>
<td>Normalizing Client’s Experience</td>
</tr>
<tr>
<td>Rapport Building</td>
</tr>
</tbody>
</table>
Develops and maintains an effective therapeutic relationship

Asking open and closed questions (knowing when each is appropriate)

Facilitating client’s problem solving (brainstorming)

Encouraging and reinforcing client (praise)

Basic goal setting with client

Implementing therapy goals

Demonstrates an effective level of empathetic understanding with clients

Recognizes and is responsive to client nonverbal behavior

Recognizing and Reflecting Affect

Deepening Affect

Demonstrates an adequate awareness and responsiveness to cognitive material

Demonstrates an adequate awareness and responsiveness to behavioral material

Uses silence effectively

Confrontation

Offering Interpretations

Appropriate understanding of and use of self-disclosure as appropriate

Assigning and following through on homework (including incomplete assignments)

Processing interactions in session (e.g., “What’s it like for you when I say that? I’ve noticed that every time I talk about feelings, you change the subject.”)

Addressing issues related to client motivation/readiness/resistance

Utilizing advanced techniques (e.g., gestalt, two chair, guided imagery, role playing, etc.)

Providing information about client’s issues (e.g., psycho education regarding stages of grief)

Guiding the client to discuss issues in depth; facilitating the client’s own insights

Demonstrating overall flexibility in interventions

Has awareness of personal style and use of self in counseling

Conceptualizes client concerns in a way that usually guides and is consistent with the therapy process, goals, and interventions

Considers various treatment approaches and the implicates of each

Develops and follows a treatment plan

Is sensitive to and can appropriately manage termination issues of both client and counselor

Is aware of and makes appropriate use of campus and community resources

Completing paperwork

Demonstrates adequate group therapy skills

Demonstrates adequate couple’s therapy skills

**Comments:**

<table>
<thead>
<tr>
<th>CRISIS MANAGEMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual skills:</strong></td>
</tr>
<tr>
<td>Appropriately seeks consultation in crisis situations</td>
</tr>
<tr>
<td>Appropriately assesses the magnitude of client crisis</td>
</tr>
<tr>
<td>Determines appropriate level of intervention needed</td>
</tr>
<tr>
<td>Appropriately accesses community resources as needed</td>
</tr>
<tr>
<td>Appropriately documents steps taken during crisis</td>
</tr>
<tr>
<td>Coordinates immediate response (e.g., police, family, insurance, hospital, etc.) as necessary</td>
</tr>
<tr>
<td>Provides appropriate follow-up after crisis contacts</td>
</tr>
<tr>
<td>Appropriately assesses client risk of suicide/homicide</td>
</tr>
<tr>
<td>Demonstrates understanding of the differences between crisis intervention and individual therapy</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>SENSITIVITY TO DIVERSITY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual skills:</strong></td>
<td><strong>Observed Level:</strong></td>
</tr>
<tr>
<td>Demonstrates sensitivity to possible contributions of the client’s and the trainee’s own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship</td>
<td></td>
</tr>
<tr>
<td>Demonstrates theoretical knowledge and ability to employ effective techniques with special populations</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process</td>
<td></td>
</tr>
<tr>
<td>Demonstrates behavior consistent with an appreciation of and respect for diversity in the following areas: culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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<th>USE OF SUPERVISION/TRAINING:</th>
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<tr>
<td><strong>Individual Supervision:</strong></td>
<td><strong>Observed Level:</strong></td>
</tr>
<tr>
<td>Consistently and punctually attends and is prepared for supervision</td>
<td></td>
</tr>
<tr>
<td>Actively solicits, is open and responsive to feedback and supervisory suggestions</td>
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<tr>
<td>Utilizes supervision to develop self-awareness of strengths and limitations as a therapist</td>
<td></td>
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<tr>
<td>Demonstrates willingness to make purposeful changes in self</td>
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<tr>
<td>Is appropriately assertive in articulating own training needs</td>
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<tr>
<td>Is aware of limitations and recognizes the need for supervision, referral, or consultation</td>
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<tr>
<td>Demonstrates a willingness to discuss and analyze own behavior as a therapist (e.g., countertransference issues, parallel process)</td>
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<tr>
<td>Differentiates between supervision and personal therapy (e.g., maintains</td>
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appropriate level of self-disclosure, makes appropriate requests of supervisor)  
Addresses multicultural and other issues relating to diversity in supervision  
Demonstrates a willingness to share his/her work with supervisor (through tapes, observation, case presentations, etc.)  

**Group Supervision/Practicum Class:**  
Demonstrates a willingness to share his/her work with practicum class and instructor (through tapes, observation, case presentations, etc.)  
Organizes and presents well as required (i.e., case presentations)  
Establishes collegial relationships with classmates  
Provides appropriate positive feedback to peers  
Provides appropriate constructive feedback to peers  
Contributes to discussion in class  
Is open to and makes use of feedback provided by peers and instructor  

**Individual Supervisor Comments:**  

---  

**Practicum Instructor Comment**  

---  

**ETHICAL SENSITIVITY AND PROFESSIONALISM:**  

<table>
<thead>
<tr>
<th>Individual skills:</th>
<th>Observed Level:</th>
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<tbody>
<tr>
<td>Demonstrates a working knowledge of and adheres to APA ethical guidelines and standards</td>
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<tr>
<td>Conducts self in a manner consistent with the professional standards in this setting (e.g., boundaries, dual relationships)</td>
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<tr>
<td>Demonstrates an appropriate professional demeanor in appearance and behavior</td>
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<tr>
<td>Establishes productive working relationships with peers, supervisors and staff</td>
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<tr>
<td>Completes commitments in a prompt and professional manner</td>
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<tr>
<td>Shows self-evaluation, self-direction, and motivation for professional growth</td>
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<tr>
<td>Shows an awareness of and ability to cope with personal issues which might interfere with professional duties, services and/or relationships</td>
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<tr>
<td>Consistently informs clients of administrative and confidentiality issues (e.g., alternative choices, credentials or supervisory status, confidentiality limits, policies/procedures, session limits, cancellations, dual relationships, etc.)</td>
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<tr>
<td>Seeks consultation on ethical, legal, and medical matters concerning own clients and those of supervisee</td>
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<tr>
<td>Keeps client appointments punctually</td>
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<tr>
<td>Completes and turns in progress notes in a timely manner</td>
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<tr>
<td>Completes paperwork (e.g., treatment plans) and turns in report in a timely manner</td>
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<tr>
<td>Maintains clinical responsibility in a professional manner</td>
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<tr>
<td>Regularly attends and is punctual for any required agency meetings or staffings</td>
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### OUTREACH AND CONSULTATION:
*(Specific Field Placement Sites Only)*

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<tr>
<td>Demonstrates competence in preparing &amp; presenting workshops</td>
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<tr>
<td>Participates actively in opportunities to engage in outreach programming</td>
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<tr>
<td>Presents programs in areas of expertise or seeks out appropriate supervision</td>
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<tr>
<td>Responds as requested to questions from the university &amp; local communities in areas of expertise</td>
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<tr>
<td>Demonstrates knowledge of appropriate clinical and ethical concepts when offering consultation</td>
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**Comments:**

### TESTING AND ASSESSMENT (Specific Field Placement Sites Only):

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<td>Completes test administration and generates a written report in a timely manner</td>
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<tr>
<td>Incorporates accurate conceptualizations of client dynamics (i.e., testing data is interpreted correctly)</td>
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<td>Integrates and conveys testing data in a coherent manner throughout the report</td>
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<tr>
<td>Demonstrates the ability to generate relevant and thoughtful treatment planning recommendations and/or accommodations</td>
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<tr>
<td>Summarizes testing data in an organized and coherent manner</td>
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<tr>
<td>Provides client with feedback in a timely and professional manner</td>
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<tr>
<td>Communicates results to referral source(s), as needed</td>
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<tr>
<td>Demonstrates knowledge of instrument selection</td>
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<td>Administers and scores instruments competently</td>
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**Comments:**

### PROVISION OF SUPERVISION:
*(Specific Field Placement Sites Only)*

<table>
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<tr>
<td>Demonstrates ability to provide constructive and timely feedback to supervisees</td>
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<tr>
<td>Makes adequate use of clinical discussion, review of tapes, and review of documentation in supervision</td>
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<td>Understands own strengths and limitations in the role of supervision</td>
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Periodically discusses supervisee’s progress toward training goals with their own supervisor and during supervision-of-supervision
Aids supervisee in developing case conceptualizations
Explores various therapeutic processes and techniques with supervisee
Demonstrates an awareness of supervisee’s level of professional development
Is comfortable with own authority and uses it appropriately
Discusses ethical issues with supervisee
Seeks appropriate consultation about supervision responsibilities
Addresses multicultural and other issues relating to diversity with supervisee

Comments:

Please either answer the questions below or attach a separate narrative that addresses these questions.

What are the strengths of this trainee?

What are the areas for development (please include both explanations and recommendations in your descriptions of the trainee needs to work on)?

Supervisor’s Signature Date Trainee’s Signature Date

Practicum Instructor Signature Date

Copies to: Supervisor, Trainee, Practicum Instructor, Advisor, Permanent File in Willard Hall
Rev. 11/27/2007
APPENDIX B

Trainee's Evaluation of Supervisor

Name and position of supervisor: ____________________________________________________

Name of agency: _________________________________________________________________

Name of trainee: _________________________________________________________________

Period covered by report: ________________________________________________________

Rate the supervisor on frequency and/or quality of activity as each applies to the following (the rating of frequency and/or quality may not always be applicable):

Frequency (compared to other supervisors)
5 - Frequently
4
3 - Average
2
1 - Seldom

I. Goal Setting Frequency
   _____ A. Aids in setting goals for supervisory contract.
   _____ B. Aids in establishing and maintaining the focus of supervision.
   _____ C. Helps in selecting appropriate professional and training goals, tasks, and experiences within agency.

General Comments on Goal Setting:

II. Environment/Climate
   _____ A. Is dependable (prompt, available for crisis consultation, etc.)
   _____ B. Values supervision and expresses interest in the process.
   _____ C. Promotes productive use of supervisory time.
   _____ D. Works at hearing and understanding trainee's concerns.
   _____ E. Has respect for personal individual differences between supervisor-supervisee.
   _____ F. Serves as advocate (i.e., support person) to system.
   _____ G. Is self-disclosing, shares own adequacies and inadequacies and makes referrals when necessary.
   _____ H. Works on establishing "a climate of trust".
   _____ I. Works toward conflict resolution between self and supervisee in constructive ways.
   _____ J. Is willing to examine supervisor-supervisee relationship.

General Comments on Environment/Climate:

III. Communication
   _____ A. Gives continuous and relevant feedback.
   _____ B. Works on maximizing an honest and candid exchange of feelings and ideas.
C. Uses constructive criticism to enhance trainee's personal and professional growth.
D. Conveys sensitivity to where trainee is emotionally.
E. Demonstrates awareness of trainee's professional level.
F. Explores personal history which may effect the supervisee's work with clients.
G. Articulates own theoretical position in a clear and consistent fashion as often as can be expected.

General Comments on Communication:

IV. Teaching
A. Discusses theory and aids in fitting theory into practice (i.e., case formulation).
B. Explores various therapeutic processes such as confrontation, support, timing, etc., and their use.
C. Discusses theory-based techniques such as relaxation, open-chair, structured and unstructured, etc., and their uses.
D. Facilitates development of supervisee's own theoretical position.

General Comments on Teaching:

V. Information
A. Uses appropriate books, articles, other references.
B. Promotes awareness of ethical issues.
C. Knows campus/community resources and helps supervisee to refer appropriately.

General Comments on Information:

VI. Global Evaluation of Supervisor:

A. Specific strengths:
B. Specific limitations:

VII. Recommendations:
APPENDIX C

GRADUATION PROCEDURES CHECKLIST

Graduation Procedures Checklist

It is recommended that you verify that you have the most up-to-date version of forms before filling them out, this can be done by contacting Sandi Ireland in the College of Education Graduate Office.

☐ Application Procedures for the MS in Educational Psychology
(Pertains only to Post Bachelor’s Track students earning the MS in Educational Psychology en route to the Ph.D.)

☐ Enroll for minimum graduating semester credit hours:
  Catalog
  Class Schedule

☐ File Diploma Application Form: Submit to the Registrar’s Office, 322 Student Union

☐ File Graduation Clearance Form (GCF):
  GCF (MS Word Doc)
  GCF (PDF Doc)
  Submit to the Graduate Office, 325 Willard (Sandi Ireland)

☐ Submit Final Revision of Plan of Study: Submit to the Graduate Office, 325 Willard (Sandi Ireland) **Submit only if the plan has changed since the last time it was filed with the Graduate College**

☐ Submit Creative Component Verification of Completion Form: See Appendix C.1 for form:
  Submit to the Graduate Office, 325 Willard (Sandi Ireland)
Application Procedures for the Ph.D. in Educational Psychology
   (Option in Counseling Psychology):
   Pertains to all doctoral students once the masters degree is conferred.

☐ File the Admission to Doctoral Candidacy Form:
   **File six (6) months prior to the graduation date**

☐ Enroll for minimum graduating semester credit hours:
   Catalog
   Class Schedule

☐ File Diploma Application Form:
   Submit to the Registrar’s Office, 322 Student Union

☐ File Graduation Clearance Form (GCF):
   GCF (MS Word Doc)
   GCF (PDF Doc)
   Submit to the Graduate Office, 325 Willard (Sandi Ireland)

☐ Submit Final Revision of Plan of Study: Submit to the Graduate Office, 325 Willard (Sandi Ireland) **Submit only if the plan has changed since the last time it was filed with the Graduate College**

☐ Submit Draft Copy of Dissertation Submit to the Graduate Office, 325 Willard (Sandi Ireland)

☐ Submit Results of Final Exam Form: **Form can be obtained from the Graduate Office**
   Submit to the Graduate Office, 325 Willard (Sandi Ireland)

☐ Submit Final Copy of Dissertation
   **Student will be given access to e-submission website after the completed and signed Result of Final Exam Form is submitted to the Graduate College**

☐ Submit Change of Final Grade Form for dissertation credit hours **Form can be obtained from the Graduate Office**
   Submit to the Graduate Office, 325 Willard (Sandi Ireland)
APPENDIX C.1

(**This Form Pertains only to Post-Bachelor’s Track Students**)  

Verification of Completion

THE CREATIVE COMPONENT

Student Name: ________________________________________  ID No.________________

Degree Program:_____________________________________________________________

Verification of completion (Please submit this form upon completion of the Creative Component.)

Upon completion of the Creative Component, please obtain signatures from all faculty involved and submit to the Graduate Records Office in 325V Willard to verify completion.

Title and Description:

Comments: (optional)

Project Approval:

<table>
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<th>Faculty of Record</th>
<th>Date</th>
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<th>Graduate Adviser</th>
<th>Date</th>
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Appendix D

Counseling Psychology Doctoral Student Dissertation Journal Submission Form

Student name: ____________________________________________________________

Dissertation title: ________________________________________________________

Date defended: __________________________________________________________

Dissertation Director Chair: ______________________________________________

Journal submitted to: ____________________________________________________

Date of submission: _____________________________________________________

Student signature indicates that the student has in fact submitted my dissertation in manuscript form for consideration of publication in the identified journal.

Student Signature: ______________________________________________________

Chair/Dissertation Director signature attests that the Chair has verified the information noted by the student above and that it is accurate to the best of the their knowledge.

Chair/ Director Signature: ______________________________________________
## Appendix E

### CPSY COURSE ROTATION

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### Notes

CPSY 5320 consists of elective offerings such as Substance Abuse Counc, Coun & Human Sexu, and Health Psych, as well as our Consultation and Critical Issues in School Counc courses.
Appendix E.1

**CPSY Course Schedule (Spring 2008-2012)**

**Spring 2008**

Stillwater: 5320 Critical Issues in School Coun
5503 Multicultural Coun (two sections)
5543 Career Dev Theories
5583 Group Process
5683/5693 Internship in Coun (two sections)
6123 Adult Pers Assess
6313 Adv Group
6413-43 CP Pract II & IV
6553 Adv Marital & Fam Treat

Tulsa: 5320 Consultation
5453 Vocational & Career Info
5473 Intro to Coun Practice (two sections)
5493 Prof Issues & Eth in Coun
5523 Indiv Appraisal
5563 Conceptualization & Diag
5683/5693 Internship in Coun (two sections)
6553 Adv Marital & Fam Treat

**Summer 2008**

Stillwater: 5173 Gerontological Coun
5453 Vocational & Career Info
5473 Intro to Coun Practice
5483 Community Coun
5553 Principles of Coun
5593 Coun Prac (two sections)
6310 Adv Prac Superv
6223 Beck Cog Therapy (3 wks)

Tulsa: 5320 Coun Health (3 wks)
5320 Coun & Human Sexuality
5503 Multicultural Coun
5553 Principles of Coun
5593 Coun Prac (two sections)

**Fall 2008**

Stillwater: 5473 Intro to Coun Practice.
5493 Prof Issues & Eth in Coun
5513 Comp School Coun Programs
5523 Indiv Appraisal
5553 Principles of Coun
5563 Conceptualization & Diag
5683/5693 Internship in Coun (two sections)
6053 Eth & Legal Issues in Psy
6083 Principles of Coun Psy
6153 Personality Theories
6413-43 Coun Psy Pract I & III
6543 Clinical Superv

Tulsa:  5473 Intro to Coun Practice (two sections)
        5483 Community Coun
        5503 Multicultural Coun
        5533 Dev Interventions
        5553 Principles of Coun
        5683/5693 Internship in Coun (two sections)

Spring 2009

Stillwater:  5320 Consultation
            5503 Multicultural Coun (two sections)
            5533 Dev Interventions
            5543 Career Dev Theories
            5583 Group Process
            5683/5693 Internship (two sections)
            6123 Adult Pers Assess
            6313 Adv Group
            6413-43 CP Prac II & IV
            6553 Adv Pract in Marital & Fam Treat

Tulsa:  5320 Consultation
        5453 Vocational & Career Info
        5493 Prof & Eth Issues in Coun
        5523 Indiv Appraisal
        5563 Conceptualization & Diag.
        5583 Group Process
        5683/5693 Internship (two sections)
        6553 Adv Pract in Marital & Fam Treat

Summer 2009

Stillwater:  5453 Vocational & Career Info
            5473 Intro to Coun Practice
            5483 Community Coun
            5553 Principles of Coun
5593 Coun Prac (two sections)
6310 Adv Prac Superv

Tulsa:  5173 Gerontological Coun
        5320 Substance Abuse Coun
        5503 Multicultural Coun
        5553 Principles of Coun
        5593 Coun Prac (two sections)
        6223 Beck Cog Therapy (3 wks)

Fall 2009

Stillwater:  5473 Intro to Coun Practice.
            5493 Prof Issues & Eth in Coun
            5523 Indiv Appraisal
            5553 Principles of Coun
            5563 Conceptualization & Diag
            5683/5693 Internship in Coun (two sections)
            6053 Eth & Legal Issues in Psy
            6083 Principles of Coun Psy
            6153 Personality Theories
            6413-43 Coun Psy Prac I & III
            6543 Clinical Superv

Tulsa:  5473 Intro to Coun Practice (two sections)
        5483 Community Coun
        5503 Multicultural Coun
        5533 Dev Interventions
        5553 Principles of Coun
        5683/5693 Internship in Coun (two sections)

Spring 2010

Stillwater:  5320 Critical Issues in School Coun
            5503 Multicultural Coun
            5533 Dev Interventions
            5583 Group Process
            5683/5693 Internship (two sections)
            6123 Adult Pers Assess
            6313 Adv Group
            6413-43 CP Prac II & IV
            6553 Adv Pract in Marital & Fam Treat

Tulsa:  5320 Consultation
        5453 Vocational & Career Info
5493 Prof & Eth Issues in Coun
5513 Comp School Coun Programs
5523 Indiv Appraisal
5563 Conceptualization & Diag.
5583 Group Process
5683/5693 Internship (two sections)
6553 Adv Pract in Marital & Fam Treat

Summer 2010

Stillwater: 5173 Gerontological Coun
5453 Vocational & Career Info
5473 Intro to Coun Practice
5483 Community Coun
5553 Principles of Coun
5593 Coun Prac (two sections)
6310 Adv Prac Superv
6223 Beck Cog Therapy (3 wks)

Tulsa: 5320 Coun Health (3 wks)
5320 Coun & Human Sexuality
5503 Multicultural Coun
5553 Principles of Coun
5593 Coun Prac (two sections)

Fall 2010

Stillwater: 5473 Intro to Coun Practice.
5493 Prof Issues & Eth in Coun
5513 Comp School Coun Programs
5523 Indiv Appraisal
5553 Principles of Coun
5563 Conceptualization & Diag.
5683/5693 Internship in Coun (two sections)
6053 Eth & Legal Issues in Psy
6083 Principles of Coun Psy
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6413-43 Coun Psy Prac I & III
6543 Clinical Superv

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5473 Intro to Coun Practice (two sections)
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Spring 2011

Stillwater: 5320 Consultation
5503 Multicultural Coun (two sections)
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6123 Adult Pers Assess
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Tulsa:  5320 Consultation
5453 Vocational & Career Info
5493 Prof & Eth Issues in Coun
5523 Indiv Appraisal
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Summer 2011

Stillwater: 5453 Vocational & Career Info
5473 Intro to Coun Practice
5483 Community Coun
5553 Principles of Coun
5593 Coun Prac (two sections)
6310 Adv Prac Superv

Tulsa: 5173 Gerontological Coun
5320 Substance Abuse Coun
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5553 Principles of Coun
5593 Coun Prac (two sections)
6223 Beck Cog Therapy (3 wks)

Fall 2011

Stillwater: 5473 Intro to Coun Practice.
5493 Prof Issues & Eth in Coun
5523 Indiv Appraisal
5553 Principles of Coun
5563 Conceptualization & Diag  
5683/5693 Internship in Coun (two sections)  
6053 Eth & Legal Issues in Psy  
6083 Principles of Coun Psy  
6153 Personality Theories  
6413-43 Coun Psy Prac I & III  
6543 Clinical Superv

Tulsa:  
5473 Intro to Coun Practice (two sections)  
5483 Community Coun  
5503 Multicultural Coun  
5533 Dev Interventions  
5553 Principles of Coun  
5683/5693 Internship in Coun (two sections)

Spring 2012

Stillwater:  
5503 Multicultural Coun  
5533 Dev Interventions  
5583 Group Process  
5683/5693 Internship (two sections)  
6123 Adult Pers Assess  
6313 Adv Group  
6413-43 CP Prac II & IV  
6553 Adv Pract in Marital & Fam Treat

Tulsa:  
5320 Critical Issues in School Coun  
5320 Consultation  
5453 Vocational & Career Info  
5493 Prof & Eth Issues in Coun  
5513 Comp School Coun Programs  
5523 Indiv Appraisal  
5563 Conceptualization & Diag.  
5583 Group Process  
5683/5693 Internship (two sections)  
6553 Adv Pract in Marital & Fam Treat